

Original scientific paper

## FROM ‘LIBERAL TRANSLATORS’ TO ‘COMPETENT TRANSLATORS’ – TRANSLATION AS AN OVERARCHING DIAGNOSTIC ACTIVITY IN AN ESP/ESAP COURSE

Ana Popović Pecić, Nina Vlahović

Faculty of Philosophy, University of Belgrade, Serbia

**Abstract.** *The paper points to some possible advantages of translation as a language activity in the ESP/ESAP classroom as well as to its role in bringing to the fore some aspects of language use that may not be always explicitly addressed by the commonly used tasks in communicative language teaching. Attention is thus drawn to the role of translation in diagnosing students’ language competences with the aim of improving them and eventually developing their overall reading comprehension. Most conclusions have been reached on the basis of the authors’ extensive experience in teaching students of different disciplines and with varied L2 proficiency levels at the Faculty of Philosophy of the University of Belgrade, and, more specifically, on the basis of the results obtained through the analysis of a large corpus of students’ translations in the fields of pedagogy, anthropology and history, tentatively representing the social sciences–humanities spectrum. As well as being an indication of the aspects of L2 that need to be additionally focused on, the common errors serve to substantiate the rationale behind the use of translation in an ESP/ESAP course.*

**Key words:** *translation, ESP/ESAP, humanities/social sciences, error analysis, language competences*

### 1. INTRODUCTION

The purpose of this paper is to offer some arguments for reconsidering the status of translation as a language activity in an ES(A)P course, or more precisely to point to some of its possible advantages over other types of activities in terms of its effectiveness in gauging reading comprehension as well as in developing students’ communicative language competences, and consolidating and expanding their knowledge while raising awareness of L2 as the goals of such an activity.

The elaboration of the role of translation covered by this paper draws extensively on the experience and practice of its authors in teaching students of history, anthropology and pedagogy at the Faculty of Philosophy of the University of Belgrade. These three disciplines tentatively span the social sciences–humanities spectrum with anthropology bridging the two ends as “the most scientific of the humanities and the most humanistic of the sciences” (Heyman 2005, 173). They can thus be considered as more or less

---

Submitted October 23<sup>rd</sup>, 2020, accepted for publication February 23<sup>rd</sup>, 2021

*Corresponding author:* Ana Popović Pecić. Faculty of Philosophy, University of Belgrade, 18-20 Čika Ljubina Street, 11000 Belgrade, Serbia | E-mail: [appecic@f.bg.ac.rs](mailto:appecic@f.bg.ac.rs)

representative of other fields studied at this academic institution. It should be noted that ESP courses for students of the humanities and social sciences have still not found their place within the existing ELT/ESP typologies, thus making it more challenging for its practitioners to deal with the different teaching/learning aspects of this kind of courses. For the purpose of this paper, we have decided to place our courses in the ESAP category, with subject specific language implying not only lexical specificities of the disciplines, but their discursive ones as well (de Chazal 2014, 18), hence ESAP in the title of this paper.

The stated aims of the ESP/ESAP courses for students of the humanities and social sciences at the Faculty of Philosophy have served as a starting point for this paper, these aims being to develop communicative competence and the academic skills needed for using English for Specific Purposes, specifically in the fields of the humanities and social sciences, as well as to master written and oral language reception and production in a specific field. As for the stated outcomes of these courses, the following one, for the second-year B2-C1 level course, is closely linked to the purpose of this paper: Students are able to use literature on academic and professional subjects, with the help of a dictionary, as well as to master different reading comprehension techniques, so that they can apply them in accordance with the aims of the course. Using literature most often implies accurate and detailed comprehension at word, sentence, and text level, for the development of which L2 to L1 translation could be an effective tool.

## 2. THEORETICAL BACKGROUND

Translation has a very long history in the practice of language teaching, yet with the advent of the Direct Method at the turn of the 20<sup>th</sup> century, it fell out of favour in the language teaching community due to its association with the Grammar Translation method, and later with Communicative Language Teaching it was more or less suppressed in the EFL classroom together with the use of L1 (Cook 2010). In recent decades, however, and especially since the beginning of the century, an increasing number of voices have advocated the reassessment of the value and benefits of the use of translation in EFL teaching. Notably, Widdowson has argued for a shift in perception of the role of translation in second language learning/teaching, whereby language “learning and translating become essentially the same thing” (2014, 237), translation being understood in both meanings of the word as a process and as a result – “the process of translation is the means and the product in the form of a second text is the end” (ibid., 235). Learners are thus not translators but rather ‘translators’ who are engaged in the process of ‘*linguaging*’, that is, using available linguistic resources to create meaning that is appropriate to context and purpose or, in other words, “using linguistic resources to pragmatic effect” (ibid., 237). While ‘*linguaging*’ or translating, Widdowson believes learners should rely on what for them is the most natural means for carrying out the task, and that is their L1. L1 and L2 cannot be viewed as separate entities in the minds of the learner, according to Widdowson, because “learners can only make sense of the data of a second or foreign language to the extent that they can interpret it as evidence of language in general, as alternative realisation of what they are already familiar with in their own” (ibid., 230).

Very much in line with Widdowson’s thoughts on the role of L1 in language learning and teaching is Juliane House’s argumentation for the inclusion of translation in these processes. She maintains that translation contributes to a more efficient and economical

explanation of L2 items, helps learners build confidence in dealing with the “intimidating strangeness” of L2, while utilizing their knowledge of L1 and thus enabling “continuity of their lingua-cultural identity” (2016, 123). At the same time, according to House, by engaging in a comparative analysis between the two languages, learners develop their awareness of the functioning of language in general, as well as of the specific systems at various linguistic (and non-linguistic) levels. She foregrounds the pragmatic usefulness of translation “as a technique in establishing pragmatic equivalences by relating linguistic forms to the communicative functions of utterances”, thus fulfilling the objective of gaining communicative competence (ibid, 124).

In his influential book *Translation in Language Teaching: An Argument for Reassessment*, Cook provides a comprehensive overview of the origins of the attitudes to translation in language teaching, which have often been impacted by political or commercial factors, rather than academic ones (Cook 2010, 18). He elaborates the meaning and nature of translation, insisting that in no way should its two roles, as means and end, be viewed separately. He also provides extensive evidence and argumentation in favour of Translation in Language Teaching (TILT) and discusses its pedagogical and educational implications. He concludes that translation plays an important role in language learning, “that it develops both language awareness and use, that it is pedagogically effective and educationally desirable, and that it answers student needs in the contemporary globalized and multicultural world” (ibid, 155).

Duff stresses the real-life need for communication both from L1 into L2 and from L2 into L1, and observes that Foreign Language (FL) textbooks typically provide little guidance on the latter, although many professionals need this skill in their daily work (1989, 6). He suggests that translation as a language-learning activity stimulates speculation and discussion, lends itself well to group work, and develops “three qualities essential to all language learning: accuracy, clarity, and flexibility” (1989, 7). The point that translation can be a communicative activity that encourages discussion is also made by a number of other authors, e.g. Mahmoud (2006, 30) and Popovic (2001). Mažeikienė, summarizing the most important arguments in favour of translation in ESP teaching, also observes that translation in the ESP context can be seen as a communicative activity, which, if properly balanced, well-planned and tailored to the specific needs and profiles of learners becomes an efficient teaching/learning method. It promotes cultural understanding, “develops ESP learners’ analytic skills, engages them in cross-linguistic comparisons”, while focusing on accuracy as an important aspect of ESP (2018: 522).

In the *Common European Framework of Reference for Languages (CEFR)*, the guiding document used to describe achievements of learners of foreign languages across Europe as well as to inform curriculum reform and pedagogy, translation was referenced only briefly within the context of language activities: “The language learner/user’s communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation (in particular interpreting or translating) [...] Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access” (CEFR 2001, 14). This passing mention of translation as a mediating activity was certainly insufficient to encourage EFL practitioners to treat translation on equal terms with other activities. This was particularly true of ESP practitioners, who, having no guidelines designed for their teaching needs, have to a great extent relied on this document which provides an overarching framework for language learning. However,

with the publication of the *CEFR Companion Volume* in 2018, the place of translation in language learning/use has finally been ‘legitimised’. Namely, in this document an entire chapter is devoted to Mediation as one of the four modes of communication – reception, production, interaction and mediation. Mediating activities, one of which is translation of a written text in writing (2018, 114) are viewed from a wider angle and presented in three groups, reflecting the way in which mediation usually takes place – mediating text, mediating concepts and mediating communication. Another novelty in this document is the introduction of A and B languages instead of L1 and L2; it states that “mediation may be within one language or across languages, varieties or registers (or any combination of these) and that users may wish to state the specific languages concerned”, that is assign the role of a source or target language (A-B, or B-A), as it suits them (*ibid.*, 52).

### 3. METHODOLOGY

A content analysis of student translations has been carried out with the aim of ascertaining the extent to which translations from L2 to L1 can be a legitimate, communicative reading comprehension activity/tool and to point to some of its possible advantages over other types of reading comprehension activities. In addition, it aimed to establish the language areas which students have difficulties with. This, in turn, could be a potent indicator of the language areas that need to be additionally focused on. Therefore, the analysis had a clear pedagogical, teaching/learning purpose. The sample consisted of 530 translations by three successive generations of second-year history, anthropology and pedagogy students (approximately 40%, 30% and 30% respectively) of the Faculty of Philosophy of the University of Belgrade, produced from 2016 to 2019.

The students were given a 250-word text in English to translate into their mother tongue (L2 to L1), with the use of dictionaries, but no other resources or devices at their disposal, as part of their pre-exam tasks. The texts that students were asked to translate were all excerpts from authentic texts in their respective fields of study. It should be noted that, due to a great discrepancy in students’ language proficiency levels, ranging from A2 to C2, the analysis has not included translations by students at the lowest and highest levels of the proficiency scale, but rather the vast majority (more than 80%) of those in between. In the analysis, only those linguistic items that posed a problem for at least 20% of students in the sample were taken into consideration.

We have predominantly focused on linguistic errors (lexical, grammatical, textual) while extralinguistic errors have been only marginally addressed due to their low frequency of occurrence.

### 4. ANALYSIS OF STUDENTS’ TRANSLATIONS

Although most of the existing literature on translation refers to professional rather than pedagogical translation, it may be consulted in order to find classifications of translation problems/errors. The PACTE Group, for instance, divides translation problems into linguistic (lexical and morphosyntactic), textual, extralinguistic and problems of intentionality (2011, 327), of which the first three have been singled out as relevant to our analysis. Therefore, the following broadly conceived, tentative categories of errors have been used for the purposes of the analysis: linguistic (lexical, grammatical and textual), and

extra-linguistic (general knowledge, professional background knowledge), although, as will be seen, it is often difficult to make a clear distinction between different types of errors since their types often overlap. The results of our error analysis have been used as indicators of the importance of translation in diagnosing those areas of language knowledge and skills that require remedial work.

A number of these recurrent errors occurring in the different areas of language knowledge and competences will be presented, starting with lexical, via grammatical and textual to extralinguistic ones, with the overlaps between different categories situated in-between. Interestingly, this order actually reflects the frequency of their occurrence in descending order, with lexical errors being the most frequent. First, the source text context will be provided, with the item in question underlined, while all errors will be back-translated into L2 i.e. English (due to space constraints, we will provide only a few examples of each type of error).

### I Lexical errors

**a.** Among lexical errors, the most frequent ones result from students' inability to recognize polysemy, i.e. to distinguish between the different meanings of the same word. The following selection can illustrate this type of error in translations across the three disciplines:

- *Henry VIII started to employ it.* 'To employ' translated as 'give a job' (zaposliti) rather than 'use, utilize'.
- *The conduct of research.* 'Conduct' translated as 'behaviour' (terensko ponašanje, ponašanje istraživača)
- *Such marital fortune proved too good to last.* 'Fortune' translated as 'wealth' (bogatstvo, blago); 'destiny' (sudbina)

**b.** Another common source of miscomprehension arises from the morphological and phonological similarity between words encountered in the text and words that are already part of students' vocabulary. Here are some examples:

- *Henry VIII's accession and marriage.* 'Accession' translated as 'access' (pristup), 'assent' (odobranje), 'accessibility' (pristupačnost), 'succession' (nasleđivanje), 'assassination' (ubistvo)
- *life expectancy translated as 'life expectations' (životna očekivanja/iščekivanja)*
- *...a necessary tension between ... the experiential and the scientific.* 'Experiential' translated as 'experimental' (eksperimentalno)
- *Such marital fortune proved too good to last.* 'Marital (fortune)' translated as 'material' (materijalno), 'martial' (ratni), 'combat luck' (ratna sreća), 'the fortune of warriors' (ratnička sreća)

**c.** Some errors are the result of the failure to recognize the function of the plural suffix -s, such as translating *in the 1960s* as 'in 1960', the noun *objectives* as the adjective 'objective', or *survivals* as 'survival'.

**d.** General academic vocabulary can often present problems for students, as in the following examples:

- *In place of wide-ranging comparisons, he advocated...* 'In place of' translated as 'at the place of' (na mestu)
- *in addition translated as 'as an addition' (kao dodatak), 'in the appendix' (u dodatku), 'in support of' (u prilog tome)*
- *The comparative method, Boas argued, ...* 'To argue' translated as 'his conviction was' (njegovo uverenje je bilo da...), 'he examined' (razmatrao je), 'he offered/provided

argumentation' (po/nudio je argumentaciju), 'agrees' (slaže se), 'says' (kaže), 'discussed' (diskutovao)

e. Subject-specific vocabulary

- *Indigenous frameworks of understanding*. 'Indigenous' translated as 'domestic' (domaći), 'natural' (prirodni), 'dependent' (zavisan), 'inborn' (urođeni)
- *Participant observation* translated as 'observation of participants' (opservacija učesnika), 'participant of the observation' (učesnik posmatranja/opservacije), 'participatory observation' (učesnička opservacija) – one of the most important methods in anthropology, which second-year students are expected to be familiar with. This mistranslation suggests a failure to make a connection between the familiar term in L1 and the corresponding term in L2.

**II Lexical/grammatical errors.** The overlaps that occur between lexical and grammatical errors can be illustrated with the following examples:

- *found/founding* (of a dynasty) translated as 'find/finding' (pro/nalaženje) – students fail to recognize that *to found* is a verb in its own right and not the past simple or past participle form of the verb 'to find' in spite of fact that the infinitive + ing gerund formation pattern should provide a clue.
- A *piece of research* translated as 'part of the research' (deo istraživanja) indicates unfamiliarity with the partitive phrase 'a piece of' used with uncountable nouns such as research.
- An interesting overlap of the lexical and the grammatical also occurs in the following paraphrase of a saying: *To have married in haste might have been to repent at leisure*. Almost a third of students whose translations of this particular text have been analyzed misconstrued its meaning and offered, among others, the following renderings of the original meaning:
  - To have married in haste, might have been because of repenting at leisure.
  - The fact that he got married in haste should have been attributed to his idleness.
  - To marry in haste, he can regret it.
  - By marrying in haste, to get divorced later.
  - Marriage in haste would have been repentance for being lazy.
  - To have married in haste meant repenting his freedom.
  - Marriage in haste it seemed was organized so that Henry could find justification for his laziness.
  - Marrying in haste had to be presented with no hurry.
  - The wedding was organized in haste as an act of repentance per se.

The mistranslations seem to be the result of unfamiliarity with the meaning of the phrase 'at leisure' and the contextual meaning of the verb 'to be' ('to mean'), as well as the modal verb + perfect infinitive structure itself, the latter being somewhat unexpected for most students clearly understood the meaning of the initial perfect infinitive form.

**III Grammatical errors.** Misunderstanding of the text is often the result of the failure to recognize a particular grammatical structure or form. As far as purely grammatical errors are concerned, relative pronouns and relative clauses have been identified as one of the main areas of difficulty, particularly when the relative pronoun is preceded by a preposition. Here are some examples:

- *There are several reasons for what might appear as ...* 'What' interpreted as an interrogative pronoun (šta).
- Similarly, the misinterpretation of the preposition + relative pronoun 'of which' occurring in the sentence: ... *each culture constituted an indigenous world of meaning, the interpretation of which became an essential task of any ethnography*, results from the failure to relate 'which' to its antecedent.
- Failure to recognize a reduced relative clause can be illustrated with the following example: *a teacher accepting this position would specify educational objectives in behavioural terms* translated as 'teachers, by accepting this position, would specify...'.<sup>7</sup>
- A considerable number of examples clearly indicate some students' inability to grasp the meaning of certain language structures due most probably to a lack of previous exposure to them, e.g. *it was not until...*, *it was then that...*, where they fail to recognize the anticipatory function of the pronoun *it* in cleft sentences.

#### IV Textual errors

- Without going into a detailed analysis of the role of discourse features in facilitating understanding, we shall provide an example of students failing to understand the cohesive function of the pronoun 'one'. The sentence *The same process of elimination which had helped to turn Henry Tudor into a king was to serve the great aim of keeping him one*, resulted in a number of inaccurate translation equivalents (e.g. 'as such', 'the only one', 'one like that', 'only him', 'one' (1), 'unique', 'the first', 'as the same one', 'as the champion').
- A recurrent textual type of error, which, however, does not significantly affect comprehension is, for example, the failure to identify and translate hedges such as the verb *to tend*, the modal verbs *can* and *could*, and adverbs such as *often*, *usually*, and *commonly*.

**V Linguistic/extralinguistic errors.** Another instance of overlap, in this case of the linguistic and extralinguistic, is encountered in cases when:

- students fail to identify a concept due to the lack of both extralinguistic and linguistic (grammatical) knowledge, as encountered in the following example: *As soon as Bosworth was fought...*, translated as e.g. 'After a conflict with Bosworth'; 'Just as he had fought with Bosworth'; 'While Bosworth was waging a war'; 'When Bosworth was beaten'; 'When he had defeated the Bosworths'.
- *The task of ethnography... involves a necessary tension between the intimate and the detached*. 'Intimate and detached' translated as 'close and distant' (blisko i udaljeno), 'intimated and severed' (intimizirano i odsečeno), 'intimate and indifferent' (intimno i indiferentno), 'connected and disconnected' (povezano i nepovezano), 'intimacy and separateness' (intimnost i odvojenost). Students fail to provide an adequate equivalent due to the lack of both linguistic (lexical) and extralinguistic (contextual) knowledge.

As can be seen from the above presentation of recurrent errors in student translations, it is often difficult to draw a clear line between the different types of errors, either between lexical, grammatical or textual, or between linguistic and extra-linguistic ones. What might be identified as the common denominator of all the types of errors discussed so far is that all of them, to a lesser or greater extent, impact comprehension, thus signaling to the teacher what kind of remedial work is needed.

### 5. THE RATIONALE BEHIND THE USE OF TRANSLATION ACTIVITIES

We shall now outline some possible benefits of using translation in ESP teaching/learning and suggest a few others, in addition to those we have already cited by various authors who have written on this topic.

First, if we compare translation to other common types of comprehension activities, such as multiple choice questions, and in particular true/false statements, it can be seen that these latter can never cover the range of possible mis/interpretations of certain textual elements, as illustrated by the following example, taken from one of the translation samples.

- *The need for stability went far beyond Henry VII's accession and marriage. The victor of Bosworth Field could found a new dynasty; it remained to be seen if he could create a new monarchy.*
  - The need for stability overpowered his coming to power.
  - The need for stability was far above the access.
  - The need for stability stretched much further beyond accession.
  - The need for stability went beyond Henry's assent.
  - The need for stability surpassed Henry's permissions and marriages.
  - The need for stability went too far away.
  - The need for stability went beyond accessibility.
  - The need for stability went beyond the illness.
  - The need for stability was badly needed since Henry VII's wedding and murder.
  - The need for stability went far beyond the heirs.
  - The need for stability was provided when Henry VII took power.
  - Through the need for stability Henry VII got married.
  - The need for stability surpassed Henry's abilities and marriage.
  - The need for stability came long before Henry acceded to the throne.
  - The need for stability came long after his coming to power.
  - The need for stability for Henry VII was reflected in accessibility and marriage.

This clearly indicates the advantage of translation over the above mentioned activities in terms of providing a clearer insight into students' mis/comprehension of a given text, while pointing to the linguistic elements impeding comprehension, thus making it a more efficient diagnostic tool to highlight specific areas needing remedial work.

Second, if properly selected, a text used for a translation activity can meet the needs of students of different language proficiency levels. This does not necessarily imply the selection of different material to cater for different abilities, but rather the choice of texts of graded complexity, thus allowing the lower ability students to present themselves as liberal 'translators', to use Widdowson's term, whereby attempted 'languaging' takes place, as mentioned at the beginning of this paper.

Third, the utilization of students' existing general and subject-specific knowledge facilitates the process of translation and thus builds up students' self-confidence, especially when they become aware that they can derive meaning, which, in turn, yields a 'finished product'. In addition, mobilizing the L1 resources further enhances their confidence, and allows them to use what Widdowson believes is the most natural resource at their disposal. To mention, only briefly, as a by-product of this activity, the stimulation of their mother-tongue reservoir, which, in our experience, is becoming increasingly limited with the passing



generations. In this sense, translation contributes to building awareness of the functioning of language in general, to be utilized not only when faced with the task of translating a text from one language into another, but also when learning and using new languages. This is exemplified by the fact that some students, regardless of their L2 level, do not at first understand why a literal translation is inappropriate. The use of L1 also helps in connecting L2 with their existing subject-related knowledge and contributes to its consolidation.

Finally, to mention yet another comparative advantage of translation as an ESP classroom activity, namely, that although translation had for a long time been regarded as a static, uncommunicative activity incompatible with communicative language teaching, if properly conducted, it can actually become a dynamic, communicative activity, with the capacity to stimulate lively discussions on the use of both L1 and L2, conducted in L2, whereby the development of metalanguage is stimulated.

## 6. PEDAGOGICAL IMPLICATIONS

Translation can be a valuable complement to other communicative competence building language activities, and presupposes the use of pre- and post-translation activities, whose importance is pointed out by various authors (see, for example, Popović 2001; Dagilienė 2012, 126; Kic-Drgas 2014, 259-260; Chirobocea 2018, 72-74; a range of translation activities with emphasis on pair and group work is provided in Duff 1989). Pre-translation activities can take various forms: a discussion of the topic, which can involve identifying topic-related lexical items or lexical fields; attempting to guess the content of the text by the title of the text and also discussing its possible translations, particularly challenging when translating newspaper headlines; guessing the meaning of certain words and phrases that the teacher presumes students are unfamiliar with and then checking them in a dictionary; scanning or skim-reading the text, etc. Post-translation activities can involve the consolidation of newly acquired vocabulary (individual words, synonyms, word forms, collocations, phrases, etc.) through different types of exercises; discussing and practicing more challenging structures in the text; paraphrasing; summary writing; back-translating certain portions of the text; even assigning a presentation on the same or a related topic. The insight gained through translation activities informs the teacher of the language areas and particular items that students may have difficulties with, thus allowing for preparation of specifically targeted activities for use during subsequent classes or with subsequent generations of students.

Second, before embarking on translation activities, the teacher should provide students with basic 'dictionary training', since enabling students to become proficient dictionary users is an important step in helping them become autonomous learners (Wright 1998, 6). The teacher should first encourage students to familiarize themselves with the different types of dictionaries such as learner's dictionaries, dictionaries of collocations, thesauri, and specialised dictionaries. The teacher should then help them discover what types of information can be gleaned from each particular type of dictionary, both through individual and collaborative activities. The use of monolingual advanced learner's dictionaries should be encouraged, as they are specifically tailored to the needs of non-native speakers with a certain level of L2 proficiency, and, unlike bilingual dictionaries, provide a wealth of linguistic information to facilitate not only comprehension but also language production.

Monolingual English dictionaries have become an easily accessible online resource, while at present good quality bilingual (English-Serbian) dictionaries cannot be accessed online.

The importance of developing students' dictionary skills is all the more evident in light of the fact that the great majority of lexical errors identified in our analysis are the result either of students' failure to recognize the need to consult a dictionary, instead tending to over-rely on their often limited vocabulary, or of their failure to select the appropriate equivalent from a bilingual dictionary. Therefore, attention should also be devoted to raising awareness of polysemy and one-to-many lexical correspondences between the two languages, and to the selection of the appropriate contextual equivalent of the item in question.

## 7. CONCLUSION

It should first be noted that no major discrepancies between the three different disciplines occurred in terms of the types of errors and their frequency, in spite of certain discursive specificities of these different fields of study. Overlaps between different types of errors have occurred in all the analysed subsamples, testifying to the fact that comprehension of a text, an ESP text in particular, is rarely impeded by single elements (of lexis or grammar, etc.), which can be predicted by a limited number of distractors (as is the case with multiple questions exercises). It is precisely the overarching potential of translation as a language activity, enabling ESP practitioners to diagnose a whole range of potential issues, which should make it a legitimate and 'full-fledged' member of the select set of communicative language teaching/learning tools. The variety of skills and knowledge that its utilization encompasses places it on a par with other written/oral production activities such as summary writing or giving presentations, all of which equally presuppose the use of a whole range of competences and knowledge and are realized through certain processes which cannot be viewed separately from the product itself. To return to the title of this paper: part of this highly engaging process is turning our students from liberal translators into competent 'translators', with all the challenges and rewards encountered on the way.

## REFERENCES

- Chirobocea, O. (2018). 'A Case for the Use of Translation in ESP Classes'. *Journal of Languages for Specific Purposes*, Vol. 5, 67-76.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2001). <<https://rm.coe.int/16802fc1bf>> (11 November 2019)
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume with New Descriptors* (2018). <<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>> (11 November 2019)
- Cook, G. (2010). *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.
- Dagilienė, I. (2012). 'Translation as a Learning Method in English Language Teaching'. *Studies About Languages*, No. 21, 124-129.
- De Chazal, E. (2014). *English for Academic Purposes*. Oxford: Oxford University Press.
- Duff, A. (1989). *Translation*. Oxford: Oxford University Press.

- Heyman, J. (2005) 'Eric Wolf's Ethical-political Humanism, and Beyond'. *Critique of Anthropology*, Vol. 25 (1), 13-26. Sage.
- House, J. (2016). *Translation as Communication across Languages and Cultures*. London: Routledge.
- Krc-Drgas, J. (2014). 'Translation in the ESP Teaching'. *The Journal of Teaching English for Specific and Academic Purposes*, Vol. 2, No. 2, 253-261.
- Mahmoud, A. (2006). 'Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure'. *English Teaching Forum*, No. 4, 28-33.
- Mažeikienė, V. (2018). 'Translation as a Method in Teaching ESP: An Inductive Thematic Analysis of Literature'. *The Journal of Teaching English for Specific and Academic Purposes*, Vol. 6, No. 3, 513-523.
- PACTE Group (2011). 'Results of the validation of the PACTE translation competence model: Translation problems and translation competences'. Alvstad, C. et al., (eds.) *Methods and Strategies of Process Research*, 317-345. Amsterdam: John Benjamins.
- Popović, R. (2001). 'The place of translation in Language Teaching'. <<http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/The%20place%20of%20translation%20in%20Language%20Teaching.pdf>> (21 January 2019)
- Widdowson, H. (2014). 'The Role of Translation in Language Learning and Teaching'. House, J. (ed.) *Translation: A Multidisciplinary Approach*, 222-240. Palgrave Macmillan.
- Wright, J. (1998). *Dictionaries*. Oxford: Oxford University Press.