

Original scientific paper

IMPORTANCE OF TRANSLATION IN TEACHING AND LEARNING ENGLISH FOR ELECTRICAL AND MECHANICAL ENGINEERING -CASE STUDY-

Dragana Čarapić

University of Montenegro, Faculty of Philology, Nikšić, Montenegro

Abstract. *Translation as a teaching and learning tool has not been fully approved in teaching English for general purposes (Duff, 1994); however, it is frequently used in teaching English for specific purposes (ESP), (Chirobocea, 2018). In order to analyze the importance of translation in teaching ESP, a case study was conducted aiming at analyzing the role and importance of translation exercises while using the ESP textbook “Oxford English for Electrical and Mechanical engineering” OUP and pointing out the advantages of using translation in teaching. During the winter term of 2021/22 academic year, 36 third-year students participated in a case study at the Faculty of Mechanical engineering, University of Montenegro. In their obligatory ESP course, they were taught English for Mechanical Engineering. At the end of the course, students were given a questionnaire to evaluate the quality and importance of all exercises applied (retelling, translation, grammatical exercises, reading comprehension, speaking, listening, and writing). Eventually, additional exercises that included translating sentences into English and from English were graded as one of the most efficient and, accordingly, the most important ones. Students were satisfied with the effects of applying translation exercises in the process of teaching and learning which has increased their motivation to use translation to a greater extent both in their future studies and in their future professional surroundings. Moreover, it is expected that translation exercises will raise students’ awareness of the importance of accuracy when using technical vocabulary in L1 and L2. Presently, domain experts translate scientific texts into and from English without consulting linguists and philologists of the Montenegrin language. This case study is the beginning of comprehensive research to be carried out among a greater number of students at the Faculty of Electrical Engineering (Departments of Electronics and Energetics) and Faculty of Medicine (Departments of General Medicine, Stomatology and Pharmacy), University of Montenegro.*

Key words: *translation, teaching and learning tool, English for Electrical and Mechanical Engineering, textbook, case study*

Submitted June 20th, 2022, accepted for publication August 22nd, 2022

Corresponding author: Dragana Čarapić, University of Montenegro, Faculty of Philology, Nikšić, Montenegro

E-mail: draganacarapic09@gmail.com

1. INTRODUCTION

The main aim of this paper is to analyze the importance of translation in teaching and learning ESP. Namely, in the interview conducted at the beginning of the course, it was noticed that in their previous studies of English, students were mainly encouraged to use L2 without translating it into or from L1. Consequently, it is assumed that students cannot be used to translating when they reach their third year of studying and that they need some training and instruction in the field of translation. Harmer (2001) notices that in the past, most methods of L2 language teaching required L1 to be banned from the classroom. In addition, the use of L1 was considered undesirable in the communication approaches to language learning in the 1970s and 1980s. But lately, attitude towards translating native language and language classes has improved. Most students continue to translate from L2 to L1 and vice versa, regardless of how well they understand reading and listening materials. This fact makes foreign language teachers aware of the importance of translation in language education (Harmer, 2001). Therefore, being aware of the advantages of translation as a teaching and learning tool it was included in the syllabus of the ESP obligatory course in the field of Mechanical and Technical Engineering. Introducing translation as a teaching tool aimed at raising awareness of its importance among students. Furthermore, the starting premise was that translation would enhance their accuracy in using technical terms both in English and Montenegrin and it would enhance their communicative skills while discussing different versions of translation one with another. Consequently, a case study was conducted during the winter term at the Faculty of Mechanical Engineering, University of Montenegro. In the period of three months, 36 third-year students were taught English for Electrical and Mechanical Engineering. At the end of this course, they were given a questionnaire to assess the importance and quality of all exercises applied.

When planning the syllabus for the ESP obligatory course in the field of Mechanical and Technical Engineering, doubts arose about whether translation exercises should be included, as translating was not predominantly practiced in students' previous studies of General English. Therefore, an issue of students' motivation has been raised and it had to be investigated. Though students were hesitant at the beginning, claiming that translation itself is a demanding task and it requires a higher level of English language knowledge, eventually, they showed great interest in completing translation exercises. This kind of bias is a common ground in referring to translation as a profession itself not to be performed by all learners of the English language but only by those who are proficient in English. However, Selinker (1996: 103) argues that translation skills need to be linked to language proficiency. Witte (2009 quoted in Kic-Dragas 2014: 258) stated that you do not need to be an expert in translation and translation theory to use translation in the classroom. Nonetheless, the translation activities, which are used to learn ESP and L1, can facilitate understanding of the subject in the ESP classroom and improve learner's skills (Avand 2009: 45).

Another reason for conducting this research is that it is common in the Montenegrin scientific and professional environment that domain experts translate scientific texts into English without consulting linguists and philologists of the Montenegrin language. As Stojković (2021: 33) notices "the consequence is a mere (and often incorrect) transliteration of English scientific terminology and, ultimately, an uncurbed influx of foreign terminology". Kavaliauskiene and Kaminskiene (2007: 132) agree that "uncritical use of translation may give learners insufficient, confusing, or even inaccurate information

about the target language. Kavaliauskiene and Kaminskiene (2007: 135) add that “despite students' language proficiency, students still mentally translate from L2 to L1 when reading scientific or technical text.” This fact makes teachers of English consider the importance of translation for learning purposes.

Furthermore, the author wanted to shed light on the lack of translation exercises in ESP textbooks. At the beginning of the course it was noticed that there were no translation exercises given in the English for Mechanical Engineering, OUP textbook. This fact was a starting point that inspired a whole set of activities, commencing from choosing appropriate texts for translation and ending with conducting a research study on how students reacted to supplementary translation activities in their classes. As Richards (2001) claims that “for learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher”, we agree that inserting translation exercises into the syllabi of ESP textbooks would influence students' translation skills' improvement and ability to apply these skills at their future workplace. 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). Medrea (2012) emphasizes that ESP learners may need to translate in future work and argues that legal English learners may face the challenge of translating the legal system rather than words (2012: 5478).

2. THEORETICAL BACKGROUND

Different translation theorists presented different theories according to their own points of view, e.g., Nida (1964), Catford (1965), Koller (1972), Toury (1972), Appel (1983), Reiss and Vermeer's Approach (1983). Sperberg and Wilson proposed their influential Relevance Theory from the cognitive point of view in 1986. Then in 1991, Ernst-August Gutt applied Relevance Theory to translation study and put forward his famous relevance-theoretic translation approach. Gutt (1991) in his book, *Translation and Relevance: Cognition and Context*, presents the interpretation of translation claiming that translation is a special form of communication, which involves three parts: the original author, the translator and the target language text reader, thus it should follow the general rule of communication. From the perspective of Relevance Theory, translation is a dynamic process. So, we cannot simply say which translation method is better than the other. The translator should use various methods according to the particular translation purpose, the text typology, and the specific context. But the most important issue is that the method the translator uses in a certain context must accord with the optimal relevance, that is to say, to achieve adequate contextual effects on the target language text reader's part without unnecessary processing effort. The main claim of Relevance Theory is to achieve optimal relevance with the least effort. (Gutt, 1991: 202). Therefore, there are many applications of different translation methods in accordance with their relevance, *inter alia*, the use of translation as a teaching method.

Translation as a teaching method has long been associated with grammatical translation (Chirobocea 2018; Marinov 2016), limiting the use of translation in foreign language education. In recent decades, however, and especially since the beginning of the century, the value and benefits of the use of translation in EFL teaching has been reassessed. The

author will give an overview of the advantages of using translation in teaching and learning both EFL and ESP.

Discussing an issue of learning EFL, Widdowson claimed that “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”. Widdowson’s thoughts on the role of L1 in language learning and teaching are similar to 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). 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) (cited in Popović and Vlahović, 2021: 379).

Duff (1989: 6) suggests that translation as a language-learning activity stimulates speculation and discussion, lends itself well to group work, and develops “three qualities essential to 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., Nord (1997), Mahmoud (2006), Leonardi (2009), Simões, Guincho and Magalhães (2013). Mažeikienė (2018), 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 (Dudley-Evans and St. John 2012: 4).

Chirobocea (2018) agrees that translation has proven to serve as an essential educational tool, a teaching/learning method at least as a supplement, especially in the context of ESP (Chirobocea 2018: 67). Since the second half of the 20th century, interest in the use of translations and the use of L1 in foreign language education has revived (Malmkjaer 1998 cited in Leonardi 2009: 143; Atkinson 1987; Marinov 2016: 229 quoted in Chirobocea 2018: 70), and certain researchers referred to translation as the fifth skill alongside reading, writing, speaking, and listening (Chirobocea 2018: 71; Leonardi 2009: 142; Janulevičienė and Kavaliauskienė 2015: 39; KicDrgas 2014: 258; Kavaliauskienė and Kaminskienė 2009: 176). Leonardi (2009) believes that “translation should not be seen, and consequently treated, as a completely different language skill as compared to Reading, Writing, Speaking and Listening because it is an activity which includes them and is, to a certain degree, dependent on them,” Leonardi (2009: 143).

Another important use of translation in teaching and learning is related to the socio-cultural context. Translation promotes cultural understanding, “develops ESP learners’ analytic skills, engages them in cross-linguistic comparisons”, while focusing on accuracy as an important aspect of ESP (Chirobocea 2018: 522). Leonardi (2009) focuses on translation in teaching business English and maintains that “Translation is a mediating activity that always takes culture-bound terms and concepts into account to be successful in its transposition of a text from one language to another. Business and financial texts are characterized by many culture-bound terms and references which students should know to boost their comprehension of texts” (2009: 150). Further, it points out that “Translation, therefore, becomes a form of cultural mediation which is needed in order to carry out

communication across cultures” (2009: 151). As Leonardi (2009: 141) maintains, “Through translation, students can learn more about problem-solving strategies, improve their analytic skills and strengthen their grammatical and lexical competence and performance.” Carreres (2006) conducted an investigation at the University of Cambridge on students' attitudes towards using translation in learning a language. The findings of his study suggested that translation is one of the best ways for learning.

Furthermore, using translations in foreign language education eliminates the negative attitudes of students and reduces their fear of learning a foreign language (Stibbard, 1998). According to J. Harmer (2001), the main cause of using L1 is induced activity if the student cannot activate the vocabulary for the selected task. Another reason is that translation is natural for learning a language, and switching code between L1 and L2 is considered a natural progression. The amount of L1 used by a particular student may be related to different learning styles and abilities. "No matter what the teacher says, there is no doubt that students will use L1 in the classroom" (Harmer, 2001). In addition, modern translation theory emphasizes functionality, and translational activity always refers to the translation of the carefully selected genuine text with a clear context and purpose (Nord, 1997). In this approach, translation is seen as a communication activity that can develop students' translation skills and communication skills in their native and foreign languages (Károly, 2014: 90).

In the research study presented in this paper, the author will highlight the positive aspects of translation as a teaching and learning tool. However, the emphasis will be put on students' responses upon introducing translation into the teaching process. The starting hypothesis is that they will recognize a lot of benefits of translation in teaching and learning ESP.

3. ANALYSIS

During the winter term, i.e., 45 classes altogether, 36 third-year students had a chance to learn English for Electrical Engineering as an obligatory subject of their academic studies.

A mixed qualitative and quantitative research method has been adopted to reach the original findings from this research. Original data were collected through a questionnaire delivered to undergraduate students who had already successfully completed the two EFL courses, offered at the undergraduate level at the Faculty of Mechanical Engineering, the University of Montenegro during the academic year 2021-2022.

The questionnaire was prepared in the Likert Scale from the most to the least important or significant value (strongly agree, agree, disagree, strongly disagree), combined with close YES or NO questions, open questions, and preparatory interview questions made orally at the beginning of the course.

Bearing in mind the complexity of technical vocabulary and advanced level of English, the author doubted whether students should pay special attention to translation exercises at all. In addition, in the preparatory interview conducted, the author realized that students have not had a lot of practice in translation while studying English for General purposes. Surprisingly, they were very interested in doing these exercises and commented on them providing different possible versions of translation, thus showing a high level of understanding of language and nuances in the meaning of both general and technical vocabulary.

Such a response to translation exercises sparked an idea to conduct a questionnaire inquiring them about the role and importance of translation exercises in learning ESP.

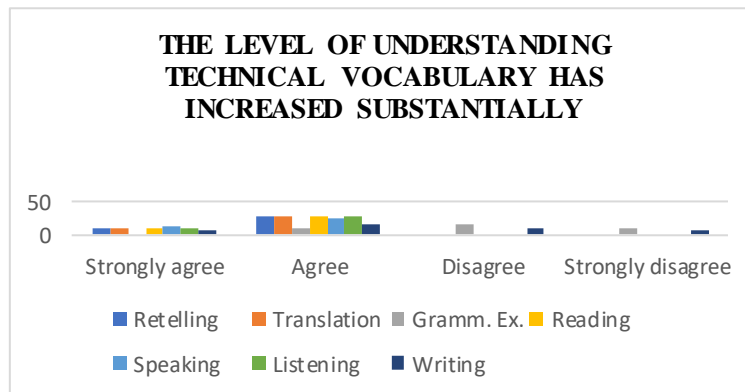


Fig. 1 Level of understanding of technical vocabulary

The **first question** posed related to the rate of understanding the technical vocabulary in the exercises as follows: retelling, translation, grammatical exercises, reading comprehension, speaking, listening, and writing.

The chart shows a high level of understanding of the technical vocabulary gained through translation exercises.

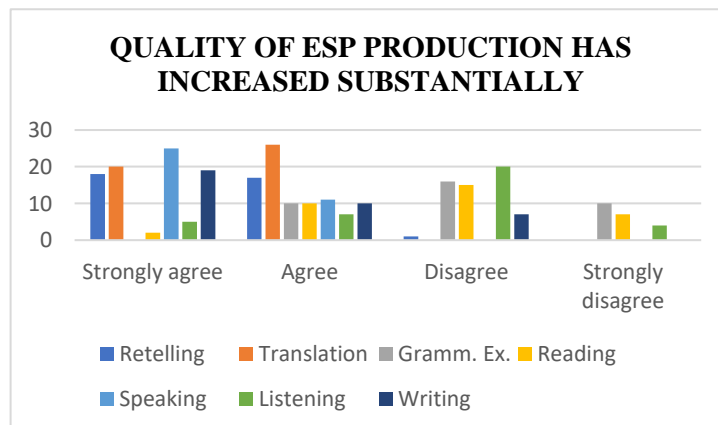


Fig. 2 Quality of ESP production

In the **second question** students were asked to rate the quality of language production through the following exercises: retelling, translation, grammatical exercises, reading comprehension, speaking, listening, and writing.

In this stage of analysis, students replied that translation exercises have substantially increased the quality of their ESP production.

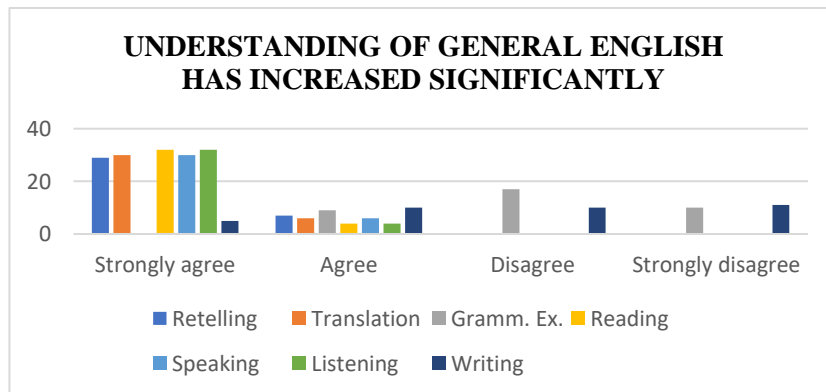


Fig. 3 Understanding of General English

In the **third question** students were asked to rate their overall understanding of General English through the following exercises: retelling, translation, grammatical exercises, reading comprehension, speaking, listening, and writing. In this questionnaire, we wanted to analyze the students’ awareness of the presence of General English in the ESP texts and the fact that they have the chance to learn and acquire knowledge of General English, respectively in the ESP coursebook.

The results indicate that translation exercises have helped students improve their understanding of General English significantly.

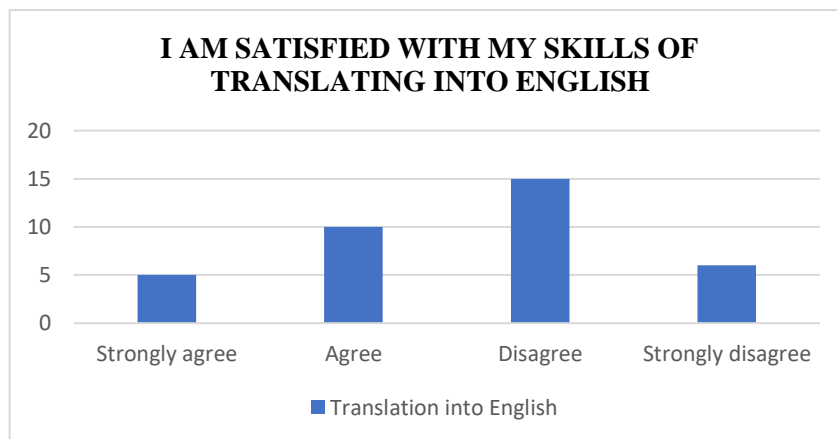


Fig. 4 Satisfaction with skills of translating into English

The **fourth question** referred to the students’ satisfaction with their translation skills. As we can see, most of them disagreed with this contention they were not satisfied with their ability to translate ESP in English. The reason why there were not satisfied with their translation skills into English is that translating into English is generally considered more difficult than translating from English. Carreras writes (2006:5), translation is

considered to be demotivating and frustrating “because students can never attain the level of accuracy or stylistic polish of the version presented to them by the teacher,” mainly when translating into L2.



Fig. 5 Satisfaction with skills of translating from English

The **fifth question** referred to the students' satisfaction with their translation skills. As we can see, most of them were satisfied with their ability to translate ESP from English.

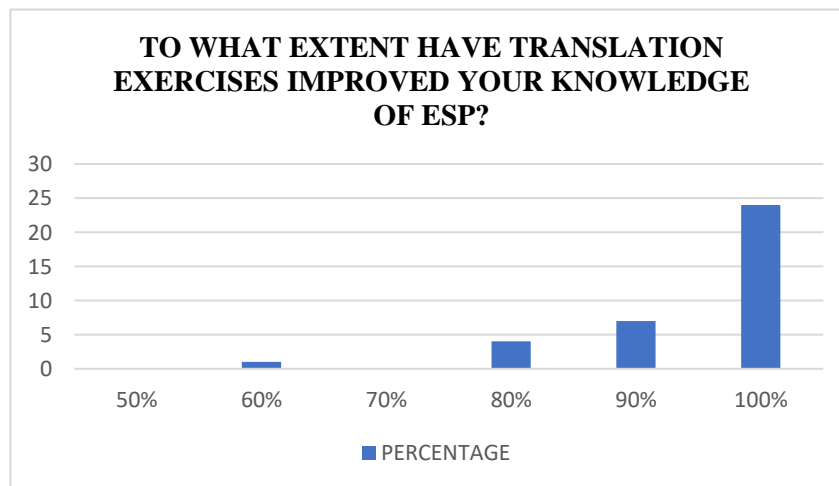


Fig. 6 How much have translation exercises improved your knowledge of ESP?

In their answer to the **sixth question** students replied that translation exercises improved their knowledge of ESP to a great extent.



Fig. 7 Translation or definition when looking up an unknown word

Students responded to the **seventh question** claiming that they prefer consulting a translation instead of a definition when looking up an unknown word.

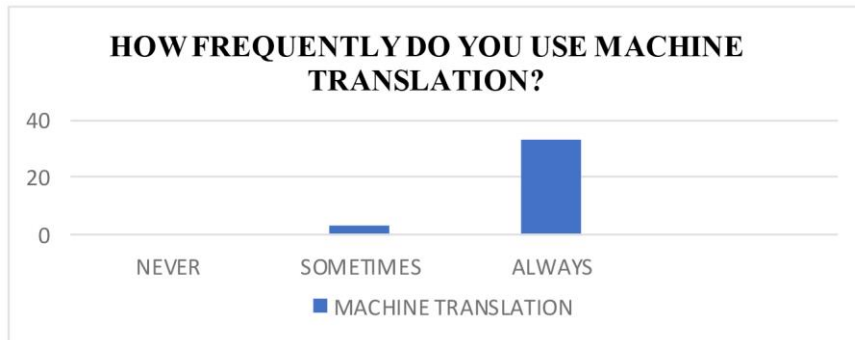


Fig. 8 How frequently do you use machine translation?

When asked how frequently they use a machine translation in the **eighth question** most students answered that they use it almost always.



Fig. 9 Imperfections of machine translation

As a reply to the ninth question, most of them answered that translation exercises have helped them realize the imperfections of machine translation and thus correct them accordingly.

In addition, as there are many anglicisms in the field of mechanical and electrical engineering in Montenegrin, students have had an idea that they already know a lot of words in this area. However, there are so many other technical terms that are far too specific that they need precise translation and proper definition, although it has been noticed that students did not know the meaning of the technical term upon the definition provided and that the precise translation of the specific word was still necessary for its understanding, e.g., *tap, pendulum, crankshaft, valves, buoyancy, hinge, leverage, fulcrum*, etc.

In the textbook used in our classes we have come across a lot of examples of anglicisms, e.g.:

<i>Engineering n.</i>	– inženjerstvo
<i>Machines n. pl.</i>	– mašine
<i>Electronic adj.</i>	– elektronski
<i>Electrical adj.</i>	– električni
<i>Installation n.</i>	– instalacija
<i>Medical adj.</i>	– medicinski
<i>Scanners n. pl.</i>	– skeneri
<i>Convert v.</i>	– konvertovati
<i>Ventilation n.</i>	– ventilacija
<i>Lubricants n. pl.</i>	– lubrikanti
<i>Resistant adj.</i>	– rezistentan
<i>Plastics n.</i>	– plastika
<i>Polyester n.</i>	– poliester
<i>Nylon n.</i>	– najlon
<i>Metals n.</i>	– metali
<i>Oscillate v.</i>	– oscilirati
<i>Friction n.</i>	– frikcija
<i>Tension n.</i>	– tenzija
<i>Gravity n.</i>	– gravitacija
<i>Elasticity n.</i>	– elastičnost
<i>Radiator n.</i>	– radiator
<i>Thermostat n.</i>	– termostat
<i>Cylinder n.</i>	– cilindar
<i>Toxic adj.</i>	– toksičan

Onysko, A. (2012) discusses the impact of anglicisms and its implications for the future of German bearing in mind different aspects of this influence, *inter alia*, reasons why they occur in German up to differentiating the borrowings on the separate representational levels of phonology, orthography, and morphology.

Furthermore, what has been noticed is that the prevailing presence of anglicisms in English for Electrical and Mechanical Engineering supposedly influenced students' improper transliteration of words in English while not knowing the proper translation of these words, eg. *hand-overs* – *hendoveri*, *quench* – *kvenčovanje*, *shafts* – *šaftovi*, *commutators* – *komutatori*, *solder* – *solderovanje*.

On the other hand, there were technical terms with the metaphoric extension of the meaning, eg. *Spring* (En.) – *opruga* (BCMS) - ESP

Spring (En.) – *izvor* (BCMS) – General English

Students managed to work out the meaning of the technical term *spring* through its association with its meaning in General English – *stream*. In this case translation of the word, *spring* both in General English and in the ESP was of utmost importance.

Therefore, we can conclude that translation plays a crucial role in the cognitive processes of understanding ESP vocabulary in L2.

Numerous studies indicated that both negative and positive transfer between L1 and L2 was necessary for developing the interlanguage, the complex system of the learners' L2. Many teachers recognize that L1 in the classroom positively represents interlanguage. The data on interlanguage and language transfer show that it is highly probable that L2 learners will always think most often in their L1, even at the advanced level (Mahmoud, 2006).

Regarding the use of L1 in the L2 classroom, it is vital to find out how students themselves feel about it. C. Schweers (1999) researched this issue and found that a high percentage (88.7%) of the student participants felt that their mother tongue should be used in their English classes. Moreover, if learners of a second language are encouraged to ignore their native language, they might feel their identity threatened. The following authors (Janulevièienė and Kavaliauskienė 2000, 2004) researched the use of mother tongue and translation in ESP classes. Our data were close to those reported by C. Schweers. As many as 86% out of 110 respondents felt that the native language should be used in the classroom. 90% claimed native language is important for explaining complex concepts, 57% recognized its importance in introducing new material, 74% emphasized its role in defining new vocabulary, whereas 55% explained the link between English and Lithuanian. It is noteworthy that in teaching/learning ESP it had been a long-felt dissatisfaction, mainly on the students' part, about the exclusion or minimal use of translation in mastering complex issues. Learners constantly wished to check the exact meanings of the professional terms in their native language by consulting bilingual dictionaries or asking for the teacher's explanations.

The recently published blog on the plenary session at the IATEFL Conference in Aberdeen, 18–20 April 2007, refers to the ideas of a well-known linguist Guy Cook, who was a speaker there (online): "The most important statement was the fact that EFL and ESL teachers tend to take a monolingual approach, thus neglecting the importance of translation in the process of teaching English. The EFL/ESL classroom cannot follow the motto "One nation, one people, one language". Quite contrary to that, L1, i.e., the student's mother tongue, should, by all means, be acknowledged. The importance is highlighted even more because the students' culture is part of their language. By neglecting their language, the teacher, in a monolingual classroom, neglects their culture, which leads to the danger of neglecting their identity. What is more, no valid database could confirm that the monolingual approach to teaching is the best one. The disregard for the student's mother tongue can demotivate the students and be counterproductive. Therefore, there is neither a scientific nor a pedagogic reason to exclude L1 from the teaching. There are probably more reasons, utilitarian and political, to make the use of L1 quite valuable in teaching English. The former reason implies that the students would be motivated to think more about appropriate equivalents in their languages. The latter, of course, emphasizes the importance of cultural diversities and tolerance among nations". Considering what has been written above, it is essential to research the use of the mother tongue and the utility of up-to-date translation.

Kavaliauskiene, Mažeikiene, and Valunaite-Oleškevièiene, (2010) conducted research on the use of the mother tongue in the English classroom. The study, in which 641 respondents participated, revealed the following: 21% of respondents use only English,

58% sometimes use the mother tongue, 8% – frequently, 7% – most of the time, and 6% – about half the time. The importance of the mother tongue in teaching and learning English was previously recognized by Mattioli (2004) who claimed that “rigidly eliminating or limiting the native language does not appear to guarantee better acquisition, nor does it foster the humanistic approach that recognizes learners’ identities.”

4. RESULTS

After carrying out the research analysis, the author has found out that 80% of students responded in favour of translation exercises. The results are as follows:

- There is a high level of understanding of the technical vocabulary gained through translation exercises;
- Translation exercises have substantially increased the quality of their ESP production;
- Translation exercises have helped students improve their understanding of General English significantly;
- They are not satisfied with their ability to translate ESP in English;
- They are satisfied with their ability to translate ESP from English;
- Translation exercises improved their knowledge of ESP to a great extent;
- Students claimed that they prefer consulting a translation of a word instead of its definition when looking up an unknown word;
- Students answered that they use machine translation almost always;
- Translation exercises have helped them realize the imperfections of machine translation and thus correct them accordingly.

The given results imply students’ positive feedback to introducing translation into teaching and learning ESP. In addition, it has influenced an increase in their motivation to apply translation in future studies and in their professional surroundings. Students’ motivation resulted from their satisfaction with the translation skills gained, specifically with their knowledge of the ESP and General English, which has increased throughout practicing translation exercises.

Therefore, if the translation is introduced purposefully and imaginatively into the language learning program (Šulajterova, 2008), it can motivate learners and arouse their interest in didactic activities. Another aspect that should not be neglected in this respect is the choice of texts to be translated. In this respect, Bonyadi (2003) draws attention to the need for careful selection by claiming that “dull, overlong and uncommunicative texts that are difficult to translate usually de-motivate the students” and suggests that teachers start with short(er) communicative texts. In addition, Malmkjaer (1998) claims that the issue of motivation should be correlated with realistic goals with differing criteria applying for proficiency in L1 and L2. If this is indeed done, as Carreras did in her 2006 study, learners of English, even at the initial stages, overwhelmingly perceive translation exercises as useful in language learning and activity that invites discussion to which students are happy to contribute.

5. CONCLUSION

Translation has been largely neglected in the Teaching of English as a Foreign Language. We aim to show that, with proper regard for the principles of translation theory, translation can play a valuable role at all but the lowest levels of student language competence. In addition, the skill of translating should be developed as an integral part of the language learning program, especially in teaching ESP.

Additional reason for conducting the research was related to the fact that domain experts themselves translate the technical terms without the need to consult linguists of Montenegrin or the English language. Consequently, a lot of transliterated English expressions are uncritically and unduly used in everyday communication both by experts and students (Stojković, 2021).

In the research conducted during the winter term, in 2021/22 academic year, 36 students were taught English for Electrical and Mechanical Engineering. At the beginning of the course, it was noticed that there were no translation exercises included in this ESP textbook *Oxford English for Electrical and Mechanical engineering*, OUP, and that translation exercises should be included as an invaluable teaching and learning tool. Eventually, at the end of the course, students were given an opportunity to evaluate the usefulness of the exercises given to them, and surprisingly, translation exercises ranked high. The research study has proven the expected results of applying translation in teaching and learning ESP such as:

- Enhancing communication with the teacher and their peers in the classroom;
- Making them feel more confident when learning new words;
- Knowing exactly what the meaning of the word is after having it translated, as the definitions in English can be too long and confusing. In some cases, the definitions in English contain new words that they do not understand either;
- Being creative in offering their own versions of translation;
- Learning something new in the area of mechanical and technical engineering in the texts selected for the translation.

According to Leonardi (2009: 145), a conversation about translation problems in an ESP classroom facilitates understanding of a text by relating the analyzed text with relevant topics studied in students' L1. Leonardi (2009: 143) highlights the contribution of translation to improved understanding and deeper analysis of a specialized text: "Before starting translating a text, the source text (ST) should be read carefully and analyzed in detail. Thus, through close reading and careful text analysis of the ST, students can gain important insights into the comprehension of the text in order to avoid misinterpretations and misunderstandings."

As pointed out by many linguists, translation as a method is very much justified and needed and this was vindicated in the survey by our students. Students considered the translation exercises beneficial because the exercises gave them insight into their proficiency in understanding and using technical English vocabulary. Leonardi (2009: 148) believes that translation can be a helpful method of building vocabulary in the ESP classroom: "In a contrastive bilingual situation, students can, thanks to translation, improve their ability to find an equivalent in L1 to match a phrase in L2. Translation can teach students to learn vocabulary in two stages: students are taught to make a connection between the meaning and the form of the word, and then they must learn when to use or not to use the word, its word relationships, its nuances." Translation exercises proved to

be extremely useful when it comes to acquiring ESP, while having raised students' motivation to value the importance of translation highly both in their studies and in their future professional surroundings.

This research paper is a basis for the extensive research to be carried out among a greater number of students. In the winter term of the next, 2022/23 academic year, the author will conduct a research study investigating the importance of translation exercises at the Faculty of Electrical Engineering (Departments of Electronics and Energetics) and Faculty of Medicine (Departments of General Medicine, Stomatology and Pharmacy), University of Montenegro.

REFERENCES

- Appel, P. *Matching representational systems and interpersonal attraction*. United States International University, Dissertation Abstracts International 43, 3021B: (University Microfilms No 83-018, 35), 1983.
- Avand, A. Q. "Using Translation and Reading Comprehension of ESP Learners". *The Asian ESP Journal*, 5(1), 2009: 44-60.
- Bonyadi, A. "Translation: Back from Siberia". *Translation Journal*, 7(3), 2003: 33.
- Carreres, A. "Strange Bedfellows: Translation and Language Teaching. The teaching of Translation into L2 in Modern Languages Degrees: Uses and Limitations (online)." In Sixth symposium on translation, terminology and interpretation in Cuba and Canada: December 2006. Canadian Translators, Terminologists and Interpreters Council. http://www.cttic.org/publications_06Symposium.asp (accessed in August 2022).
- Catford, J. C. *A Linguistic Theory of Translation*. Oxford: Oxford University Press.
- Chirobocea, O. "A Case for the Use of Translation in ESP Classes." *Journal of Languages for Specific Purposes*, 5, 2018: 67-76.
- Cook, G. *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press, 2010.
- Dudley-Evans, T., and St John, M. *Developments in ESP: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press, 1998.
- Duff A. *Translation: Resource Books for Teachers*. Edited by A. Maley. Oxford: Oxford University Press, 1994.
- Enesi, Miranda et al. "Challenges of Teaching and Learning English Language for ESP Courses." *Journal of Educational and Social Research* 2021: 213-226.
- Eric H., G. and Norman, G. *Oxford English for Electrical and Mechanical Engineering*. Oxford: Oxford University Press, 2006.
- Gutt, E.A. *Translation and Relevance: Cognition and Context*. Blackwell, Oxford, 1991.
- Harmer J. *The practice of English language teaching* (3rd edition). Longman, 2001.
- Janulevičienė, V., & Kavaliauskienė, G. "ESP students' self-evaluation and attitude towards translation". *Journal of Language and Literature*, 6(2), 2015: 38-43.
- Kavaliauskienė, G., & Kaminskienė, L. "Translation as a Learning Tool in English for Specific Purposes." *Kalbotyra*, 57(3), 2007: 132-139.
- Kavaliauskienė, G., & Kaminskienė, L. "Proficiency in reading, writing and translation skills: ESP aspect." *Vertimo studijos*, 2, 2009: 171-184.
- Kavaliauskienė, G., Mažeikiene, V. and Valunaite-Oleškevičienė, G. "Role of Native Language in Learning English" *Santalka, Filologija, Edukologija*, 18(2), 2010: 35-42.

- Karoly, A. "Translation in Foreign Language Teaching." *Linguistics and Education*, 5 2014: 90-107.
- Kic-Dragas, J. "Translation in the ESP Teaching." *The Journal of Teaching English for Specific and Academic Purposes*, 2(2), 2014: 253-261.
- Koller, W. "The concept of equivalence and the object of translation studies". Dalam *Target*, 7 (2), 1995: 191-222.
- Leonardi, V. "Teaching Business English Through Translation." *Journal of Language & Translation* 10-1 March 2009, (2009): 139-153.
- Mahmoud, A. "Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure." *English Teaching Forum*, 44(4), 2006: 28-33.
- Malmkjær, K. *Translation and Language Teaching: Language Teaching and Translation*. Manchester. St. Jerome Publishing, 1998.
- Marinov, S. "Translation Exercise Aided by Data-driven Learning in ESP Context." *ESP Today*, 4(2), 2016: 225-250.
- Mattioli, G. "On Native Language Intrusions and Making Do with Words: Linguistically Homogeneous Global markets and Native Language Use." *English Global market Forum*, 42(4), 2004: 20-25.
- Mažaikiene, V. "Translation as a Method in Teaching ESP: An Inductive Thematic Analysis of Literature." *The Journal of Teaching English for Specific and Academic Purposes*, 6(3), 2018: 513-523.
- Medrea, N. "Cross-cultural Communication – A Challenge to English for Legal Purposes". *Procedia – Social and Behavioral Sciences*, 46, 2012: 5475-5479.
- Nida, E. A. *Towards a Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating*. Leiden: Brill. 1964.
- Nord, C. *Translating as a Purposeful Activity: Functionalist Approaches Explained*. UK St Jerome Publishing: Manchester, 1997.
- Onysko, A. "12. Conclusion – The impact of anglicisms and its implications for the future of German". *Anglicisms in German: Borrowing, Lexical Productivity, and Written Codeswitching*, Berlin, Boston: De Gruyter, 2012: 316-324.
- Omura, Y. *Role of translation in second language acquisition: Do learners automatically translate?* Unpublished PhD thesis, University of Texas, USA, 1996.
- Popović Pecić, A. and Vlahović, N. "From 'Liberal Translators' to 'Competent Translators' – Translation as an Overarching Diagnostic Activity in an ESP/EASP Course", *The Journal of Teaching English for Specific and Academic Purposes*, 9(3), 2018: 377-387.
- Richards, J. C. *The Role of Textbooks in a Language Program*. Cambridge, UK: Cambridge University Press, 2001.
- Schweers, C. "Using L1 in the L2 Classroom." *English Teaching Forum*, 37, 1999: 6-13.
- Simões, D., Guincho H., and Magalhães, I. "Teaching Languages to European Computer Science Students". *e-TEALS*, 4, 2013: 46-70.
- Stibbard, R. "The Principled Use of Oral Translation in Foreign Language Teaching." In Malmkjær, K. (ed.), 1998: 69-76.
- Selinker, L. "On the notion of 'IL' competence in early SLA research: An aid to understanding some baffling current issues." In *Performance and Competence in Second Language Acquisition*, K. Malmkjaer and J. Williams (eds.), (1996): 92-113. Cambridge: Cambridge University Press.

- Sperberg, D. and Wilson, D. "Relevance Theory" Published in L. Horn & G. Ward (eds) 2004. *Blackwell's Handbook of Pragmatics*, 1995: 607-632.
- Stojković, N. "Relevance of Translation in ESP teaching methodology." *Teme*, XLV, (1), 2021: 33-42.
- Šulajterova, A. "The Place of Translation in English Language Teaching". *Humanising Language Teaching*, 10(6), 2008. <http://www.hltmag.co.uk/dec08/sart01.htm> (accessed in August 2022)
- Toury, Gideon. *In Search of a Theory of Translation*. Tel Aviv: The Porter Institute, 1980.
- Widdowson, H. G. "The Role of Translation in Language Learning and Teaching". In: House, J. (eds) *Translation: A Multidisciplinary Approach*. Palgrave Advances in Language and Linguistics. Palgrave Macmillan, London, 2014.