
RESEARCH ARTICLE

A Translation Turn in ESP Classrooms: The Use of the Source Language to Teach the Target Language

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ABSTRACT

The use of translation as a method for teaching English for Specific Purposes has recently gained attention. Historically speaking, the use of translation has been regarded as a constraint to learning a second language, especially considering the negative reputation of the Grammar-Translation school. However, current research has shown that translation could be used as an effective teaching method in ESP classes at the university level. This research aims to scrutinise published research about translation employment in ESP classrooms. The paper scrutinises 25 Articles using inductive thematic analysis. The articles under scrutiny resulted from a systematic literature search of Google Scholar, Web of Science, and Ebsco. The inductive thematic analysis led to the discovery of themes linked to the learner and translation activities and teaching practices, including defining learners' level, course specifications and designing, academic and administrative instruction, translation as a communication tool, enhancing speaking accuracy, consolidating the learners' lexical repertoire and strengthening comprehension skills. Implementing translation activities in ESP classrooms is prominent in consolidating the four skills. The results of this paper suggest that the application of Translation in ESP classrooms as an aiding tool is a pivotal issue that English language teaching practitioners should consider.

KEYWORDS

ESP, First Language, Learning, Second Language, Teaching, Translation

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1. Introduction

Although translation-based activities in English for Specific Purposes (ESP) teaching and learning are instrumental topics, they have yet to receive the needed research. Translation as a teaching method has long been concomitant with the grammar-translation school, as some researchers have suggested (Chirobocea, 2018; Vermes, 2010; Marinov, 2016; Larsen-Freeman & Anderson, 2000). As a result, translation in foreign language acquisition and using L1 in L2 teaching and learning has received unfair criticism.

Weshler (1997) clarified that the grammar-translation method was criticised not because of the use of translation but because of its educational practices based on memorisation. Translation, according to Weshler (1997) and other scholars (Nilubol, 2020; Kerr, 2019; Cook, 2013; Hall & Cook, 2013; Krashen, 1985), is perceived as an effective tool in teaching foreign languages, especially English for Specific purposes. Translation has always been valuable in real-world educational situations, particularly regarding ESP (Calis & Dikilitas, 2012; Chirobocea, 2018). Since the close of the 20th century, there has been a renaissance of curiosity in the use of Translation and L1 in foreign language teaching (Dagiliene, 2012; Malmkjaer, 1998). Researchers are paying close attention to using L1 in ESP classrooms, and translation has begun to be recognised as a valuable method in EFL and English for Specific Purposes (ESP) (Fernández-Guerra, 2014; Chirobocea, 2018; Kic-Drgas, 2014; Leonardi, 2009). To determine what issues scholars and practitioners have regarding the effectiveness of translation as a teaching strategy in ESP classes at the university level, this paper aims to analyse selected articles on the inclusion of Translation in ESP teaching and learning. This research seeks to identify

the salient and informative themes that emerge from scholarly publications and to examine the researchers' perspectives on using translation as an additional teaching strategy in ESP instruction.

2. ESP and the use of translation

Many scholars have highlighted the benefits of employing translation in foreign language instruction since the start of the twenty-first century. Scholars like Leonardi (2009: 143) hold that "*Translation is more and more frequently evaluated as a positive form of interference aimed at enriching rather than harming learners' proficiency and learning skills.* Of course, there are drawbacks to using translation in language classes, but there are also advantages that should be investigated and considered. Marinov (2016) demonstrates how the post-communicative cognitive paradigm is evolving and offers hope for using Translation in ESP classrooms. Dudley-Evans and St. John (2012) maintain that while discussing the issue of teaching and learning ESP through translation, the learners' needs must be considered when designing a course. Materials, teaching, and learning methods are selected based on the students'/learners' needs. Marinov (2016) suggests that translation in the context of ESP classes is an act that the instructor and the learner unsurprisingly utilise. Factually speaking, using translation has some limitations; however, the gains must be considered, as translation helps the learners develop a sense of awareness about what they study and differentiate between the characteristics of the source language (L1) and the target language (L2).

Knowledge of translation studies is optional for employing translation in the context of English language teaching in general and ESP in particular (Witte et al., 2009). He maintains that in-depth knowledge of translation theory and studies is only required for Translation students. Furthermore, Avand (2009) holds that activities that utilise translation as a medium of instruction for particular and specialised lessons simplify the understanding of sophisticated segments of the lessons. Moreover, the inclusion of L1 as a medium of giving instructions can lead to the enhancement of the learner's cognitive skills.

Gaining expertise in a particular field of knowledge necessitates intricate usage of L1. Compiling an understanding and expertise in a specific discipline using a foreign language requires challenging ESP activities (Kavaliauskienė & Kaminskienė, 2009). As far as ESP is concerned, the usage of L2 only in delivering courses that are complicated and sophisticated may put the learners in stressful situations; hence, the inclusion of L1 while delivering the lesson in the form of translation may relieve the tension from the learners and help in clarifying vague lessons linked to specialised classes (Kic-Drgas, 2014). Using translation during the enactment of ESP lessons may serve as a tool that encourages the learners to unfold their creative skills (Kic-Drgas, 2014). Therefore, translation as an instructional approach in ESP classrooms is a complicated topic that keeps coming up for debate from academics who believe it merits profound scrutiny and reassessment. For this reason, this research aims to answer intrinsic questions about the use of translation in ESP classrooms:

1. How does translation serve the learners and the learning process in the ESP context?
2. Why must translation be considered during the course and syllabus design in the ESP context?
3. How can translation encourage communication and consolidate accurate use of the second language in specialised courses?
4. Can translation simplify comprehension and aid in clarifying tasks for the learners of specialised courses?
5. Can translation be considered a fifth skill?
6. Can translation activities be integrated into ESP classrooms without affecting the time reserved for pure English language activities?

3. Methodology

This paper adopts inductive thematic analysis to scrutinise the selected academic productions and analyse the findings. The choice of this method is dictated by the nature of the topic and is driven towards uncovering the most prominent benefits of employing translation in ESP classrooms. Guest et al. (2011) describe thematic analysis as a process and method mostly applied in qualitative studies. As an approach, it utilises a phenomenological perspective, targeting the description of research participants' perceptions and experiences. The thematic analysis does not aim to produce a theoretical model. Instead, it is centred on studying the characteristics and the summary of real experiences and applying the outcomes to particular research issues (Brown & Clarke, 2006). According to Guest et al. (2011), TA is an elastic method that offers introductory skills for dealing with different qualitative data.

Thematic analysis is divided into two: the first one is inductive, while the second one is deductive (Dawadi, 2020; Willig, 2013; Brown & Clarke, 2006). The deductive analysis is based on a top-down approach to studying a topic. In this type of thematic

analysis, the academic researcher starts the academic investigation with a literature review and previous knowledge about the subject that needs to be endorsed or undermined through scrutinising the data. The inductive thematic analysis utilises a bottom-up strategy while approaching a topic without any literature review about the issue or previous knowledge (Dawadi, 2020; Willig, 2013). The research at hand utilises inductive thematic analysis to allow the researcher to discover the themes discussed in the selected corpus regarding the inclusion of Translation in ESP classrooms. A corpus of 25 papers is the subject of this paper's study; this corpus results from a systematic literature research of three academic databases, namely WOS, Ebsco, and Google Scholar. Keywords such as 'ESP', 'ESP and L1', 'translation and EFL', and 'ESL and Translation' were utilised to search the academic online platforms for academic productions published between 2000 and 2024. The systematic literature research selected only 25 papers relevant to the topic under scrutiny. Once academic articles were selected, the inductive thematic analysis was employed to analyse the papers. Brown and Clarke (2006) maintain that thematic analysis comprises six stages. The first phase in the inductive thematic analysis is the familiarisation with the collected data; the second one is the generation of initial codes; the third one is looking for themes; the fourth one is the review of the discovered themes, the fifth phase is the definition and the naming of those themes, the sixth phase is the production of a report about the themes and the analysis of the findings.

4. Results

Employing inductive thematic analysis revealed initial themes associated with the learners' level and teaching practices. Those main themes were clarified by connecting them to sub-themes that recurred throughout the corpus under scrutiny.

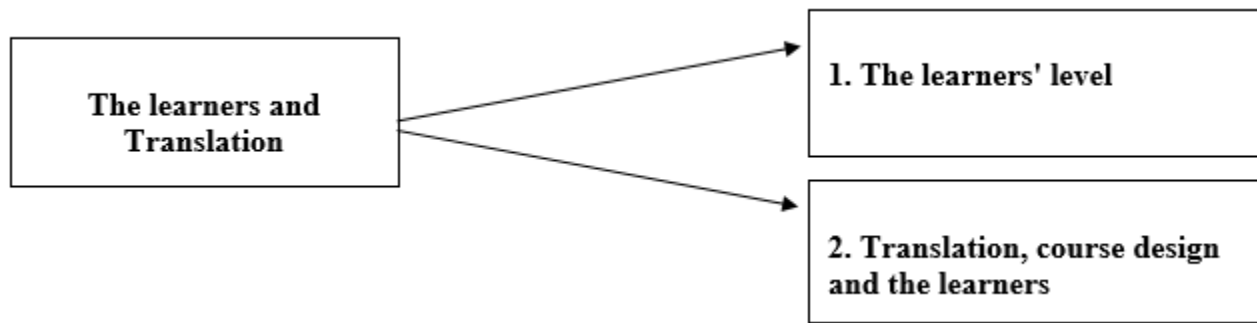


Figure 1. Themes related to the learners.

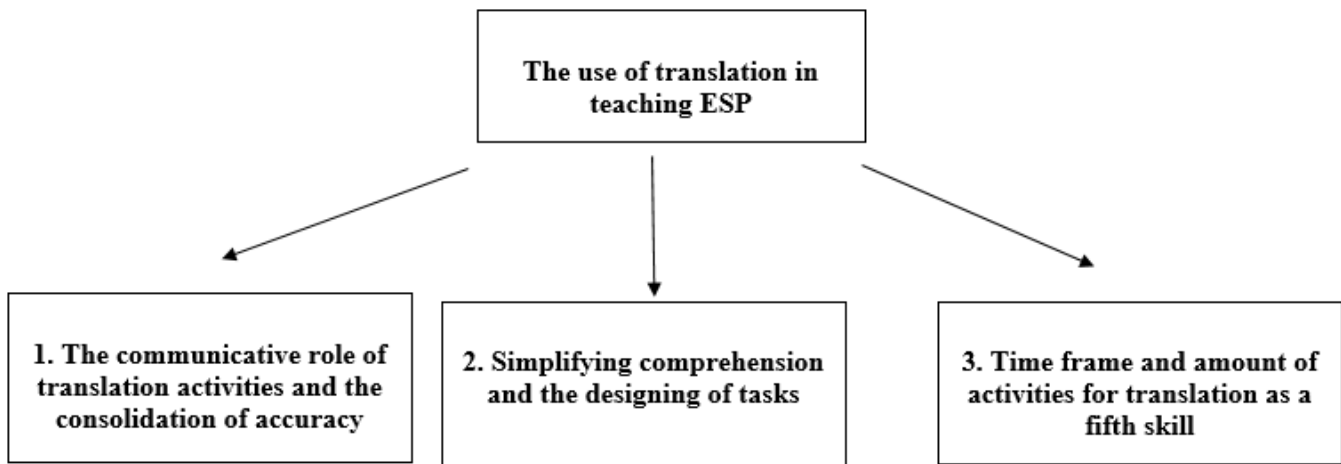


Figure 2. Themes Related to the Teaching Practices

5. Discussion

5. 1. The learners and Translation

5.1.1. The learners' level

Scholars and researchers approach translation as an operative strategy to be integrated into ESP classrooms. Kovačević (2019) and Ali (2012) maintain that many learners are not endowed with an advanced level of English; this idea stands as a constraint hindering them from comprehending and participating in some sophisticated ESP activities, even though they can get in touch with their

instructors and classmates in English at an informal level. Still, they cannot engage in specific activities that are specialised and designed for students with a higher mastery of the language (for example, medical or legal terminology).

Learners in ESP classrooms learn English by participating in specific activities and translating mentally from L1 to English (Cook, 2001; Leonardi, 2011). The idea of mental translation practised by the learners is decisive in determining the amount of L1 usage allowed in an ESP classroom. The percentage of translation permitted in the classrooms depends on the learners' level; a higher translation rate can be permitted in classrooms with low-achiever learners or at the elementary level, while a lower percentage of translation is permitted in classrooms with fluent learners. Considering that the learners' usage of L1 or mental translation occurs naturally in the ESP classrooms at the elementary and intermediate levels, the instructor cannot decide to prohibit the employment of translation in the classroom without thinking about it since it does not stand for a resolution or an assurance for the enhancement of foreign/second language acquisition.

Furthermore, Kic-Drgas (2014) and Leonardi (2009) maintain that translation occupies an intrinsic position in classrooms composed of learners with advanced levels in English. In advanced classrooms, English Translation is considered a fifth skill added to the fourth skill (reading, listening, speaking, and writing); in this sense, translation plays a cultural role as the learners engage in an intercultural knowledge transfer. Learners naturally and instinctively engage in cultural exchange and dialogue by employing the L1 in the ESP classroom while translating. Many scholars admit that the employment of translation in the language classroom is not something the learners plan for, but it occurs instinctively and naturally at the cognitive level. Furthermore, the prohibition of L1 in the lesson may make the learners feel insecure and unsafe and push them to be stressed. On the contrary, allowing a percentage of L1 is an aspect that would make communication between the instructor and the learners natural. Moreover, translating while doing ESP activities can inspire learners to engage in classroom activities.

Additionally, Navidinia et al. (2019) highlight that some ESP students may benefit from using translation in the classroom at the professional level. Some students, like medical students and students of law, may need to practice and improve during the ESP classrooms not only their ability to communicate and interact using English in specific domains and topics but also to elaborate on their skill of translation as their future jobs depend on translating daily from English to their L1 tongue or vice-versa. English is the primary communication medium in their jobs and studies, but with other individuals from their society, they are obliged to use their L1.

5.1.2. Translation, course design and the learners

The usage of translation as a teaching technique necessitates the employment of teaching material that is genuine and engaging in a manner that puts the learner at the centre of the teaching and learner operation. Furthermore, as maintained by (Fehaima, 2022), translation as a teaching method in ESP classrooms promotes learner autonomy and self-education. Many precautions should be considered when integrating translation into ESP classrooms. Ali (2012) and Fehaima (2022) suggested using an enclitic method and materials while designing an ESP course or syllabus to maintain a fair division of lessons and guarantee a balance in the use of L1 in a classroom that is supposed to teach English, not about English. Correspondingly, Chirobocea (2018) and Calis and Dikilitas (2012) suggest that a plethora of care and attention must be paid while designing ESP exercises and activities that employ translation since many pitfalls and limitations can occur during the time of the lesson; hence comes the role of the instructor or the course/syllabus designers to predict those types of hitches to deal with them before their occurrence by finding possible solutions. The prominence of translation in modern curricula is also suggested by Leonardi (2009) and Galante (2021), who suggest that any curriculum nowadays must give some space to the L1 in the stage of designing since the majority of modern research suggests that including L1 in the L2 classrooms is a fact that educators cannot avoid and if we cannot avoid it then we need to control it by designing a course that keeps the characteristics of an EFL/ESL classroom and make use of the L1 as a tool to facilitate learning for the students and the instructors.

5.2. The use of translation in teaching ESP

5.2.1. The communicative role of translation activities and the consolidation of accuracy

Current research has proven that translation plays an influential role in consolidating communicative abilities as opposed to what has been suggested before. Many scholars disapproved of the employment of Translation in EFL/ESL classrooms based on the failure of the grammar-translation method to achieve the promised goals of teaching English for effective communication. However, modern research emphasises the fundamental role of using L1 in designing and applying ESP activities to improve communication skills successfully (Marqués-Aguado & Solís-Becerra, 2013).

TILT (Translation in language teaching) engage learners in communicative situations and activities to enhance their foreign language competence (Mažeikienė, 2019). She maintains that, as opposed to what is generally believed, translation can create a positive difference by encouraging the learners to participate in the lessons' activities. The use of Translation in English puts the learners in situations in which they experience different styles of teaching and learning, various contexts, registers, and different

text types in a manner that simulates authentic experiences of using language as a means of communication in daily life. Moreover, Leonardi (2009) maintains that "*Translation involves interaction between the teacher and the students to discuss rights and wrongs and problems related to translation task. If this communication exchange occurs in the L2 before and after the translation, it can help students enhance their oral skills (both listening and speaking).*"(p.145) Translation as a classroom activity echoes real-life experiences by enabling the learners to test their mastery of the L2 through Translation from L1(source language) to the L2 (target language) and vice versa; therefore, translation activities strengthen the learner's accuracy while using the L2 in the sense that their usage of the L2 becomes more straightforward and more flexible (Karimah, 2019).

Additionally, Navidinia et al. 2019 and Fakharzadeh (2009) suggest that Translation from L1 to L2 and from L2 to L1 is a prominent social skill that enhances communication between foreigners. Translation, as discussed previously, is a tool of mediation between cultures. To put it differently, in the ESP context, the learners encounter a plethora of culture-bound concepts and terms that they need to know their equivalent in either the L2 or the L1 to consolidate their understanding of the lesson and produce clear and accurate communication, Leonardi (2009:151) even suggested that."*Translation, therefore, becomes a form of cultural mediation needed to communicate across cultures.*"

The communication approach is considered the most effective strategy in teaching and learning a foreign language. However, its scope is inefficient in ESP classrooms (Mažeikiene, 2019). Instructors who adopt a communication approach do not focus on accuracy in their teaching of grammar, spelling and phonology; these components of foreign language teaching are very prominent in ESP classrooms. The use of Translation in ESP classrooms enables the teachers and the learners to focus on accurately using the foreign language. Kovačević (2019) and Kelly and Bruen (2015) suggest that there are academic disciplines where accuracy is an intrinsic part of the process of learning; fields such as medicine, electrical engineering and ICT require the precise selection of terminology in oral and written form (that is to say, speaking and writing). Hence, using English translation for specific purposes in classrooms is a necessity dictated by the nature and characteristics of the fields in which the learners are part. The use of translation in EFL and ESL may not be a requirement for all students. However, it is an expedient matter in ESP as it facilitates the learning process for learners by helping them emphasise accuracy and choosing the proper equivalent term in their L1 for each word they learn in the L2.

ESP learners have different specialities, and the material used in the classroom is also designed according to those specialities and disciplines. The type of material or texts ESP learners focus on is specialised and requires close attention to the language that shapes its meaning. Similarly, translation emphasises a deep study of texts to get an accurate meaning. In this sense, translation is a necessary aiding tool that enhances the foreign language learners' ability to understand the language of the specialised texts and reproduce their meaning accurately either in the L2 or their L1.

5.2.2. Simplifying comprehension and the designing of tasks

Translation as a method for teaching ESP eases acquiring the target language by linking what the students study to their L1. Translation focuses on in-depth study and analysis of the Source text's language before rendering it to the Target context's language. The careful reading and scrutiny of the specialised source text, which is always in L2 in ESP classrooms, help the learners consolidate their understanding and comprehension of the foreign language. Furthermore, it helps circumvent confusion and misapprehensions (Shiyab & Abdullateef, 2001).

According to Chirobocea (2018) and Leonardi (2009), translation as a method for teaching ESP focuses on vigilant reading, in-depth scrutiny of texts, and understanding, helping the learners to become aware of the matter of meaning. Translation as a fifth skill empowers the students to compare meanings in different languages instead of focusing on the mechanical adaptation of language or the imitation of L2 speakers. Translation equips the learners with what is necessary to differentiate between negative and positive transfer of meaning between the L1 and L2 (Marqués-Aguado & Solís-Becerra, 2013). Additionally, translation as a medium for studying ESP aids the learners in becoming aware that there are more corresponding words in the L2 for each word in their L1(Mollaei et al., 2017; Kabir, 2019; Leonardi, 2011).

Most ESP learners use mental translation in EFL classrooms, so translation is essential during classroom tasks and activities. The part that translation occupies in teaching is central as it facilitates and aids them in rendering what they think about in their L1 into L2; this process is realised through training the learners to distinguish the cultural and linguistic dissimilarities between the Target language/L2 and the Source language/L1. Translation is perceived as a corner-stone and a pillar in ESP teaching and learning by Kovačević (2019) as it trains the students through classroom activities and tasks on problem-solving strategies; Leonardi (2009) and Kic-Drgas, 2014 even suggested that the use of TILT empowers the lexical and grammatical performance and competence, and improves the analytic skills of the learners.

ESP instructors and specialists use various tasks that take translation as a method and medium. ESP teachers utilise translation-based tasks to make learners aware of L2 lexis, style, and grammar. Laviosa and Cleverton (2006) comment on using translation to teach ESP as a form of simulation of the real-life communication experience. They suggest that their methodology is mainly based on six stages:

- 1. Motivation:** This is a stage where the lexical characteristics of the source text are presented to the learners, and possible techniques to scrutinise the variances between the source and the target language are discussed.
- 2. Global comprehension:** In this stage, the instructor briefs the learners about the translation.
- 3. Analysis:** This stage is characterised by comments and questions related to concerns that pose a problem during the translation.
- 4. Reflection:** Clarifications, resolutions and answers to the earlier stage are discussed in this phase.
- 5. Synthesis:** In this fifth stage, after solving and negotiating most of the issues and problems that may occur during the translation in the earlier stage, the learners produce a translation. This translation has to include all the notes and recommendations discussed by the instructor and the learners.
- 6. Control:** The final stage is the most important. The learners self-evaluate their translations by comparing and discussing their productions.

The six stages planned by Laviosa and Cleverton (2006) may work for some ESP instructors and may not work for others. As Kovačević (2019), Al-Amri and Abdul-Raof (2014) suggest, teaching material that teachers can use during translation-based activities is impossible to be found in textbooks, and even online, hence each instructor has to prepare her/his material, which means that the stages through which the translation activity develop may vary according to the instructor's material, the time reserved to the activity and the learners to whom the activity has been prepared. However, the most prominent suggestion is by (Kic-Drgas, 2014), who proposed that each translation activity must presided over by pre-translation exercises where the whole classroom discusses matters of equivalence/ correspondence, variances and resemblances.

5.2.3. Time frame and amount of activities for translation as a fifth skill

ESP instructors should perceive translation not as a skill that is not similar to the other four skills but rather as one that comprises and relies on all of them. Put differently, while translating, the learners utilise and improve the other reading, listening, writing, and speaking skills. At the same time, whenever the learners are working on a particular skill, they are doing mental translation, as mentioned and discussed previously. Furthermore, Ali (2012), Cook (2001) and Kavaliauskienė and Kaminskienė (2009) note that translation can be highly efficient if it is adopted as a fifth skill that improves the other skills and, at the same token, builds an awareness of the variations and resemblances between the L1 and L2, they maintain that translation can be implemented in all levels (elementary, pre-intermediate, intermediate and advanced). Translation in EFL classrooms, in general, and ESP, in particular, provides the learners with the opportunity to acquire an awareness of language errors and develop the skill of correcting them; it also aids in noticing negative transfer and interference (Newark, 1991), that is to say, translation, if applied in language classrooms, helps in not only improving the learners acquisition of the L2 but it also aid them developing a background of knowledge about the L2 and an awareness about the use of lexis, grammar and the structure of L2 material and texts, translation as a fifth skill is not only helping in training learners to speak and write in L2 but it is also training them to be aware of what they say, what they write and why/ how they should say and write it.

Many scholars believe that translation is an effective method for improving the learners' grammatical competence and performance. Laviosa and Cleverton, in their (2006) *Learning by Translating: A Contrastive Methodology*, maintain that even if EFL students show high mastery of the second language's grammar while writing or speaking, still ESP students or students of specialised courses and disciplines may have difficulties in acquiring the particular style and language used in their fields (jargon). Fields like tourism, medicine, science, and business have their unique jargon and set rules that are different from other disciplines and general English; for example, English for Business/ business English demonstrates features of courteousness, accuracy, straightforwardness, efficacy, and objectivity (Kovačević, 2019). We can infer that the language and grammar used in specialised courses differ from the commonly/standard used language, and it depends on various rules and structures. Hence, ESP instructors are faced with the task of detecting the characteristics of the language used in a particular specialised course and designing activities based on the unique language features of that course to improve the learners' competence in the jargon of their field of speciality (Chirobocea, 2018; Leonardi, 2009).

Galante (2021) maintains that translation is intrinsically efficient in enlarging the learners' lexical repertoire. Learners in the EFL classrooms are considered in a bilingual context where they usually think in L1 and have to produce their thoughts in L2; for this reason, translation aids in refining the learners' aptitude to search for and decide on the accurate correspondent phrase/word in the second language that can reflect the meaning of a phrase/word in their mother tongue. Through translating in ESP classrooms, the learners become aware that it is not only about expressing the meaning of an idea of the source language with specific words in the target language, but it is also about the form, structure, and context of the idea or a text, this implies that the learners will be able to know when and where to utilise a word and where not to use it (Shiyab & Abdullateef, 2001). Hence, the learners acquire insight into circumventing language and form errors. Teaching ESP using translation helps learners acquire new vocabulary, which is mainly used in particular contexts in their major or field. Translation of specific terminology consolidates the learners' understanding and memorisation of the equivalent meaning and the proper utilisation of special terms (Nik Mohamed et al., 2021).

The employment of translation as a method in ESP classrooms is perceived as the main reason for improving the learners' analytical capabilities. Translation tasks and exercises push the learners to practice the L2 and the L1 through specialised texts that aim to not only develop their lexical repertoire and enhance their grammar skills but also encourage the learners to be active agents in the learning and teaching process rather than being passive recipients since it is advised that translation tasks must take the shape of pair and group discussions. Furthermore, Boshrabadi (2014) and Kic-Drgas (2014) maintain that it is essential to negotiate the complications that ESP learners face while working on translation tasks; such discussion empowers the learner's ability to practice the L2, share knowledge with other learners, consolidate self-learning and develop critical thinking in the learners. Additionally, Leonard (2009) suggests that tasks linked to translation are crucial for improving the learners' critical skills.

The amount of translation activities and the time spent on L1 in the EFL classroom has produced a plethora of discussion. EFL specialists have argued for a long time that the time spent on teaching L2 through the usage of L1 should be limited or even banning the usage of L1 in second-language classrooms. However, some scholars suggest that it is not about prohibiting translation activities or allowing them but about programming the number of activities and time allocated for translation to benefit as much as possible from those activities to improve the level of the learners. Of course, any translation usage should be controlled and limited to achieving particular goals and not used randomly to teach the L2 since this will make the EFL instructor and learners talk about the L2 rather than learning and teaching the L2. Any programming for translation usage in EFL classrooms has to be controlled through pre-defined conditions that serve the aims of the course. Atkinson (1993) suggested four aspects that an English language professional should consider while planning for translation activities. He indicated that any translation usage in EFL classrooms has to be based on the level of the learners, their previous experience and knowledge, the stage of the class, and the stage of the course.

The process of planning for Translation in ESP classrooms can also include other factors that obligate EFL professionals to use L1 during their lessons. The first and the most apparent element is time-saving; some terminology and expressions in specialised texts in ESP happen to be very sophisticated in a manner that explains their meaning and usage will result in consuming practically a considerable period of the lesson; however, if translation by rendering the L2 expression into the L1 is used a valuable time can be saved and invested in other segments of lessons. Additionally, EFL activities in general and ESP, in particular, may include instructions classified as complicated and sophisticated; learners may require clarification for instructions, hence translating the instructions into the L1 as a solution that can help learners focus on the activity rather than struggling to understand the instructions. Furthermore, using the source language in the target language lessons can motivate the learners; Swain and Lapkin (2000) suggested that L1 utilisation in EFL classrooms relieves frustrated learners. Moreover, L1 can aid the instructors in maintaining discipline and creating a positive learning atmosphere during the lesson. According to Cook (2001), translation serves the process of teaching and learning as an icebreaker when the instructors initiate its usage to generate a classroom environment that is healthy and friendly; this results in the learners feeling less under pressure and more eager to partake in the lesson and participate in the course activities. The previously stated ideas are even reinforced by Kerr (2019), who suggested that the L1 can be used to catch the attention of the students, stage the lesson, avoid tiredness, refresh the student during long lessons, and, most importantly, benefit from the previous knowledge and experiences of the learners.

6. Conclusion

The reappearance of the topic of translation or the use of the first language during second language lessons is supported by many academic researchers. However, much more research is still required to define the criteria and the method of use. This paper helped clarify certain benefits of using translation in second-language classrooms. The inductive thematic analysis employed as a methodology aided in scrutinising selected papers that suggest including L1 in L2 classrooms, particularly ESP classrooms. Inductive thematic analysis facilitated studying the gains of applying translation activities in L2 teaching and learning. As a methodology, it led to discovering specific themes while scrutinising the selected papers. The use of Translation in ESP classrooms is beneficial if the instructors include translation activities in a pre-planned and careful manner. Including Translation in ESP,

classrooms should only take part of the lesson time as the learners are in the classroom to learn to communicate in English, not to talk about English or learn translation as a speciality. Hence, any inclusion of Translation in ESP classrooms must be balanced, not exaggerated, to enhance all the other four skills, as the papers this paper has studied have proven that translation is a fifth skill.

Current research on language teaching has proven that employing Translation in ESP classrooms encourages communication. This paper emphasises the communicative benefits of using translation in foreign language teaching, as it helps in cross-cultural dialogue and understanding, enhances knowledge of particular disciplines, and enlarges learners' lexical repertoire. Furthermore, translation aids in improving learners' analytical skills and developing awareness of linguistic differences between languages. Moreover, translation helps the learners use and practise the second language accurately in the ESP classroom and in future careers.

Overall, it is worthwhile to use translation as an effective instrument to facilitate the learning process rather than as the sole language of instruction. The research that this paper studied together with other well-established researchers and ELT specialists whom this paper has mentioned all approve the idea that the maximisation of the use of English to teach and learn English is the primary and eventual aim; however, learners together with instructors should not develop a negative perception of the L1 as it is stated in the paper most of the learning think in L1 before speaking or translate mentally from the source language. The L1 is viewed as the game changer in learning and teaching foreign languages at the psychological, social, and administrative levels.

6.1 Research limitations

This research covers the topic of the inclusion of translation activities in ESP classrooms by analysing the perspectives of its advocates. The topic is much broader, and the author tried to cover it with a corpus of 25 articles. However, some scholars claim that the use of the L1 in the form of translation activities should not be used in second language classrooms; this claim stands as the major limitation of this researcher as tackling both the pros and cons of the topic requires a more extensive corpus that one research article cannot cover. Another limitation of this research is that the corpus needs to include methods and techniques for how an instructor can apply translation activities in ESP classrooms. The last limitation concerns the learners' assessment, that is, how the instructor can assess the learners' development based on translation activities.

6.2 Recommendation

The researcher recommends three future research topics that can help overcome the limitations. The research opens the doors for future research about three main topics: 1. the drawbacks of using translation activities in ESP classrooms, which is a topic that was not discussed in this article; 2. Methods and techniques for applying translation activities: This article does not suggest any specific activities the instructors can utilize to apply translation in their lesson 3. Strategies for assessing and evaluating students' translation activities and skills. ESP students must not be evaluated on the same scale as translation students; since translation is not their major, it is only a teaching method or a manner of delivering the courses in English. Hence, future research can specify how instructors assess their students' translation.

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