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A Specialised Translation Approach in ESP Classrooms: The Role of the L1 in Teaching and Learning the L2

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Abstract. The employment of specialised translation for teaching English has attracted significant attention. Modern research has proven that specialised translation is operative in ESP lessons. This paper investigates academic publications based on the study of translation's effects on ESP learners. Inductive Thematic analysis was used to investigate a corpus of 30 research articles. The academic publications under investigation were selected through systematic literature research from different academic platforms such as Google Scholar, Zenodo, Academia, Researchgate, Clarivate, Elsevier and others. The inductive thematic analysis aided in uncovering themes associated with the teaching practices, translation activities and the learner's level, designing courses, administrative and academic instructions, enhancing language accuracy, and the communicative role of translation, enlarging the learners' lexical repertoire and consolidating comprehension skills. Integrating translation activities in ESP classes significantly enhances the four skills and allows translation to become a Fifth skill. The findings of this paper indicate that implementing specialised translation in ESP lessons is a fundamental matter that EFL professionals must consider.

Keywords. ESP, Foreign/second language, Learning, Mother Tongue, Specialised Translation, Teaching

1. Introduction

Specialised translation activities are pivotal in English for classrooms with specific purposes. However, the necessary academic research concerning them has yet to be produced. Larsen-Freeman and Anderson (2000) and other researchers (see also Vermes, 2010; Marinov, 2016; Chirobocea, 2018; Boukranaa & Sandy, 2024) have suggested that translation as a medium for learning and teaching English has always been associated with grammar Grammar-translation method, and due to that school failure to achieve successful teaching and learning experience, the use of translation as a medium to teach English as a foreign language was perceived in prejudicial way.

Krashen (1985) indicated that grammar-translation as a method of teaching foreign languages was not abandoned because of its teaching strategies based on translation but because memorisation is its cornerstone. According to Weshler (1997), translation activities are perceived as operational in foreign language acquisition in general and ESP in particular; in fact, the employment of L1 in L2 lessons was highly recommended by scholars through

empirical and fieldwork research (Cook, 2013; Hall & Cook, 2013; Kerr, 2019; Nilubol, 2020). Specialised translation has constantly been viewed as instrumental in ESP as it links the teaching material to the real world and the context in which the learners live through the employment of the L1 (Calis & Dikilitas, 2012). By the end of the twentieth century, interest in implementing translation activities in EFL classrooms has been revived (Malmkjaer, 1998; Dagiliene, 2012; Boukranaa & Sandy, 2024). Current research suggests that the integration of L1 in ESP lessons and specialised translation is now recognised as a contributory instrument that participates in enhancing and consolidating the learners' awareness of what the university instructors teach, especially in ESP lessons where the lessons of English are to be linked to the learners major and their real-life context (Leonardi, 2009; Fernández-Guerra, 2014; Kic-Drgas, 2014; Chirobocea, 2018).

Various issues become apparent when teaching the L2 through translation on the discussion table. From a historical perspective, EFL professionals alleged that English can be taught only through English as a medium of instruction (Ellis, 2008; Turnbull, 2001). However, contemporary scholars assume that using the mother tongue in specialised translation activities as an instrument to deliver specific segments of the ESP lessons eases the process of learning (Cook, 2013; Nilubol, 2020; Krashen, 1985). EFL instructors could feel that their students are translating mentally from their L1 before participating in the classroom as Levine (2011) describes the L1 in the context of L2 classrooms as the elephant in the room' since the majority of the learners think in their mother tongue which leads to the belief that employing translation activities can benefit the learners and the classroom's environment. Still, EFL professionals have acquired the habit of marginalising the existence of that elephant since they have yet to be trained to methodologically utilise it in the context of their lessons, neither during their training nor in conferences or professional workshops. Those EFL instructors based their act of ignoring the use of translation in their classes on the belief that most language teaching methods assume that teaching the L2 must be done through the L2.

However, beginning from the publication of Guy Cook's *Translation in Language Teaching* (2010), a new movement took place in the field of EFL in general and ESP in particular. The academic works of scholars such as Cook (2010) transformed the way EFL professionals approach the domain of ESP teaching regarding the usage of translation during their lessons. The benefits of utilising specialised translation activities in ESP classrooms are confirmed by the academic productions of scholars who support their research with findings that support a planned and well-designed utilisation of translation activities to achieve perceived teaching and learning aims.

To define and discuss the concerns that scholars and ESP practitioners have developed concerning the usefulness of specialised translation as a teaching method in higher education, this research scrutinises academic publications concerned with implementing translation activities in ESP lessons. This paper strives to identify the outstanding and instructive themes that surface from academic scholarly publications and investigates the scholars' perception of adopting specialised translation to deliver ESP lessons.

2. ESP and the use of translation

By the beginning of the twenty-first century, researchers such as Leonardi (2009) have emphasised the gains of specialised translation as an aiding instrument in ESP lessons. They hold that the role of translation in teaching and learning foreign languages is being reassessed by EFL specialists thanks to its constructive part aiming to enhance the learning experience rather than destructively impacting the learners. The existence of deficiencies linked to

integrating specialised translation in ESP classrooms is actual, but recent research shows that the benefits outweigh the limitations and must be scrutinised and deliberated (Boukranaa & Sandy, 2024).

Marinov (2016) indicates that the post-communicative paradigm is changing and intends to employ translation activities in ESP lessons. Including specialised translation in ESP classrooms raises other issues linked to the learners' needs and the designing of academic courses. Dudley-Evans and St. John (2012) suggest that it is imperative to consider the learners' preferences as a priority in any attempt to take translation as a method of teaching and learning foreign languages. Furthermore, teaching and learning materials must be determined according to the learners' needs and wants. Translation is an activity that higher education learners and instructors use daily, but they need to be made aware of its benefits and pedagogic utilisation (Marinov, 2016).

Specialising or studying the theories and approaches of translation studies is optional for learners in the context of ESP classrooms. Witte et al. (2009) confirm that a comprehensive understanding of translation theories is only required for students specialising in translation as an academic discipline. Moreover, lessons that employ translation as a method of delivering the lesson through specialised activities aim to simplify comprehension for the learners and aid them in developing their level by grasping sophisticated parts of the lessons smoothly (Avand, 2009). Additionally, integrating the mother tongue as an intermediate for instructing the learners improves students' cognitive skills.

A complicated use of the mother tongue is required to acquire knowledge in a unique field. Kavaliauskienė and Kaminskiene (2009) maintain that guarantying complete comprehension and building gaining expertise in specific disciplines using the foreign/ second language necessities of intricate ESP activities; put differently, using the L2 solely to deliver sophisticated ESP courses leads the learners to develop foreign language anxiety by putting them in stressful conditions (Mohammed Boukranaa et al., 2024). Therefore, the integration of the mother tongue to facilitate specific segments of the lesson through translation activities releases the stiffness from the students and aids in explaining abstract and specialised classes; additionally, practising translation during ESP classes aids in inspiring university students to disclose their creative skills (Kic-Drgas, 2014). Thus, translation as a teaching approach in the ESP context is debated by scholars who maintain that it deserves in-depth investigation and re-evaluation.

3. Methodology

The methodology selected to investigate the designated academic articles in this research is inductive thematic analysis. Prioritising this method is urged by the topic's nature, which aims to reveal the significance of implementing specialised translation in the ESP context. Qualitative studies mainly apply thematic analysis (Guest et al., 2011). It is based on a phenomenological standpoint, pursuing the depiction of research participants' experiences and insights. Brown and Clarke (2006) maintain that thematic analysis does not target the invention of a theoretical model. However, it bases its investigation on studying the features and reviewing actual experiences first and second, using the results to scrutinise research issues. Furthermore, Guest et al. (2011) suggest that because of its elasticity, thematic analysis provides the researchers with solutions to tackle various qualitative issues.

The thematic analysis encompasses two branches that differ in how they deal with research topics. A researcher can adopt inductive or deductive thematic analysis to investigate an academic topic qualitatively (Brown & Clarke, 2006; Willig, 2013; Dawadi, 2020; Mjahad

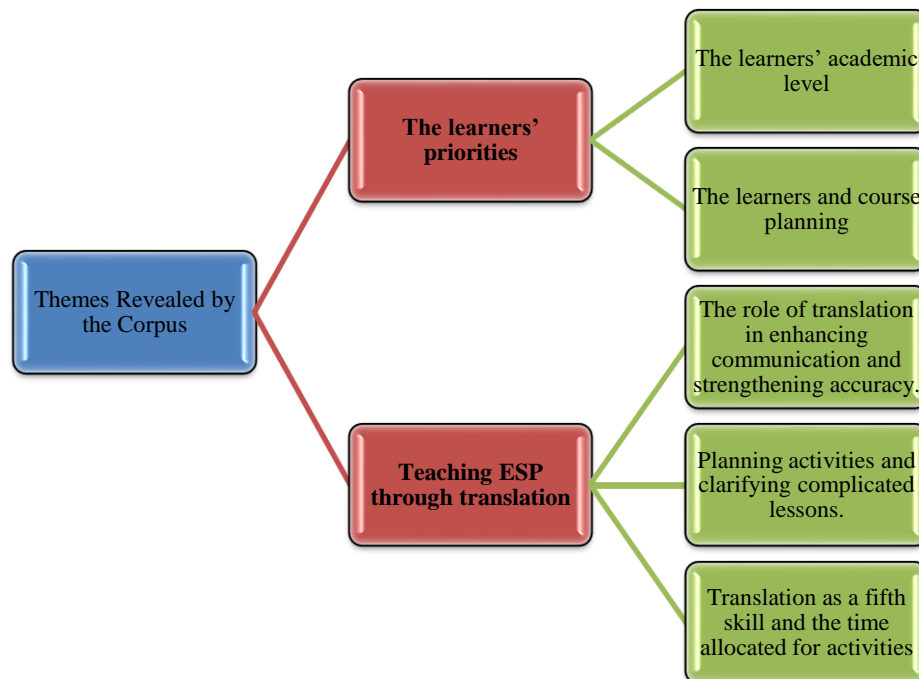
et al., 2025). Deductive thematic analysis adopts a top-down perspective while researching an issue. Research that bases its methodology on deductive thematic analysis is usually backed up with a lengthy and elaborated literature review and a broad knowledge of the researched topic that the researcher aims to confirm or challenge. Inductive thematic analysis differs from deductive thematic analysis since it opts for a bottom-up tactic to investigate a topic; that is to say, it does not require previous knowledge or a literature review about the research topic (Willig, 2013; Dawadi, 2020; Boukranaa & Sandy, 2024). Inductive thematic analysis is based on six phases. The first one is the familiarisation with the corpus under scrutiny; the second is the development of the initial codes; the third phase is discovering themes; the fourth phase is studying the themes; the fifth one is defining and naming the themes; and the sixth one is reporting the themes and scrutinising the findings (Brown & Clarke, 2006).

This paper uses inductive thematic analysis to reveal the themes tackled by the chosen corpus of specialised translation and ESP. The corpus encompasses 30 academic articles resulting from systematic literature research. The academic databases that were researched to build the corpus are Google scholar, Zenodo, Academia, Researchgate, Clarivate, Elsevier and others. The researchers used keywords such as 'L1 and ESP', 'specialised translation and ESP', and 'EFL and translation' to find academic publications in the previously mentioned academic databases published between 2000 and 2024. The researchers chose 30 articles that are pertinent to the researched topic. The researchers analysed the papers to reveal the themes discussed using inductive thematic analysis once the corpus was finalised.

4. Results

The selected corpus was investigated using inductive thematic analysis, which revealed primary themes linked to learners' priorities and the use of translation in teaching ESP. The primary themes were then divided into secondary themes shared by all the academic publications in the corpus.

Figure 1. *The Primary and Secondary Themes revealed by the Corpus*



The secondary themes cover all the elements that affect the learners' experience positively or negatively inside the classroom while including or excluding translation-based activities during the ESP lessons. The primary theme of the learners' priorities is subdivided into two secondary themes: the learners' academic level and the learner's and course planning. The first secondary theme focused on the learners' level of mastery of the foreign language that is used as a language of instruction and how ESP activities that are based on translation can help improve the level of the learners and lead to a more successful learning and teaching experience; the second secondary theme is centred around the course planning concerning the integration of translation based ESP activities and the needs and wants of the learners, it tackles issues that must be considered while planning any activity based on translation. It predicts obstacles and disadvantages that may appear, and it highlights advantages and how to preserve them.

The second primary theme discussed in this article is teaching ESP through specialised translation activities, subdivided into three secondary themes. The first secondary theme linked to the second primary theme is the role of translation in enhancing communication and strengthening accuracy; it scrutinises the ability of specialised translation activities to strengthen the learners' capability to use the second language more effectively to communicate their ideas accurately through practising activities that are explicitly designed to cover the weaknesses that the learners suffer from and overcome the obstacles that they encounter while studying the second language or using it as a language of instruction in their major. The following secondary theme that is linked to the second primary theme is planning activities and clarifying complicated lessons; it focuses on how specialised translation facilitates ESP activities that are complex and complicated by training the learners first to translate the language of those activities to or from their mother tongue which leads to creating an understanding of the aim and reason for doing complex activities.

The third theme is based on translation as a fifth skill and the time allocated for activities; this theme tackles the effect of specialised translation on the four skills (listening, reading, speaking and writing). It highlights the role of translation in improving those skills through specialised activities. Furthermore, it advocates for dealing with specialised translation as a fifth skill that, while adding to the other skills, helps in improving the learners' competence and performance during the classes and in real life; the theme also links the practice of specialised translation as a fifth skill to the issue of time, since practising specialised translation must not hinder the process of learning and should take all the time allocated to the session of ESP, hence while discussing this theme it is advocated to plan a specific time to practice translation without exaggerating since translation in ESP classrooms are just an activity and an instrument for learning and not the main course.

The results of this paper suggest that all themes that appeared using the thematic analysis are linked to the learners' needs and wants. The themes focus on improving the learners' level and use of the foreign language, and they also highlight the importance of planning and designing specialised translation activities that serve the aim of the lesson rather than stand as a learning obstacle. Furthermore, the corpus under investigation provides more explanation and information about the importance of specialised translation in ESP lessons, which will be discussed in the section.

5. Discussion

5.1. The learners' priorities

5.1.1. The learners' academic level

Researchers perceive specialised translation as an instrumental approach that can be implemented in ESP lessons. Ali (2012) suggests that not all university students are gifted with a high mastery of English, which represents an obstacle that hampers them from engaging and grasping the lessons that are specialised and sophisticated. Furthermore, Kovačević (2019) confirms that although the learners can communicate with their instructors in social and informal contexts, they cannot take part in challenging and specialised activities mostly planned for learners with advanced levels, such as engineering and medical terminology.

Leonardi (2011) maintains that foreign language learners tend to mentally translate from their mother tongue while participating in ESP activities. The mental translation is conclusive in specifying the sum of the mother tongue usage permitted in ESP classrooms; the students' level governs the allowed percentage of translation during the lesson; translation activities should be kept at a minimum level with higher levels learners while maximising the practice of translation is advised for low achievers learners (Cook, 2001). L1 usage in ESP occurs naturally mentally since most learners translate from their mother tongue while thinking. Hence, the instructor cannot forbid its integration into the lessons, but EFL instructors can control the employment of L1 in L2 lessons through taking translation as a way of teaching; moreover, the banning of L1 in EFL classrooms that not present itself as a solution or a guarantee for advancing the learners mastery of the second language.

Kic-Drgas (2014) even suggests that specialised translation activities must also be maximised for advanced learners. In advanced levels, the focus must not only be on the four skills but also translation as a fifth skill. While taking translation as a fifth skill, the learners instinctively participate in an intercultural knowledge transfer. Cultural dialogue and exchange occur naturally in ESP classrooms while doing specialised translation activities. Moreover, Leonardi (2011) suggests that translating from and to the L1 is not something that the learners and the instructors plot for, but it happens naturally and unintentionally at the mental level.

Moreover, Cook (2013) indicates that including specialised translation activities in ESP lessons may motivate the learners to participate in the lessons and relieve the stress and the feeling of unsafety that can be stimulated by prohibiting the usage of L1 in the L2 context.

A further point is made by Navidinia et al. (2019), who hint at the rewards of including specialised translation in ESP classrooms at the professional level. Students of specialised courses such as engineering and medicine need to develop translation as a fifth skill since the four skills are required to interact and communicate in the domain of their major with other professionals and for their studies while translation is a daily necessity that they engage in with other individuals in their community; that is to say, they translate daily from the L2 to the L1 for individuals in their society who ask for their services as professionals.

5.1.2. The learners and course planning

Integrating translation as a strategy for teaching foreign languages imposes the adoption of authentic material. Allowing the learners to be at the centre of focus should be considered while planning and designing ESP courses that integrate specialised translation; these courses must encompass genuine and appealing material that elaborates on the learners' autonomy and promotes self-education (Fehaima, 2022). Additionally, Ali (2012) suggests that provisions must be planned before implementing any course integrating specialised translation in the ESP context regarding the method and the material that must be taught. Fehaima (2022) elaborates on that idea and confirms that an eclectic method and materials are to be considered while planning and designing an ESP course or syllabus that includes specialised translation activities to uphold an equal division of classes and assure that there is a balance in the utilisation of the mother tongue during the lesson that is designed to teach the learners a foreign language.

Similarly, Calis and Dikilitas (2012) maintain that while designing ESP activities that use specialised translation, instructors must be careful and pay attention as many obstacles and barriers can hamper their success. At this stage, the instructor's intrinsic role becomes pivotal in predicting the hitches and the pitfalls that may happen during the application of the activities before their occurrence, that is, when designing and planning for the lesson, course and syllabus. Furthermore, the instructor must prepare solutions for possible obstacles that may delay learning (Chirobocea, 2018). The instrumental role of specialised translation in contemporary EFL curricula is also confirmed by Leonardi (2009), who indicates that foreign language curricula in modern times need to allow certain times of the lessons to the L1 by planning for it while designing the course. Moreover, Galante (2021) highlights that using L1 in the foreign language classroom is a reality that instructors cannot escape or marginalise. However, they need to show awareness of it by planning to control it through the inclusion of translation while designing courses, hence making use of it to improve the level of the learners and facilitate the learning process for the students and act of teaching for the instructors.

5.2. Teaching ESP through translation

5.2.1. The role of translation in enhancing communication and strengthening accuracy.

Novel academic research has demonstrated that specialised translation effectively advances communication capabilities. Previously, EFL/ESL researchers objected to integrating translation in EFL/ESL classrooms by strengthening their standpoint with the grammar-translation method fiasco in achieving any success in making the learners communicate successfully. Nevertheless, Marqués-Aguado & Solís-Becerra (2013) emphasise that current

academic investigation has shown that the L1 is central to designing ESP lessons to mend communication skills successfully.

TILT or translation in language teaching involves the students in activities and conditions that improve their communicative skills (Fuertes-Olivera & Piqué-Noguera, 2013; Mažeikienė, 2019). In contrast to what was believed in the past, specialised translation has the potential to make the learners participate in classroom activities. Employing translation in English language teaching and learning allows the learners to practice diverse learning styles, registers, various contexts and multiple kinds of texts that mimic authentic and real-life situations.

Translation as a method of teaching foreign/ second languages simulates real-life situations and experiences. It allows the learners to test their L2 (target language) level by translating from the L1 (source language) and vice versa. Karimah (2019) and Remichi (2019) link the improvement of students' accuracy in using foreign languages and the integration of translation activities in ESP classrooms; they maintain that the learners' usage of the target language becomes straightforward and flexible after going through various specialised translation activities that focus on specialised vocabulary.

Furthermore, using specialised translation to render terminology from the L1 (source language) to the L2 (target language) and from the L2 to the L1 is an instrumental social skill that improves interaction between people from different linguistic backgrounds (Fakharzadeh, 2009; Navidinia et al., 2019). So, using it in the context of ESP enables the learner to be aware of culture-bound terms and concepts, and this will lead them to become vigilant about the notion of cultural equivalence while rendering terminology to either the L1 or L2; therefore, selecting the correct equivalent enhance the understanding of the ESP lesson and motivate the learners to produce the clearest and the accurate form of communication (Leonardi, 2009).

Mažeikienė (2019) suggests that although the communication approach is proclaimed to be the most instrumental learning and teaching approach in foreign languages, its scope is very ineffective in the ESP context. The communication approach focuses on accuracy while delivering lessons about vital components of ESP lessons, such as spelling, grammar and phonology. Implementing specialised translation in ESP teaching urges the learners to learn and produce the foreign language accurately. Kelly and Bruen (2015) indicate that there are academic fields where the feature of accuracy is decisive and errors can cause catastrophic consequences; disciplines such as ICT, electrical engineering and medicine necessitate the clear-cut choice of terminology in written and oral form. Therefore, the integration of specialised translation in classrooms of English for Specific Purposes is mandatory and inspired by the characteristics of the learners' disciplines and majors (Benabdallah, 2013; Kovačević, 2019; Remichi, 2019). The integration of specialised translation in ESP classrooms is an expedient issue as it simplifies the teaching and learning process for the teachers and the learners by aiding in enhancing the feature of accuracy and selecting the proper equivalent word in the L2 for every term in the L1. Furthermore, the employment of specialised translation in the ESP lessons allows the learners to accurately utilise the language of their profession through working on specialised text (Kic-Drgas, 2014).

University students belong to different disciplines, and the pedagogic material utilised during the lesson is designed based on those academic fields. The ESP material and texts are specialised because it is meant to be taught to a special category of students, and it necessitates careful consideration concerning the way language communicates the meaning and the intentions of the lessons (Fuertes-Olivera & Gómez-Martínez, 2004). Specialised translation accentuates a profound scrutiny of material and texts to comprehend and acquire the precise

meaning. Hence, specialised translation is a required helping instrument that improves the language learners' capability to comprehend the language utilised during the lessons and attempt to render the meaning of the studied texts either in the L1 or the L2.

5.2.2. Planning activities and clarifying complicated lessons.

Specialised translation as a medium for delivering ESP lessons aids in enhancing the learners' mastery of the target language by connecting what they study to their mother tongue. Profound investigation of the L2 texts' language is mandatory in specialised translation, which integrates the analysis of the foreign texts before reproducing them in the native tongue. According to Shiyab and Abdullateef (2001), the in-depth analysis and investigation of the specialised source text in the target language (L2) facilitates the learners' journey of enhancing their level in the target language (L2)—additionally, specialised translation aids in evading misunderstanding and improving clarity.

Specialised translation as a medium for teaching English for specific purposes concentrates on attentive reading, profound investigation of writings, and comprehension, aiding university students in grasping the meanings of terms in different contexts. Considering specialised translation, a fifth skill, motivates the learners to compare meanings of words and terms in different contexts and languages as an alternative for mechanical language adaptation. Furthermore, Marqués-Aguado & Solís-Becerra (2013) suggest that translation provides the students with the necessary linguistic background to distinguish between the destructive and the constructive rendering of meaning. Moreover, translation enlightens the students about correspondence by allowing them to discover various corresponding words in the target language for each word they know in their native language (Leonardi, 2011; Mollaei et al., 2017; Kabir, 2019).

University students go through a process of mental translation during ESP lessons, which makes specialised translation activities vital. Specialised translation plays a principal role in ESP classrooms since it is for the learners to communicate their thoughts in the L2 instead of doing mental translation. This purpose is achieved by preparing the students to differentiate between the source and target languages concerning linguistic and cultural characteristics. Kovačević (2019) perceives translation as a significant addition to learning and teaching ESP since it coaches the learners on problem-solving strategies through planned and designed specialised activities. Besides, Translation in Language Teaching (TILT) boosts grammatical competence and language performance and improves the learners' analytic skills and lexical accuracy (Leonardi, 2009; Kic-Drgas, 2014; Fethiza-Tidjani & Goui, 2016).

Laviosa and Cleverton (2006) designed a strategy to enable ESP teachers to integrate translation-based tasks and activities in their lessons. The strategy aims to enhance the learners' grammatical skills and style and broaden their lexical repertoire. Their strategy simulates real-life experiences and focuses on motivating the learners through comprehension, analysis, Reflection, synthesis, and control (self-evaluation). However, Laviosa and Cleverton (2006) may only work for some ESP teachers. Translation-based teaching material used in ESP classrooms is not available in textbooks and on online platforms; instead teachers have to plan for it and design it by themselves (Al-Amri & Abdul-Raof, 2014; Kovačević, 2019); this leads to a difference in the development of the stages in translation activities based on the material and the course design of each teacher, the period allowed for translation-based activities and the level of the students who are engaged in the activity.

Kic-Drgas (2014) indicates that translation-based activities must come after a pre-translation discussion where the learners and the instructor negotiate issues related to

resemblances and variances, correspondence/ equivalence. Pre-translation tasks help to check the learners' understanding of the presented translation-based activity and guarantee the whole class's participation in it; the instructor can use these types of tasks to minimise misunderstanding and convince the learners to focus on the accurate usage of the language, style, and register about a specialised text belonging to a specific domain.

5.2.3. translation as a fifth skill and the time allocated for its activities.

EFL professionals should approach specialised translation as a skill that complements and comprises the other four skills. While the learners translate, they boost their reading, listening, writing, and speaking skills; similarly, they do mental translation while practising the four previously mentioned skills. Additionally, suppose translation is embraced as a fifth skill. In that case, there will be an improvement in the other skills in the sense that the learners will develop a sense of awareness concerning the inconsistencies and similitudes between the target language and the source language, and this does not mean that translation-based activities are to be practised by only advanced levels learners but by learners from all levels whether they are elementary, pre-intermediate, intermediate or advanced (Cook, 2001; Kavaliauskienė & Kaminskienė, 2009; Ali, 2012). Furthermore, translation activities allow the learners to develop the skill of self-evaluation and correction since they focus on the accurate transfer of meaning and semantic components of the studied texts.

Additionally, Newark (1991) suggested that translation-based activities provide the learners with what is necessary to spot negative transfer of meaning. Put differently, specialised translation is not only meant to help learners master the L2 but also to provide them with the opportunity to acquire a background of knowledge about the L2 grammar, lexis, and structure. Hence, translation as a fifth skill is instrumental in teaching learners to use the L2 accurately.

Most researchers in the selected corpus admit that specialised translation enhances the students' grammatical competency. In *Learning by Translating: A Contrastive Methodology*, Laviosa and Cleverton (2006) suggest that EFL learners may show that their level in the foreign/second language is advanced, yet they constantly confront complications in mastering specific styles of language, especially those related to their major or the jargon. Academic and specialised courses such as science, business, and tourism are distinguished by exclusive jargon and lexical, linguistic and grammatical rules that differ from general English. For instance, Kovačević (2019) indicates that business English/ English for business is characterised by courteousness, accuracy, straightforwardness, efficacy, and objectivity. Therefore, it is logical to say that the language and the grammar utilised in specialised disciplines are unique if we compare them to the language learners of general English study use. Hence, EFL instructors specialised in teaching ESP are tasked with defining the features and characteristics of the set of rules utilised in a particular jargon and plan for activities that improve them and enhance the student's competence (Leonardi, 2009; Benabdallah, 2013; Chirobocea, 2018).

The specialised translation is pivotally instrumental in boosting the students' lexical competence. ESP students are perceived to be part of a bilingual environment where they are required to render their thoughts, which are primarily in their source language, to the target language that is the L2 based on this specialised translation enhances the learners' capability to work on matters of equivalence because learners have to make the accurate choice while doing translation, they participate as active agent in the process of teaching and learning since they learn new vocabulary, how to use it and when to use it accurately (Fethiza-Tidjani & Goui, 2016; Galante, 2021). Translation during ESP lessons implies that the learners will develop a sense of awareness about the act of translation itself, as they will infer that it is not only about

rendering a source text in a literal manner, that is, word for word, but also about the context of the text, its structure, and form which led to allow the learners to acquire awareness about their language errors and skills to circumvent them (Shiyab & Abdullateef, 2001). Specialised translation aids the learners in enlarging their lexical repertoire with terminology mainly used in their major and discipline. Nick Mohamed et al. (2021) indicate that specialised translation of specific vocabulary and terms improves the students' command and mastery of the appropriate use of the jargon of their field.

Analytical competence is another benefit translation in ESP classrooms helps learners acquire. It is recommended that translation tasks be practised through group and pair discussion, which lead the learners to engage in dialogues that aid in improving their analytical skills concerning text, whether they are foreign or native; this not only improves their lexical knowledge and grammatical skills but make the learners knowledge producers rather than mere passive recipients. Additionally, it is a prerequisite to discuss impediments that ESP learners confront while rendering texts. The discussion of translation-related issues strengthens the students' analytical skills, enhances critical thinking and autonomous learning and aids in sharing knowledge among all classmates (Boshwabadi, 2014; Kic-Drgas, 2014). Furthermore, Leonardi (2009) confirms that specialised translation tasks are prominent in uncovering and boosting the students' critical analysis skills.

The period in a lesson that the learners spend on translation has triggered an overabundance of discussion. Many researchers have advocated for forbidding or at least restricting the use of L1 in L2 classrooms; however, others indicate that it is not a matter of outlawing the integration of translation-based tasks or permitting them, but it is a matter of planning for the number of tasks and the period in a lesson assigned for the specialised translation. Therefore, translation activities must be measured, and their aim must be determined to attain particular purposes; L1 must not be used randomly during L2 classrooms because the lesson is about learning L2, not about talking in L1 about the L2, which means that any integration of translation in ESP classrooms must be planned with pre-defined circumstances that aid in achieving the goals of the lesson. Four significant points must be considered when considering implementing a translation activity: the previous experiences and knowledge of the learners, their level, the stage of the course, and the stage of the class (Atkinson, 1993).

Translation-based activities in ESP classrooms may be motivated by other factors. The primary and most obvious factor is time-saving; some segments of ESP lessons can be very specialised and complex to the extent that the process of explaining them led the consumption of valuable time in the ESP session, a precious time that can be invested in other activities if the ESP instructor decided to make use of the L1. Furthermore, ESP instructions for activities sometimes are vague and unclear, necessitating the instructor's intervention through the use of the L1 to clarify the instruction; this will allow the students to focus on their tasks, not the instructions. Additionally, utilising the L1 in the L2 classes can stimulate the students; according to Swain and Lapkin (2000), using the mother tongue in the context of a foreign language aids in removing anxiety and stress from the learners and enhances feelings of confidence and trust. Besides, the use of the mother tongue helps in maintaining discipline, which allows for a healthy learning environment during the class; specialised translation activities assist the teaching and learning process when it is used as an icebreaker to generate a friendly classroom environment (Cook, 2001; Kerr, 2019).

6. Conclusion

Many researchers maintain the re-emergence of translation as a teaching method in EFL classrooms. Nevertheless, plenty of academic research is a prerequisite to design a strategy for implementing it in ESP classrooms. This research aided in showing the gains of integrating translation-based activities. The methodology utilised in this paper, which is inductive thematic analysis, helped in investigating a selected corpus composed of articles that advocate for the use of translation activities in ESP classrooms; furthermore, inductive thematic analysis simplified studying the advantages of integrating translation activities in the context of L2 teaching and learning. It aided in determining the general themes and the subthemes that the corpus included. It also helped scrutinise the articles in the corpus for a careful and pre-planned inclusion of translation in ESP classrooms. The use of thematic analysis helps conclude that the inclusion of specialised translation in ESP classrooms must be balanced and not exaggerated to improve the four skills and perceive translation as a fifth skill.

Contemporary academic research has shown that translating in ESP lessons boosts communicative skills. This research stresses the improvements that translation can bring to the ESP lesson concerning communication since translation emphasises cross-cultural exchange and understanding, supports learners in becoming knowledgeable of the jargon of their major and boosts their lexical repertoire. Additionally, translation activates the learners' critical thinking and analytical skills by making them aware of the differences and similarities between their L1 and L2. Furthermore, specialised translation aids prepare the learners for their future careers by enabling them to train in using the language of their speciality.

Integrating translation as a practical medium to simplify teaching and learning operations is important. The selected corpus emphasises the strengthening of the use of the foreign language to teach the foreign language as the principal purpose; moreover, EFL instructors and learners can adopt a positive insight towards the mother tongue. This paper emphasises that most learners practice mental translation before uttering words in an L2 context. For this reason, translation is now approached as a game changer in the EFL context.

6.1 Research limitations

This paper tackled the issue of integrating specialised translation in ESP teaching and learning by scrutinising its supporters' points of view. The topic is sophisticated, and the researchers aimed to discuss it through a corpus of 30 published academic articles. Nevertheless, other researchers assert that the employment of the mother tongue in ESP classrooms through translation-based activities must be prohibited; the perspective of those research represents the chief limitation of this article as tackling the point of view of both the advocates and the opponents necessitates a more extensive corpus that only one research article cannot cover. Furthermore, this research article should have covered strategies and techniques for implementing specialised translation during ESP lessons. The final limitation is how EFL professionals can assess and evaluate the learners' level and development during translation activities.

6.2 Recommendations

The author suggests that future research related to translation and EFL focuses mainly on three topics. The first topic discusses the shortcomings of integrating specialised translation in ESP classrooms. The second topic is research that must discuss and suggest strategies, techniques and methods for implementing translation activities in ESP lessons. The third topic

must investigate the assessment and evaluation issue: how ESP teachers can assess translation activities and their effect on the learning process and learning outcomes.

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