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**The Attitudes of ESP Learners ‘towards
Translation: an Aid for Specialized Communication**
The Case of Master I Marketing Students at Mohammed Seddik Ben
Yahia University –Jijel

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TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

Dedication

I dedicate this work to:

The light of my life and the apples of eyes, my parents

My brother and sisters

My sister in law

All my nieces and nephews

All my family

All my teachers and colleague

Naziha

My great family for their love, support and encouragement.

My husband for his endless support and love

The light of my life and my angel “Iyed”

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TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Abstract

The present study seeks to investigate the attitudes ESP learners towards translation as an aid for them to engage in specialized communication in the department of commerce at Mohammed Seddik Ben Yahia University. It aims at investigating the role of translation in promoting Business English learners' involvement in the learning process with an emphasis on its role in understanding economic terminology. It is hypothesized that using translation as a pedagogical tool can enhance learners specialized communication. In other words, the variable of translation would enhance learners to acquire a specialized knowledge of the field they are studying and may help them to better communicate in the target language.

The sample is 65 Master I students and 04 teachers (part –time teachers). The research methodology relies on two research tools to investigate the validity of the research hypothesis and variable. A questionnaire was administered to Master one students of marketing and an interview was carried out with ESP teachers. The results revealed that translation helps ESP learners to have a clear understanding of the target language and enables them to relate their knowledge of the subject matter in their mother tongue. Thus, it contributes to the learners progress made in both their language proficiency and their subject content.

Key words: ESP, specialized communication, terminology, translation

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

List of abbreviations

EAP:	English for A cademic P urposes
EOP:	English for O ccupational P urposes
ESP:	English for S pecific P urposes
ELT :	English L anguage T eaching
EST:	English for S cience and T echnology
ESS :	English for S ocial S tudies
EVP :	English for V ocational P urposes
EBE :	English for B usiness and E conomics
ESL :	English as a S econd L anguage
LGP:	Language for G eneral P urposes.
TU :	T erminological U nits
NA :	N eeds A nalysis
TT:	T arget T ext
ST:	S ource T ext
SL:	S ource language
TL:	T arget L anguage
BC:	B usiness C ourse
CSD:	C ommercial S ciences D epartment
L1:	F irst L anguage
L2:	S econd L anguage

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

List of figures

Figure 1: ESP historical movement	27
Figure 2: ELT tree.....	28
Figure3: ESP vs EGP	31
Figure4: Students' gender.....	45
Figure5: Students' age.....	46
Figure6: Students' period of learning English	47
Figure7: Students' level in English.....	48
Figure8: Students' attendance of English courses.....	49
Figure9: Attendance' choice of English courses	50
Figure10: The importance of English	51
Figure11: Asking students if they have additional activities.....	52
Figure12: Students' additional activities	54
Figure 13: Students' attitude towards English course	55
Figure 14: The importance of EC with relation to the subject matter	56
Figure15: Students abilities at the end of their studies.....	57
Figure 16: translation and the comprehending of Economic texts	58
Figure 17: Students' attitudes towards using L1.....	59
Figure 18: Translation from L2to L1.....	61
Figure 19: Translation from L1to L2.....	62
Figure 20: The use of L1 in ESP classes is an aid for weak learners	63
Figure21: Translation and learners' self confidence.....	64
Figure22: Translation and learners' technical vocabulary.....	65

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

Figure 23: translation and students' comprehending of the specificity of terminology..66

Figure 24: Translation and learners 'understanding Economic terminologies..... 67

Figure 25: Translation is helpful for both teacher and learners.....68

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

List of tables

Table 1: Students' gender.....	44
Table 2: Students' age.....	45
Table 3: Students' period of learning English.....	47
Table 4: Students' level in English.....	48
Table 5: Students' attendance of English classes.....	49
Table 6: attendance choice.....	50
Table 7: Students' consideration about English	51
Table 8: Additional activity.....	53
Table 9: Kinds of Students' additional activities	54
Table 10: Students' feeling about the English class they attend.....	55
Table 11: students' opinions about lessons with related topics.....	56
Table 12: Students' abilities at the end of their studies.....	58
Table 13: Students' attitudes towards the use of the mother tongue in their classes.....	59
Table 14: translation and the comprehending of Economic texts.....	60
Table 15: Translation from L2 to L1.....	61
Table 16: Translation from L1 to L2	62
Table 17: The use of L1 in ESP classes is an aid for weak learners.....	63
Table 18: Translation encourage self confidence	64
Table 19: Translation and learners' technical vocabulary.....	65
Table 20: Translation and students' comprehending of the specificity of terminology...	66
Table 21: Translation and learners 'understanding Economic terminologies	67

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Table of contents

Dedication.....	II
Acknowledgment.....	III
Abstract.....	IV
List of abbreviations	V
List of figures.....	VI
List of tables.....	VII
Table of contents.....	VIII

General introduction

1- Background of the study.....	1
2- Statement of the problem.....	3
3- Aims of research.....	3
4- Hypothesis.....	4
5- Significance of the Study	4
6- Research Methodology.....	4
7- Research Questions.....	5
8- Structure of the Dissertation.....	5

Chapter one: Translation and Specialized Translation

Section one: An overview of Translation	6
Introduction.....	6
1. Definition of Translation.....	6
2. Types of Translation.....	7
2.1. Jakobson's Distinction.....	7
2.1.1. Intralingual Translation.....	8
2.1.2. Interlingual Translation.....	8

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

2.1.3. Intersemiotic Translation.....	8
2.2. Ghazala’s Distinction.....	8
2.2.1. Literal Translation.....	8
2.2.1.1 .Word for Word Translation.....	8
2.2.1.2. One to One Literal Translation.....	8
2.2.1.3 Direct Translation.....	8
2.2.2 Free Translation.....	9
2. 2.2.1.Bound Free Translation.....	9
2.2.2.2. Loose Free Translation.....	9
3. Translation Strategies’.....	9
3.1 .Direct Strategies.....	9
3.1.1. Borrowing.....	9
3.1.2. Calque.....	10
3.1.3. Literal Translation.....	10
3.2. Oblique Strategies.....	11
3.2.1. Transposition.....	11
3.2.2. Modulation.....	11
3.2.3. Equivalence	12
3.2.4. Adaptation.....	12
3.2.5. Compensation.....	12
Section two: Specialized Translation and Terminology.....	13
1. Definition of Specialized Translation	13
2. Definition of Scientific and Technical Translation.....	13
3. The Aim of Technical Translation.....	14
4. Features of Scientific and Technical texts.....	14

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

5. Terminology in Specialized Translation.....	16
6. Scientific Terminology.....	17
6.1. Definition of Science	17
6. 2 .Definition of Terminology.....	17
6.3. Definition of Scientific Terminology.....	18
7. Terminological Challenges in translation	19
8. Problems in Specialized Translation.....	20
8.1. Pracmatics Problems.....	20
8.2.Intercultural Problems.....	20
8.3. I nterlingual Problems.....	20
8.4.Text Specific Problems.....	20
9. Misconceptions in Technical Translation.....	20
Conclusion.....	22

Chapter two: ESP and Business English

Introduction.....	23
1. Definition of ESP.....	23
2. Origins of ESP.....	25
2.1.The demands of a Brave new world.....	25
2.2. A revolution in linguistics.....	26
2.3. Focus on the learners.....	26
3.Types of ESP.....	27
3.1. Carter’s Distinction.....	27
3.2 .Hutchinson and Waters ‘Distinction.....	28
4. The Differences between ESP and EGP.....	29

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

5. Characteristics of ESP.....	30
6. Needs Analysis.....	31
6.1. Definition.....	32
6.2. Types of Needs.....	33
6.2.1 Target Needs.....	33
6.2.1.1 Necessities.....	34
6.2.1.2 Lacks.....	34
6.2.1.3. Wants.....	34
6.2.2. Learning Needs.....	34
7. The Importance of Needs Analysis in ESP.....	35
8. Teachers' and Students' Relationship in ESP.....	36
9. The Role of ESP Teacher.....	36
9.1. As a Practitioner.....	36
9.2 .As Course Designer and Material Provider.....	36
9.3. As Collaborator.....	37
9.4. As Researcher.....	37
9.5. As Evaluator.....	37
10. Features of ESP Course.....	37
10.1. Authentic Materials.....	38
10.2. Purpose- Related Orientation.....	38
10.3. Self Direction.....	38
11. Business English.....	39
11.1 .Definition of the Term Business English.....	39
11.2. The Aim of a Business English Course.....	40

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

Conclusion.....	41
Chapter Three: Data Analysis and Interpretation of the Results	
Introduction.....	42
Section One: ESP Module in CSD	42
1.Description of the Course.....	42
2. Course Objectives’.....	42
Section Two: Field Work.....	43
1. Means of Research.....	43
1.1. Students’ Questionnaire.....	43
1.1.1. Administration of the Questionnaire.....	43
1.1.2. Description of the Questionnaire.....	44
1.1.3. Aims of the Questionnaire.....	44
1.1.4. Analysis of Students’ Questionnaire.....	69
1.1.5. Discussion of the Results.....	70
1.2. Teachers’ Interview.....	71
1.2.1. Description of Teachers’ Interview.....	71
1.2.2. Analysis of Teachers’ Interview.....	73
1.2.3. Discussion of the Findings of Teachers’ Interview.....	73
Conclusion.....	73
General Conclusion.....	75
Recommendations.....	77
Limitations of the Study.....	78
References	
Appendices	
Résumé	
ملخص	

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

General Introduction

1. Background of the Study

Translation as method of language teaching is still subject under research and continues to be one of the most frequently discussed topics among linguists and teachers. According to Ross (2000) Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers.

In the past, the use of translation in teaching foreign languages was totally neglected and rejected by teachers of foreign languages as well as by communicative approaches to language learning during the 1970s and 1980s. Later on, teachers began to change their negative views towards the use of L1 in classrooms and they became aware of its importance in language classes after observing that students are better understanding and comprehending authentic reading or listening materials when using translation.

When it comes to English for Specific Purposes (ESP), the use of translation in these classes should suit the learners' needs, but they may not have the same needs. Even though, translation activities in ESP classes are very helpful for the learners because it makes them better understanding concepts in their fields so that they will have a common set of phrases in their domains, and helps them to better communicating between each other.

Numerous studies have been conducted on the importance of integrating translation in ESP classes. For instance, Tudor (1986) in his study entitled « Using translation in ESP » concluded that 'translation can serve a valuable function with certain categories of ESP learnerstranslation as the process of conveying messages across linguistic and

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

actual barriers, is an eminently communicative activity, one whose value could well be considered in a wide range of teaching' (p.273). In addition, Varzgar (1990) strongly agrees with using translation in ESP and he said that 'as translation should be a subsidiary activity in TEFL, it should be an essential activity. However, many other studies have been done on translation on the field of ESP such as: Malek Hosayni (1994) in his MA thesis, 'Developing and validating translation test in ESP' investigated the role of objective translation test in assessing ESP students' general proficiency. The findings showed that there is a positive relationship between ESP students' performance on reading comprehension test and translation test, and that translation test is a reliable device for assessing ESP students' English proficiency in their own fields of study and there is a positive relationship between ESP students' performance on translation test and their majors as well as with their universities. Also, Avand (1994) in his MA thesis entitled 'The effect of using translation on reading comprehension of ESP learners' investigated the effect of using translation on the reading comprehension of Iranian ESP learners. The results showed a significant relationship between using translation and reading comprehension revealing that translation has an effective role in teaching English for Specific Purposes (ESP) and that it is necessary to emphasize the contribution of the mother tongue to the teaching of ESP materials. Moreover, Kavaliauskienè, G (2009) studied students' perceptions of the use of mother tongue and translation in different linguistic situations. The subjects were the students specializing in social sciences at the university and studying English for Specific Purposes (ESP). The analysis of data showed that all learners need a support of mother tongue in English classes, but the amount of the native language needed depends on students' proficiency in English. Then, similarly to the work of Avand (1994), Ruchwan (2017) investigated the importance of translation as a pedagogical tool in developing reading comprehension skills of ESP Medical learners at

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Najran University-KSA, and he attempted to explore the effects of using translation in ESP Medical classes with the objective of helping students in comprehending terminologies and texts. Also, because most of students resort to Machine Translation (MT), his study tried to help them concentrate on the standardized terminology and avoid using MT. The findings suggested that the use of translation as a pedagogical tool is vital and beneficial to develop ESP Medical learners' comprehension skills. Generally, translation in the field of ESP refers to 'Technical Translation' and it is defined by William and Chesterman (2002) saying that 'Technical translation covers the translation of many kinds of specialized texts in science and technology, and also in other disciplines such as economics and medicine. The translation of these texts requires a high level of subject knowledge, and a mastery of the relevant terminology (p.12). And according to Newmark(1993) 'in an informative technical text, the translation's function is to give the information clearly, neatly, and elegantly(this is its literary quality) , preferably in professional language (technical and ordinary)' (p.2).

2. Statement of the Problem

Students of Commercial Science Department find great difficulties and suffer in getting the benefits from their courses because they have low level in English and very limited knowledge in vocabulary .Furthermore the mastery of English terminology is a fundamental and key component of ESP students in order to acquire a specialized knowledge of the field they are studying for better communication in target language. As a result their practitioners use translation to compensate their weakness in this language.

3.Aims of Research

- ❖ To provide a general view of the situation of teaching and learning English at this department.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

- ❖ To determine the main factors behind the state of degradation of English language in this department.
- ❖ To determine the efficient role of translation in promoting ESP learners engagement in specialized communication .
- ❖ To emphasize the role of translation in understanding Economic terms and abbreviations.

4. Hypothesis

In an attempt to answer the questions raised by this study. It hypothesized that:

- ❖ If ESP teachers use translation in the CSD they will meet the needs of learners and help them to engage in specialized communication.
- ❖ If ESP teachers use translation as pedagogical tool, it will help students to increase their interests for learning English and will prepare them for specialized communication.

5. Significance of the Study

This study will be a great benefit for ESP learners in order to increase their interest in learning English language and determine also, the learners' opinions about the role of translation in their classes.

In addition, the current study is beneficial for ESP teachers in increasing their awareness of the importance of translation in the field of ESP and its role to widen students' vocabulary; mainly terms related to their field of study.

6. Research Methodology

A descriptive method is adopted in this research as an approach to collect data. This research will be conducted quantitatively and qualitatively through administrating a

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

questionnaire for ESP students and an interview for ESP teachers.

7. Research Questions

- ❖ Is translation a successful tool in teaching ESP?
- ❖ What are the problems that face ESP Master I students?
- ❖ What are the attitudes of ESP Master 1 students towards the use of translation in their classes?
- ❖ How far are learners aware of the importance of English in their professional lives?

8. Structure of the Dissertation

This dissertation involves a theoretical and practical parts .The theoretical part includes chapters one and two, the practical part comprises chapter three. The first chapter consists of a general overview of the independent variable “Translation and specialized translation». The second chapter concerns the dependent variable “ESP and business English (the acquisition of specialized terms)”.The last chapter; it displays the results of students’ questionnaire and teachers’ interview.

Chapter 1: Translation and specialized translation

Introduction

Translation has played an important role in spreading and developing language cultures. Technical / scientific translation which is a type of specialized translation goes beyond rendering words from one language into another, it seems like a tool that helps people around the world develop and progress in the field of science. This chapter is divided into two parts: the first part is devoted to translation; definition, types and strategies. The second one deals with scientific translation; definition, aims, features of scientific text, with particular emphasis on its terminology. As well as it will discuss terminological challenges, problems and misconceptions in technical translation with a conclusion.

Section One: An overview of Translation

1. Definition of Translation

Literally, the word ‘translation’ is derived from old French or from the Latin word ‘translation’ which means ‘carried across’, and it is the process of translating words or texts from one language into another in which the meaning of a word or text is rendered in another language. However, in linguistics, translation is an ambiguous concept to be defined because the relations between the original text and translation text are quite complex. Due to its importance, translation has been viewed differently by many scholars. Some of them considered it as a process as it is stated by Lilova (1985) that ‘Translation is a specific or written activity(utterance) existing in one language into a text in another language , accompanied by keeping the invariance of content , qualities of the original and authors’ authenticity’. Also, Catford (1995) defined translation as ‘The replacement of

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

textual material in one language (SL) by equivalent textual material in another language (TL)'. His definition shows that translation is a process in the sense that is an activity performed by people through time; expressions are translated into simpler ones in the same language. Some other researchers considered translation a process and a result of this process. According to Alekseeva (2004), translation is an activity which consists of variable re-expression, converting of the text in one language into the text in a different language, which is carried out by a translator who creatively chooses variants depending on language variability resources, text type, translation tasks, and under the influence of his (her) own personal individuality; translation is also a result of this activity. I.e. since the translation activity provides as by another different text in another language, it is a product in the same time. Moreover, translation can be a communication, as it is viewed by Sdobnikov and Pitrova who defined it as "a way to provide interlingual communication by means of creation of a text in TL (target language), intended to fully replace the original text". Their definition shows that translation is a way of communication, since it conveys messages between people with different languages. Also, translation is a skill. According to Newmark (2010) translation is a craft consisting of the attempt to replace a written message and/or statement by the same message and/or statement in another language. (21:7). So, according to the above definitions; translation is a process and a result of this process, a type of communication and a skill.

2. Types of Translation

2.1. Jakobson's distinction

Roman Jakobson (1896-1982) states that there are three types of translation in his seminal paper on "Linguistic Aspects of Translation". Jakobson's categories as follows:

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

2.1.1. Intralingual Translation or “rewording”: an interpretation of verbal signs by means of other signs of the same language. It refers to rewording, paraphrasing, summarizing, expanding or commenting within a language.

2.1.2. Interlingual Translation or “Translation Proper”: an interpretation of verbal signs by means of some other language i.e.: between two different sign systems.

2.1.3. Intersemiotic Translation or “Transmutation”: an interpretation of verbal signs of non –verbal sign systems like translating ideas and emotions into music or painting.

2.2. Ghazala’s distinction

There are other classifications of translation; Ghazala (2008) distinguished between:

2.2.1. Literal Translation: According to him literal translation can be divided into:

2.2.1.1 Word for Word Translation (literal translation of words): each word is translated into an equivalent word.

Example:

That child is intelligent

ذاك الطفل يكون ذكي

ذاك الطفل يكون ذكيا

2.2.1.2. One to One Literal Translation: each SL word or phrase is translated into an identical word or phrase. This type of translation is done in context not out.

Example :

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

My neighbors are good

جيرانى يكونون طبيين

2.2.1.3. Direct Translation: literal translation of meaning .It is the translation of meaning in context which takes into consideration the grammar and the word order of TL and the linguistic differences. Moreover; it takes into account the metaphorical and special use of TL. Ghazala describes this method as “full translation of meaning”

Example:

To run a company

بدير شركة

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

2.2.2 .Free Translation

This type focuses on translating freely .Because the translator is not limited to the text or context or the denotative meaning of a word or a phrase and out of texts and outside contexts. In addition free translation has two subtypes mainly:

1.2.2.1. Bound Free Translation: this type of free translation is derived from context directly even if it exceeds it in some ways like the way of expressing, exaggeration and formal language.

Example:

He got nothing at the end رجع بخفي حنين عاد خالي الوفاض

2.2.2.2. Loose Free Translation: this type of translation is not directly related to the original context. It is based on the translator's conclusions about what the speaker /writer wants to say.

Example:

Honesty is the best policy أنت خنت الأمانة

3. Translation Strategies'

Strategies or techniques are set of procedures that are used to translate texts. Each strategy differs from the other, and the translator is free to choose the most helpful one for him. Bosco (1997) classified these strategies into two types: direct and oblique.

3.1. Direct Strategies

This type of technique is used when structural and conceptual elements of the source language can be transposed into the target language. It is divided into three types:

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Borrowing, Calque and Literal translation.

3.1.1. Borrowing

It is the taking of words directly from one language into another without translation.

Many English words are borrowed into other languages. For example:

La Bibliothèque Nationale...Rue de Richelieu

The Bibliothèque Nationale.... Rue de

Richelieu

These are obligatory borrowings, since all cultural institutions, including famous streets, must be maintained in their original form.

3.1.2. Calque

Calque or loan translation is a particular type of borrowing; in which the translator borrows an expression from the source text by translating literally every part of the original elements.

Example:

Qualityassurance=assurancequalité

Breakfast =Breakfast

3.1.3. Literal Translation

In literal or word -for-word translation; the words or expressions are translated literally with preserving the same effect and wording of the source text, only the language is changed. In practice, literal translation occurs most commonly when translating between two languages of the same family; such as French and Italian, and works most efficiently

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

when they also share the same culture.

Example:

El equipo esta trabajando para terminar el inform = The team is working to finish the
report

3.2. Oblique Strategies

It was Vinay and Derbelnet (1958) who first put Oblique translation techniques on the map. Those techniques are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language they include.

3.2.1 Transposition

In this technique; the translator changes the grammatical category of the word, and it is a shift in word class without changing meaning.

Example:

Festival-paper = papier-cadeau

Here the adjective 'Festival' in the source language became a noun in the target language 'cadeau'.

3.2.2. Modulation

Modulation refers to rendering the TT from a different point of view to that of the ST. Through modulation; the translator generates a change in the point of view of the message without altering the meaning, and it is often used with the same language. This technique is divided into two types: Metonymical and Grammatical Modulation.

In Metonymical Modulation; the translated elements are fixed, and the translator is obliged to keep them as they are.

Example:

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

He died one hundred years ago = Il est mort depuis cent ans

In Grammatical Modulation; the translator changes affirmative to negative or injunction to interrogation or passive voice into active...etc

Example:

A Gaudy tie = une cravate peu discrète

3.2.3. Equivalence

This technique is often used in translating names of institutions and idioms or proverbs. Here the translator must be creative; and he uses completely different expression to transfer the same meaning and for rendering more elaborated structures between SL and TL.

Example:

A hungry man is an angry man = كاد الفقر أن يكون كفرا=

3.2. 4. Adaptation

In this type, the translator attempts to make textual materials that are specific to given language culturally appropriate to another language. For example:

Like father like son= هذا الشبل من ذاك الأسد=

3.2.5. Compensation

This strategy is used to replace items that cannot be translated from source text by other in the target text, and to express the meaning using different items not available in the source text but have the same sense.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

These above techniques are different in terms of their characteristics and it is possible to use more than one technique in translating a text.

Section Two: Specialized Translation and Terminology

1. Definition of Specialized Translation

Specialized translation refers to the translation of specialized texts within an area of specialization or of a particular activity. These texts are characterized by specific terminology within a given field of specialization and specific vocabulary and phraseology. According to Gotti & Šačrevic (2006), “specialized translation covers the specialist subject fields falling under non-literary translation , the best one of which include science and technology, economics, marketing ,low , politics , medicine and mass-media”. That is; such kind of translation deals with any text produced within or referring to a specialist field of knowledge regardless of its intended readership and purpose.

2. Definition of Technical and Scientific Translation

Scientific and technical translation is a type of specialized translation involving the translation of documents produced by technical writers (owner’s manuals, user guides...etc) or texts which relate to technological subjects or texts which deal with the practical application of scientific and technological information.

Technical translation is the translation of scientific terms of all kinds: medical, physical, chemical, mechanical, mathematical, technological, biological, agricultural, computer science, internet and other terms of the various branches of science. Here, the word” term “(مصطلح) is used to refer to any scientific expression whether one, two, three or more words together (Ghazala 1995)

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Williams and Chesterman maintain that technical translation covers the translation of many kinds of specialized texts in science and technology and also in other disciplines such as economics and medicine .The translation of these texts requires a high level of subjects, knowledge and the mastery of the relevant terminology (Williams and Chesterman 2002).

Byrne (2006) defines technical translation as” communicative service provided in response to a very definite demand for technical information which is easily accessible (in terms of comprehensibility, clarity and delivery”.

3. The aim of Technical Translation

According to Jody-Byrne (2006) the aim of technical translation is to transmit technical information to a new audience, not to reproduce the source text .He referred to technical translation as a communicative service which involves three main people: author, the translator and the reader. The latter can use the information easily, properly and effectively.

4. Features of Scientific and Technical texts

Technical texts differ from general language texts in the set of their characteristics as follows:

The most noticeable feature of this kind of text is the logical sequence of utterances with a clear indication of the interrelations and interdependence. (Missikova, 2003, 121)

The use of terms specific to each given field of science or. Each technology scientific field of human activity generates the greatest number of new words. As a result of constant efforts to discover the essence of things and phenomena, there is a need to name new concepts subsequently by means of coining new words. (Missikova, 2003, 121)

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

According to Missikova (2003) also; the third characteristic of scientific texts is what we may call sentence- patterns, and they are of three types: postulatory, argumentative, and formulative.

There are some other features of scientific texts such as; the use of quotations and references , the frequent use of foot-notes, and impersonality. This impersonality can be achieved by means of using passive constructions, using general pronoun ‘we,’ the third person style, and abstract nouns formed from verbs and adjectives. Examples given by Knittlova (2005) are: “This concentration is assumed to lie....”, “...nuclei are irradiated...” It is also possible to use active forms in combination with the general pronoun ‘we’ as a subject ‘we’ which refers generally to the author. Examples given by Knittlova (2005) “....We observe , we define, we obtain, we consider....”

In pragmatics, scientific and technical texts are characterized by putting the emphasis on consideration of the content (the message in the utterance) and consideration of personal intention of a message as an individual statement.

Scientific and technical texts are distinguished by the accuracy of propositions, credibility of conclusions and hypotheses as well as the intention of addressers to show their true position and willingness to convince an addressee. This implies the following formal characteristics of scientific and technical texts: structural completeness and accuracy; formal shortness and consistency; individual author’s style and standard language rules.

5. Terminology in Specialized Translation

According to Rogers (2015), terminology is one of the main factors that distinguish specialized translation from general translation. Specialized language translation differs from general translation in the fact that it involves the translation of texts directed to a specific group of text receivers, who are familiar with the specialized subject field, terminology, and communication patterns used in a specialized domain. In this type of translation; it seems that the major difficulty is in understanding and establishing terminological correspondences between languages. However; there is more to specialized language translation than getting individual terms right. The terminology of specialized texts requires that the translator, who is generally not an expert in the field, be able to rapidly acquire a command of terminology in both the source and the target language in order to translate this type of text.

Scientific and technical translation (or specialized translation) not only differs from non-specialized translation in so far as the text type is concerned, but also in the fact that the translator must also use methods of knowledge acquisition and terminology management in order to translate effectively, and whatever the nature of the text involved and regardless of its level and degree of specialization, translators are not mere language decoders; they are more in the nature of interlinguistic and intertextual mediators , who must create a text in the target language with the same message as that of the source language. This entails understanding the original text with the objective of making others understand, and create another text that fits into the target language textual system. Generally, terminology plays an important role in the translation of specialized texts, and it is the most distinguishable feature.

6. Scientific Terminology

6.1. Definition of Science

Science refers to any enduring aspect of the universe concerning communication, language and translation

Definition of science by the dictionary

- Branch of knowledge or study dealing with a body of facts or truths systematically arranged and showing the operation of general laws: the mathematical sciences.
- Systematic knowledge of the physical or material world gained through observation and experimentation.
- Any of the branches of natural or physical science.
- Systematized knowledge in general.
- Knowledge, as of facts or principles; knowledge gained by systematic study.
- A particular branch of knowledge.

6.2. Definition of Terminology

Sager (1990:3) gives three definitions of terminology

- The set of practices and methods used for the collection, description and presentation of terms.
- A theory ; i.e. The set of premises ,arguments and conclusion required for explaining a relationship between concepts and terms which are fundamental for a coherent activity.
- A vocabulary of a special subject field.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Motos (2003:9) defines terminology as: “also known as terminology or subject specific terms, they refer to those lexical units exclusively used by a given knowledge community in a specific domain.”

According to Hartmann and James (1998) a term is defined as “a word, phrase, or alphanumeric symbol used by the practitioners of a specialized technical subject to designate a concept.” (p. 138). Cabré (2000) states: “As a subject field with explicit premises, terminology emerges from the need of technicians and scientists to unify the concepts and terms of their subject fields in order to facilitate professional communication and the transfer of knowledge.” (p 37)

On the other hand, Cambridge English dictionary defines terminology as” special words or expressions used in relation to a particular subject or activity”

Merriam-Webster dictionary defines terminology as: the technical or special terms used in a business, art, science or special subjects.’

According to Hartmann and James (1998) a term is defined as “a word, phrase, or alphanumeric symbol used by the practitioners of a specialized technical subject to designate a concept.” (p. 138)

6.3. Definition of Scientific Terminology

“Words used in scientific prose will always have a tendency to be used in their primary logical meaning. No words should be used in more than one meaning. Furthermore, terms are coined so as to be self-explanatory to the greatest possible degree. But in spite of this a new term in scientific prose is generally followed (or preceded) by an explanation.”(Miššiková: 2003).Whereas, “terminology varies significantly with the particular field of science, e.g. aerospace, business/finance, automotive industry,

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

chemistry, civil engineering, computers, electrical/electronic engineering, environment, law, medicine, military and nautical subjects, patents, social sciences, and many others".(Sofer 2006, 99-111).

7. Terminological Challenges in Translation

Terminology and translation has always been a close one. From a theoretical point of view, the theory of terminology can make translators aware of many concepts such as the idea of variation, which allows them to identify terms and deal with equivalence. From a practical perspective, translators often venture into the field of terminography. Cabré (1991:216-217) proposes the following list: Concerning the terminology of source language.

-Knowing or specifying the meaning of a TU from the source text.

-Confirming its specialized nature.

-Knowing its denominative, alternatives and the conditions in which they are used in texts.

Concerning the terminology of the target language.

-Knowing if there is an equivalent TU in the target language.

If so, knowing what resources can or must be used in order to adapt or create a reasonable denomination and how to indicate that it is a neologism.

-Knowing the most adequate equivalent unit taking into account the topic and the approach.

-Knowing if a term has specific or restrictive usages.

-Knowing the prototypical combination of terms.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

-Knowing the usual phraseology in the field.

-Knowing denominative alternatives for a single concept and their pragmatic conditions.

-Making sure that the selected denominative unit corresponds exactly to the concept...etc

8.Problems in Specialized Translation

Translators may encounter some obstacles in order to translate a specialized text.

Nord (1997) use four categories of translation problem.

8.1.Pragmatic problems: it deals with culture-specific references such as names of governing bodies, law and statutes, names given to illnesses or processes. For example: names of diseases may be used internationally, or may vary from one language to another...etc.

8.2. Intercultural problems: it deals with text type conventions, organization of macro- structural elements, and conventions for measurements.

8.3. Interlingual problems: for example LGP syntax and lexis sometimes used in special ways for LSP, LSP terminology, and collocations.

8.4. Text specific problems: It refers to the ways in which special effects are created within a specific text. For example: cohesive devices and metaphors.

9. Misconceptions in Technical Translation

Byrne (2006) enumerates some misconceptions as for technical translations which are as follows:

- Technical translation includes economics, laws, business, etc. In reality “technical” means precisely that something to do with technology and

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

technological texts).

- Technical translation is all about terminology. This particular misconception is not unique to those uninvolved in technical translation but many of those people within technical translation hold this belief. Pinchuck (Cited in Byrne, 2006, p. 3) for example, “claims that vocabulary is the most significant feature of technical text. Byrne argues this is true in so far as terminology is, perhaps, the most immediately noticeable aspect of a technical text.”
- Style does not matter in technical translation. This is another misconception for technical translation .He says that: “If we look at style from a literary point of view, then it does not have any place in technical translation but if regard style as the way we write things, the words we choose and the way we construct sentences, then style is equally, if not more, important in technical translation than in other areas because it is therefore a reason, not simply for artistic or entertainment reasons.”(p. 4).
- Technical translation is not creative; it is simply a reproductive transfer process. Byrne (2006) states that for information to be conveyed appropriately and effectively, technical translators have to find creative linguistic solutions to ensure successful transfer of information.
- You need to be an expert in a highly specialized field. Byrne (2006) asserts the reality is that technical translators cannot be specialized in all subject areas. So, he summarizes the essential areas of expertise for technical translators: “subject knowledge, writing skills, research skills, knowledge of genres and text types, and pedagogical skills.” (p. 6)
- Technical translation is all about conveying specialized information. This is another misconception regarding technical translation which is not true. Byrne

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

(2006) points out that “technical translation involves detailed knowledge of the source and target cultures, target language conventions, text type and genre conventions, register, style, detailed understanding of the audiences; whether translators realize it or not, an understanding of how people learn and use information.” (pp. 6-7)

Conclusion

The rapid development of science and technology and the growth of cross-cultural exchanges led to the development of specialized (technical) translation. This above chapter, attempted to discuss some aspects of technical translation by exploring that translating technical texts is not an easy task for the translator; who is generally not an expert on the field. Also, it dealt with general features of technical texts that make them different from literary ones with more focus on their terminology as a key feature in translating such kinds of texts; and it may be an obstacle for the translator who should acquire a great amount of knowledge (terms) in both the source and the target language that are involved in the translation process.

Chapter two: ESP and Business English

Introduction

ESP became important due to the dominance of English in the field of Economics, Politics, Medicine and Computing science. It refers to the teaching and learning English as a second or foreign language, where the goal of the learners is to use English in a specific field of inquiry occupation or workplace. This chapter tackles an overview of the area of teaching English for specific purposes, beginning from its roots, sub-branches, and the difference between ESP and EGP courses, characteristics of ESP and needs analysis. Also the relationships between teacher and student with more emphasis on the different roles of an ESP teacher plays, features of ESP course. And we shed light on the definition of business English, the aim of its course and a conclusion.

1. Definition of ESP

Years ago, people started to feel the need to learn English for many reasons either to communicate with others, to have access to knowledge or to fulfill business purposes, due to these demands a sub-field of English Language Teaching (ELT) was introduced under the name of ESP. It is an acronym that stands for English for Specific Purposes. Defining ESP has proven to be so problematic to researchers. There are almost as many definitions of ESP as the number of scholars who have attempted to define it.

Hutchinson and Waters (1987, P19) define ESP an approach rather than a product, meaning that ESP does not involve a particular type of language, teaching materials or methodology.

By ESP is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 1992, p 3) In order

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

words, it is a way of teaching learning English for specialized subjects with some vocational and educational purposes in mind. ESP is relatively new discipline within Applied linguistics that bids a new learner centered approach to English language teaching whose methodology is based on the specific needs of the learner. Kennedy and Bilitho (1994, p.3) ESP is learner-centered approach to learning and teaching which sees learning as the active construction of meaning and teaching as the act of guiding, scaffolding and facilitating learning (Tahir, 2009)

ESP is viewed as a cover term for teaching and learning English for multiple specific purposes: EAP, EOP and others (Amirian and Tavakoli, 2009, p.3)

Students study English not because they are interested in the English language or English culture as such, but because they needed English for study or work purposes (Robinson, 1991:2)

Anthony (1997:9-10) argued that some people described ESP as simply being the teaching of English for any purpose that could be specified. This denotes that the role of ESP is to help language learners to build up the needed abilities in order to use them in specific field of inquiry, occupation or workplace.

In ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments (Basturkmen, 2006:18)

According to Belcher (2009) ESP refers to the teaching and learning language where the goal of the learners is to use English in a particular domain.

2. Origins of ESP

The origins or the emergence of the term English for specific purposes can be traced back to 1960s when it has become one of the most important branches in applied linguistics in general, and of teaching English as a foreign language (TEFL) in particular. This given important is due to the fact that English has become an international lingua franca.

For Hutchinson and Waters (1987:8) ESP is a result of the development of human activities saying, “As with most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends.” And they stated three main reasons for the emergence of English for specific purposes:

2.1. The demands of a brave new world

“The end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale” Hutchinson and Waters (1987:6). This expansion made a demand for an international language for communication which was English. Consequently, “....., it created a new generation of learners who knew specifically why they were learning a language.....”(Hutchinson and Waters 1987). I. e previously; the majority of people did not really know why they are learning a language or they learnt it just for speaking. But when English became the international language of technology and commerce they became more aware of the reasons for learning a language (English) especially for professional purposes.

Then, there was an oil crisis in early 1970s which resulted in a massive flow of funds and Western expertise into the oil-rich countries .The general effect of all this

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

development to exert pressure on the language teaching profession to deliver the required goods. Whereas, English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers. Hutchinson and Waters (1987:7)

2.2. A revolution in linguistics

The revolution in linguistics played a great importance on the emergence of ESP. In the past, traditional linguists were focusing on the description of language features, forms, and grammatical rules when studying language. However, in modern linguistics, the concern was shifted from the description of language features into the study of language usage. I.e. how the language is used for communication in real life contexts. For example, the language we speak and write varies in several ways, in other words; discourses vary on the basis of the contexts they performed in. Hutchinson and Waters (1987) pointed out that since language varies in different situations, it is possible to use the specific features of these situations as a basis of the courses instruction; later on, most studies were in the area of English for science and technology.

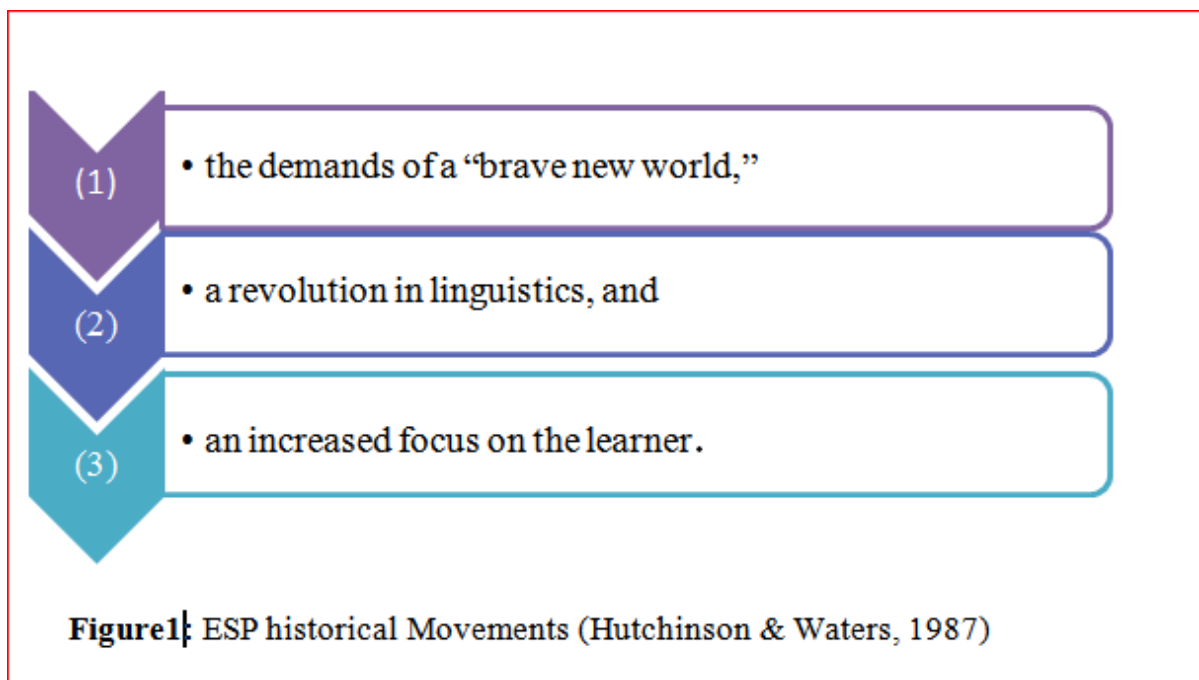
So, the identification of the English needed by particular groups of learners was mainly based on the analysis of linguistic features of their specialist area of work or study, this idea is expressed by Hutchinson and Waters (1987) saying, “tell me what you need English for and I will tell you the English that you need became the guiding principle of ESP”.

2.3. Focus on the learner

Developments in educational psychology has a great impact on the emergence of ESP. Rather than focusing just on the methods and ways of language instruction, more attention was given to the ways in which learners acquire language since they have

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

different ways of language acquisition, employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. All these differences were a support to the development of courses with more relevance to the learners' needs and interests. Hutchinson and Waters stated that "The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster".



3. Types of ESP

Different classifications of ESP are offered by different linguists :

3.1. Carter's distinction

David Garter (1983, P.20) identifies three types of ESP:

- A. English as a Restricted Language.
- B. English for Academic and Occupational Purposes.
- C. English with Specific Topics.

3.2. Hutchinson and Waters' Distinction

Hutchinson and Waters (1987) made a classification of ESP using the tree of ELT. They divided ESP into three distinct branches: 1-English for Science and Technology (EST) 2-English for Business and Economics (EBE) 3-English for Social Studies (ESS).

Each type was divided into further sub-branches: English for Academic Purposes (EAP) and English Occupational Purposes (EOP)

An example of EOP for ESS branch was English for Psychology whereas an example of EAP for ESS branch was English for Teaching. Another instance of EOP for the EST branch was English for Technicians whereas an example of EAP for the EST branch was English for Medical studies.

Yet Hutchinson and Waters (1987) distinction is not clear because people can work and study simultaneously. Moreover, they assert that what can be learnt through studies may be used later in their jobs. This may explain Carter's classification (1983) of EAP and EOP under the same type of ESP.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

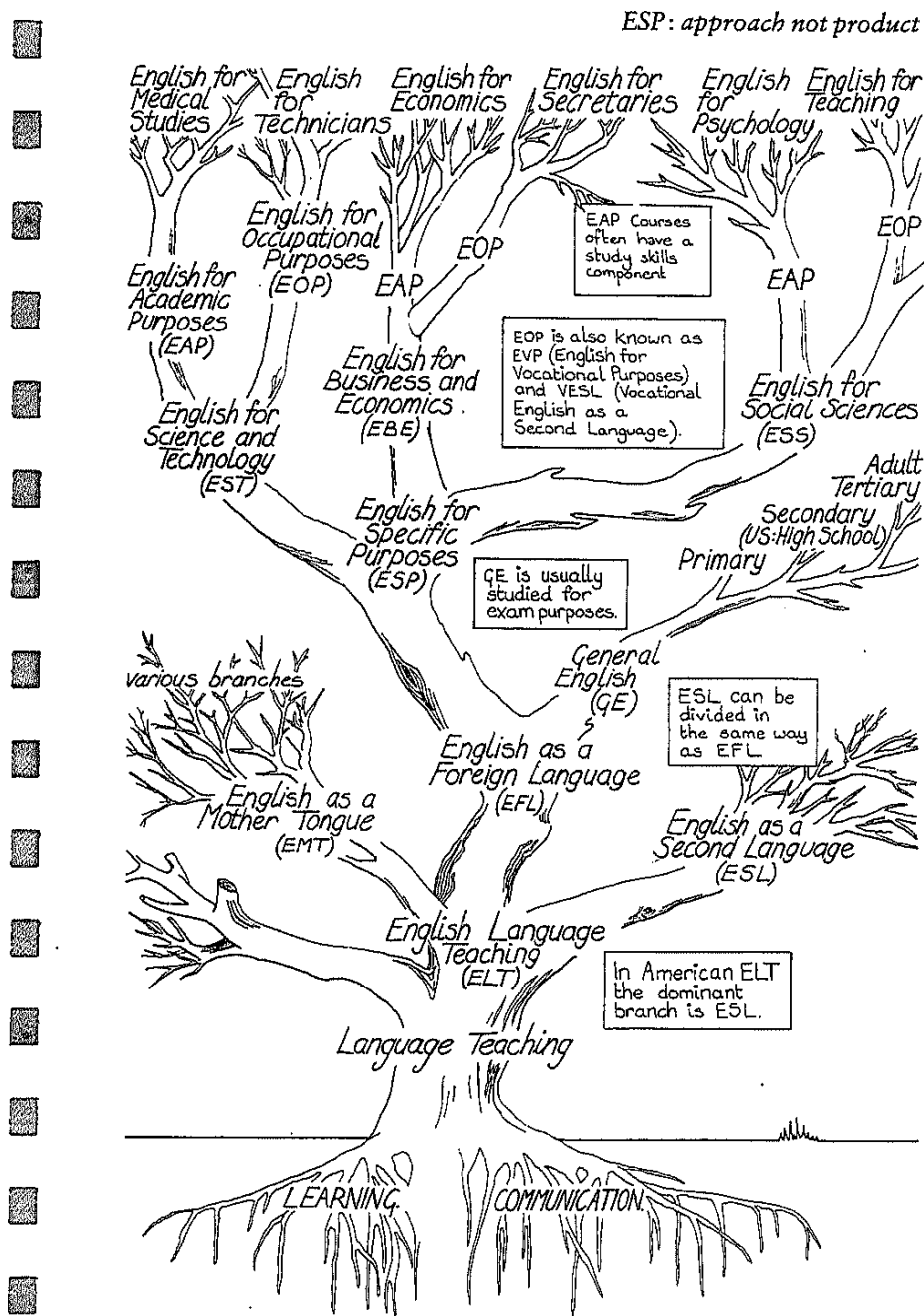


Figure 2: ELT tree

4. The Differences between ESP and EGP

ESP and EGP are the two main branches of English Language teaching each of these two branches has its own feature which different from the other's features in some way. ESP can be viewed as a special and specific edition of EGP that incorporates practical

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

linguistic skills to enable students for the successful performance of professional tasks. (Potocar, 2002) whereas, EGP provides basic knowledge and skills of English language at a school level the occupational/professional higher educational orientations of the students are not defined properly.

Hutchinson and Waters (1987) considered that there is no difference between ESP and EGP in theory, but there is a great deal in practice. For instance, ESP teaching approach is known to be learner-centered where the focus is on the learners' needs and goals, on the other hand, General English approach is language centered on which the focus is on the learning of language from a broad perception with covering all the language skills and the cultural aspects of the English-speaking community.

Another distinction between General English courses and ESP is that learners of the latter are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters 1987). Whereas, general English courses are provided to pupils as compulsory modules at schools, and their purpose is just to succeed in the examinations.

Furthermore, "the emphasis in ESP on going from A to B in the most time – and energy- efficient manner can lead to the view that ESP is an essentially practical endeavor" (Basturkmen, 2006:9). In other words, General English Language teaching tends to set out from a definite point to an in terminate one, whereas; ESP aims to direct the students to a known destination in order to search specific objectives. Then, Widdowson (1983) established a distinction between the main features of ESP and EGP as follows:

ESP

_The focus is on training.

_As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier (but not easy in itself).

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

_Therefore, EVP syllabus need only have a high surrender value linguistic content in terms of the English foreseen being most relevant to the vocational context. The aim may only be to create a restricted English competence.

EGP

_The focus is often on education.

_As the future English needs of the students are impossible to predict, course content is more difficult to select.

Due to the above point, it is important for the content in the syllabus to have a high surrender value.

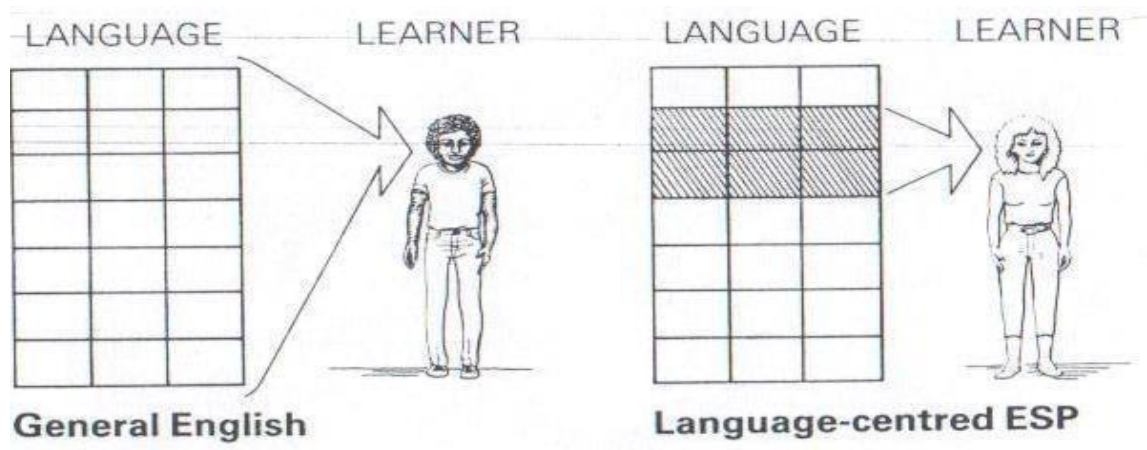


Figure 3: ESP vs EGP

5. Characteristics of ESP

ESP is an approach to English language teaching and it has some specific characteristics. Dudley-Evans and St John's (1998) tried to apply a series of some absolute and variable characteristics as the major features of ESP.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Absolute characteristics

A. ESP is defined to meet specific needs of the learners (Maslow's hierarchy of needs).

B. ESP makes use of underlying methodology and activities of the discipline it serves.

C. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics

A- ESP may be related to or designed for specific disciplines.

B- ESP may use, in specific teaching situations, a different methodology from that of general English.

C- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

D- ESP is generally designed for intermediate or advanced students.

E- Most ESP courses assume some basic knowledge of the language systems.

6. Needs Analysis

6.1. Definition

The term "Needs analysis" has been defined by many scholars and authors and it is known as the cornerstone of ESP.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

According to Richards, Platt, and Platt (1992:242-243) Needs Analysis is the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities. This definition shows that a researcher has to gather information about the learner in order to know the reason why the language is supposed to be used in a specific situation with certain people to an acceptable level of proficiency.

Another definition given by Basturkmen (1998:1) in which he deals with NA from a practical way saying that “It is the identification of difficulties and standard situations by the observation of participants functioning in a target situation in conjunction with interviews and questionnaires”.

Moreover, West (1994) describes NA as a pragmatic activity since it aims at finding the needs of students and making the theories of language curriculum the basis of any course design saying that NA is “essentially a pragmatic activity focused on specific situations although grounded on general theories, such as the nature of language and curriculum”.

6.2. Types of Needs

According to Hutchinson and Waters (1987), Needs are divided into two types namely target needs and learning needs.

6.2.1. Target Needs

Target needs deal with the question what knowledge and abilities required for the students for being able to perform to the required degree of competence in the target situation. These target needs can be subdivided into what is called by Hutchinson and Waters (1987): Necessities, lacks, and wants.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

6.2.1.1. Necessities: these needs are determined by the demands of the target situation.

That is to say; what the learner has to know in order to function effectively in the target situation . An example given by Hutchinson and Waters (1987) is the case of a business person. He might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sale catalogues. Also, he will need to know the linguistic features – discoursal, functional, structural, lexical, and most commonly used in the situations identified.

6.2.1.2. Lacks: it is not enough to identify only the necessities. It is necessary also to identify what the learners already know in order to decide which of the necessities the learners' lack. Hutchinson and Waters (1987) stated that “one target situation necessity might be to read texts in a particular subject area. Whether or not learners need instruction in doing this will depend on how well they can do it already”.

6.2.1.3. Wants: The learners also have their own view to what their needs are.

According to Richterich (1984) the need doesn't exist independently of a person, rather, it is associated with the perceptions and desires of that person. Also, needs do not exist in reality, it is just an image of personal feelings that the learners express on the basis of data pertinent to their environment. So, Wants are in fact the reflection of learners own perceptions.

6.2.2. Learning Needs

Hutchinson and Waters (1987:54) defined learning needs as “what learners need to do in order to learn”. Similarly, Robinson (1991:9) stated that learning needs are “...what the learner needs to do to actually acquire the language”. In this sense, learning needs deal with data in relation to the learning situation which takes into account learners' type, cultural awareness and proficiency levels in English, the available materials, the existing

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

resources and all the information that can help the teacher to provide the learners with the appropriate knowledge.

7. The Importance of Needs Analysis in ESP

Needs Analysis plays an important role in the field of ESP; as it is used as a starting point or a guide for the course design, syllabus design, materials selection, assessment or even classroom activities.

Berwick (1989) stated that needs assessment (or needs analysis) is important for decision planners to design the course. Also, Hawkey (1980) said that needs analysis is a tool for the course designer; this presupposes a “language training situation with reasonably specific occupational or educational objectives involving a reasonably homogeneous group of learners” (p. 81). So, giving information about learners’ needs helps the course designer to produce a specification of language skills, functions, and forms as required in the learner needs profile. Furthermore, according to Mc Donough (1984), the language needs of the learner should be the basis for course development, and he said, “Information on his or her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content”.The field of ESP; as it is used as a starting point or a guide for the course design, syllabus design, materials selection, assessment or even classroom activities.

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TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

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8. Teachers’ and Students’ Relationships in ESP

In ESP, teachers’ and students’ relationships are different but complementary. Teachers are the language education, specialists; they know English and have pedagogical skills. On the other hand, students have some knowledge of their professional field (generally in their L1) .Furthermore, in ESP courses teachers can learn with their students more about the latter professional practices while students can learn how to use English successfully at their workplace .ESP can be seen as an information gap between teacher and students.

9. The Role of ESP Teacher

Dudley-Evans &St. John (1998) proposed five roles of an ESP practitioner as a teacher, course designer and material provider, collaborator, researcher and evaluator.

They prefer to use “practitioner” rather than “teacher” to emphasis that ESP works involve much more than teaching.

9.1. Practitioner: according to Dudley-Evans &St John (1998:13) the methodology of an ESP teaching may not differ radically from that of general English. An ESP practitioner should be qualified as a good language teacher besides specific qualities to teach learners of particular domain.

9.2. Course Designer& Material Provider: among the various roles of ESP teachers are designing courses and providing materials according to their learner’s needs. That’s why Dudley –Evans &St John claimed that it’s difficult to find appropriate text books and

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

respond to most of linguistic and communicative needs of students in a certain context. ESP teacher has in most of the time to choose among published materials to adapt them when they are unsuitable or even write them when they do not exist.

9.3. Collaborator: Dudley-Evans & St John (1998, pp. 42-47) distinguished between three levels of collaboration: cooperation, collaboration and fullest cooperation. First, cooperation which means gathering information about the subject syllabus and the professional responsibilities of his/her learners. Then, collaboration which involves some integration between specialist studies and language and finally the fullest cooperation which involves working together of both subject specialist and ESP practitioner; it is known as ‘team teaching.’

9.4. Researcher: ESP teachers have to be in touch with results in the field of ESP like: ESS, EBE... leading directly to appropriate materials for the classroom and use them in course and material design.

9.5. Evaluator: ESP practitioners can use different types of evaluation that could be used to ESP courses; they need to evaluate their learners’ achievements as well as their courses and the teaching methods and approaches they follow.

10. Features of ESP Course

The content and aims of the course are oriented to the specific needs of the learners. ESP courses focus on the language, skills and genres appropriate to the specific activities the learners need to carry out in English. Generally, ESP students are adult learner (Carter 1983)

The features of ESP courses identified by Carter (1983). He states three features common to ESP courses:

10.1. Authentic Materials: Dudley Evans (1997) claims that ESP should be offered at an

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

intermediate or advanced level. The use of authentic learning material is entirely feasible. Thus, the use of such materials like charts, books, graphs, ... modified by teachers or unmodified is indeed a feature of ESP, especially in self-directed studies or research tasks. The students were encouraged conducting research using a variety of different resources including the internet.

10.2. Purpose-Related Orientation: refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites students' simulation of a conference involving the preparation of papers, reading and writing.

10-3. Self –Direction: the learner must have a certain degree of freedom to decide when, what and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies since ESP courses are of various types, depending on specific scientific field or profession and have specific features.

The ESP course according to (Stevens & Robinson 1980:12) is characterized by :

- restriction: to those basic skills that are needed
- Selection: of vocabulary, grammar, etc.
- Themes and topics: those required, none other
- Communicative needs: only the ones required by the learner's purposes are included in a course.

11. Business English

11.1. Definition of the term Business English

Business English (BE) refers to English language learning and teaching used mainly in the field of ESP. It can also be perceived as a specialist language because it is associated by its users with a special kind of language.

According to Ellis and Johnson (1994:4) Business English is an area of ESP and it must be seen in the overall context of ESP, as it shares the important elements of needs analysis, syllabus design, course design and materials selection and development which are common to all fields of work in ESP .However, BE differs from other varieties of ESP in that it is often a mix of specific content relating to a particular job area or industry and general content(relating to the general ability to communicate more effectively, especially in the business situations) Ellis and Johnson (1994)

Douglas Pickett, agrees that BE is a part of ESP and thus the characteristics of ESP also apply to Business English, Pickett believed that it is much more complex than other areas .In other areas of ESP ,specialist language for intra-group communication and in consequence ,there is no need for a link to the general public.

Sylvie (2000) argued that Business English course's aims strongly related to the learners' work which makes them quite radically different from those of General English course. Thus the English Business teacher should know and consider more roles and responsibilities than the general English teacher.

Business English is English for Communication in Water and Hutchinson's tree (1987).

Sobkowiak (2008:23, 46) claims that Business English is merely a method of teaching

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

a “specific language corpus” and “a particular kind of communication in a specific context”

Business English is most readily associated by its users with a special kind of language or a language variety. The name itself – Business English – has been coined to resemble such designations of generally recognized language varieties as British English or American English (Grygiel, 2015:8-10).

Business English according to Hoffmann refers to Specialist language is the totality of all linguistics means that are applied within a certain communication area that is limitable by subject specification, in order to ensure understanding between the people engaged in this area (and the popularization of the subject specific contents as well as the contact with certain non- professionals) (Hoffmann 1976).

11.2.The Aim of a Business English Course

It is obvious that a Business English teacher is not a Business person, and does not need to be an expert in Business subject matters, but he needs to define the different situations in which his learners will use this kind of language, in other words, defining the learning purposes or aims. This can affect positively the learners’ response to the course and their motivation as well.

Ellis & Johnson(1994) gives a list of the key features to take into consideration when defining the learning purpose, which are:

_What the learner has to do in English.

_Who the learner communicate with.

_What they communicate about i.e the topic

_Attitudes and tone likely to be expressed (formal, polite, strong, tentative...)

_Mode of interaction (letter, e-mail, telephone call, face-to-face)

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Furthermore, Dudley –Evans and St John (1997:70) summarize these features in three questions, “what do learners do in their job? What are the fundamental concepts and attitude? What do people communicate about and how they go about it”

Conclusion

ESP is one of the major activities around the world today. And it is an enterprise involving, education, training and practice. In this field; students study English not because they are interested in English language or English-language culture, but because they need English for study or work purposes. ESP also meets the needs of mostly adult learners who need to learn a foreign language for use in their specific fields, such as business, science, technology, medicine or academic learning.

Chapter Three: Data Analysis and Interpretation of the Results

Introduction

Today, the teaching of ESP is gaining popularity through the world. Algeria also stresses the importance of English in the educational system in general and higher education in particular.

The commerce department at Mohammed Seddik Ben yahia University –Jijel-offers ESP courses to students who study there. Students in this department take English as a compulsory subject for both License & Master studies. Master I Marketing students in this department are chosen because they are able to determine the objectives of this research.

Section One: ESP module in CSD

1. Description of the Course

Technical English for marketing students in the department of commerce at Mohammed Seddik Ben Yahia University in Jijel is an obligatory course that is offered for a whole year. The syllabus was given twelve hours for one semester; one hour and half per week. The first session is devoted to test students' pre-knowledge in their field of specialization. ESP teachers design courses according to their students' level and needs, since the course is oriented towards communication in their domain of study. In addition, Business terminology is presented to them in order to be familiar with.

2. Course Objectives'

The aim of Business English Course (BEC) is to achieve the students' needs in order to understand lectures on Marketing, Business terms, translate articles in their field of study....etc. ;in order to communicate effectively in their domain of specialization. Furthermore, students are expected to be able to:

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

-Use Business English terminology for their occupational purposes and use it fluently in their mother tongue (L1).

-Listen to conferences / talks presented by experts in English.

Section Two: Field Work

1.Means of Research

In this research work two main instruments have been chosen. A questionnaire is used as a tool for students as well as an interview is conducted with ESP teachers in order to gather the necessary relevant information.

1.1.Students ‘Questionnaire

The questionnaire is directed to students of first year master at the department of commerce at Mohammed Seddik Ben yahia University in Jijel. In the second semester of the academic year 2018-2019.The target population includes all the students of master one marketing (195 students), but since it is impossible to deal with all students; a representative sample of 65 students have been selected.

1.1.1. Administration of the Questionnaire

The questionnaire was administered in Arabic to all students whom they represent the whole population (it was already mentioned before); it was translated into Arabic to avoid the problem of students not understanding the questionnaire due to the lack of their proficiency in English .It was given to students during the English session in order to help them with clarification when needed. Ultimately, they have left some part unanswered.

1.1.2.Description of the Questionnaire

The students’ questionnaire (see appendix n=° 1) is composed of three sections, the first section includes personal information about students’ age, gender and their period of

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

learning English. Section two contains questions about students' proficiency level, students' attendance and their general perception toward the ESP course. The third section includes questions about the role of using translation from students' point of view.

1.1.3. Aims of the Questionnaire

The questionnaire is designed to explore the attitudes of ESP students (master I marketing) towards the use of translation in their BEC and the role of it in order to engage in specialized communication related to their field of study.

1.1.4. Analysis of the Students' Questionnaire

Section one: general information

1. Gender

Table 1: *Students' Gender*

Gender	Subjects	Percentage
Male	23	35,38%
Female	42	64,61%
Total	65	100%

As it is shown in the above table, female students outnumber males in which it has recorded a number of 42 out of 65 representing 64, 61% of the whole population. Whereas, males are 23 subjects representing 35, 38% of the whole population.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

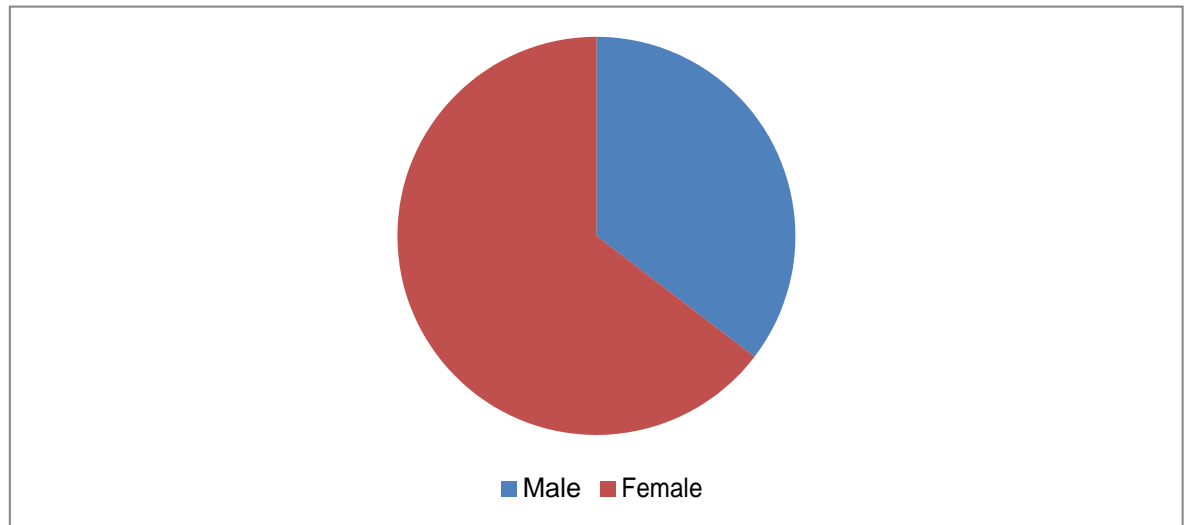


Figure 4: Students' gender

2.Age

Table2:

Students' Age

Age	Subjects	percentage
21	5	7,69%
22	7	10,76%
23	8	12,30%
24	13	20%
25	4	6,15%
26	5	7,69%
32	2	3,07%
35	2	3,07%
36	2	3,07%
37	4	6,15%

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

38	3	4,61%
40	4	6,15%
41	3	4,61%
42	3	4,61%
Total	65	100%

From the above table; one can notice that students’ age can be categorized into three categories. In the first one; the students’ age arranges between 21 and 26 years old. The second one, students’ ages are between 32 and 38. However in the last one, ages are between 40 and 42 years old. This reveals that many students are interested in continuing their Master degree even if they became older.

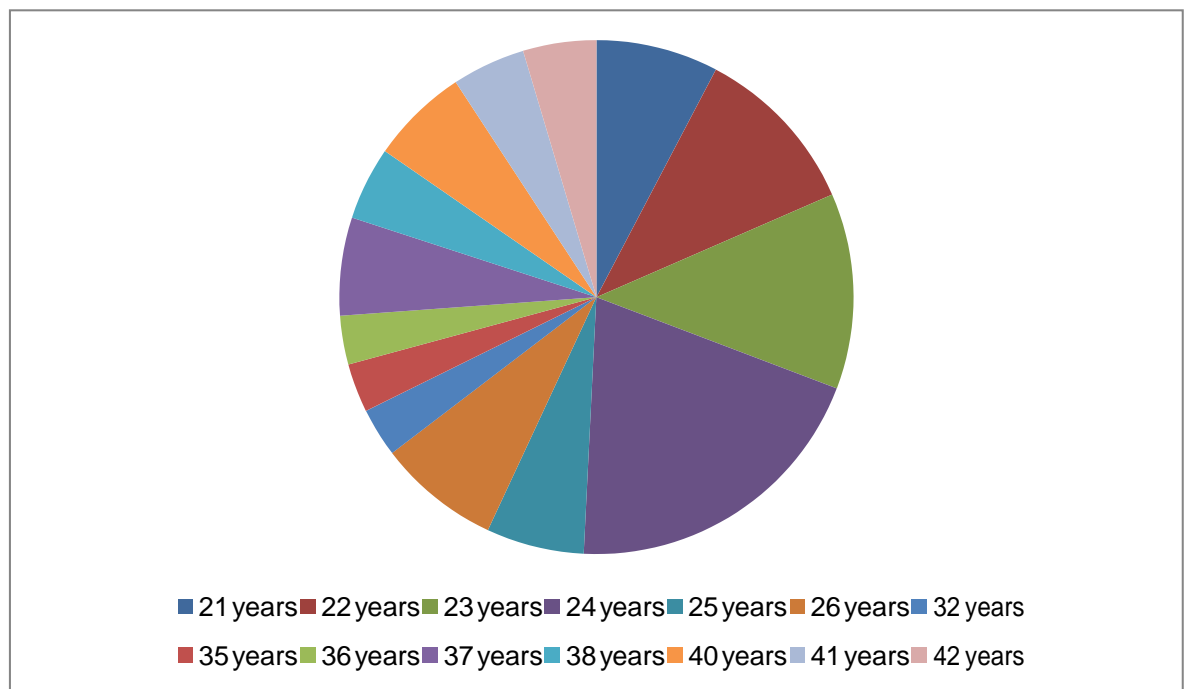


Figure5: *Students' age*

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Q3: How many years have you been learning English?

Table3:

Students Period of Learning English

Number of years	subjects	Percentage
4	7	10,76%
8	6	9,23%
9	8	12,30%
10	11	16,92%
11	17	26,15%
12	9	13,84%
13	7	10,76%
Total	65	100%

From this table we notice that students’ years of learning English arrange between 4 and 13 years, but the majority of them claimed that they were studying English for 11 years representing 26,15% from the whole population.

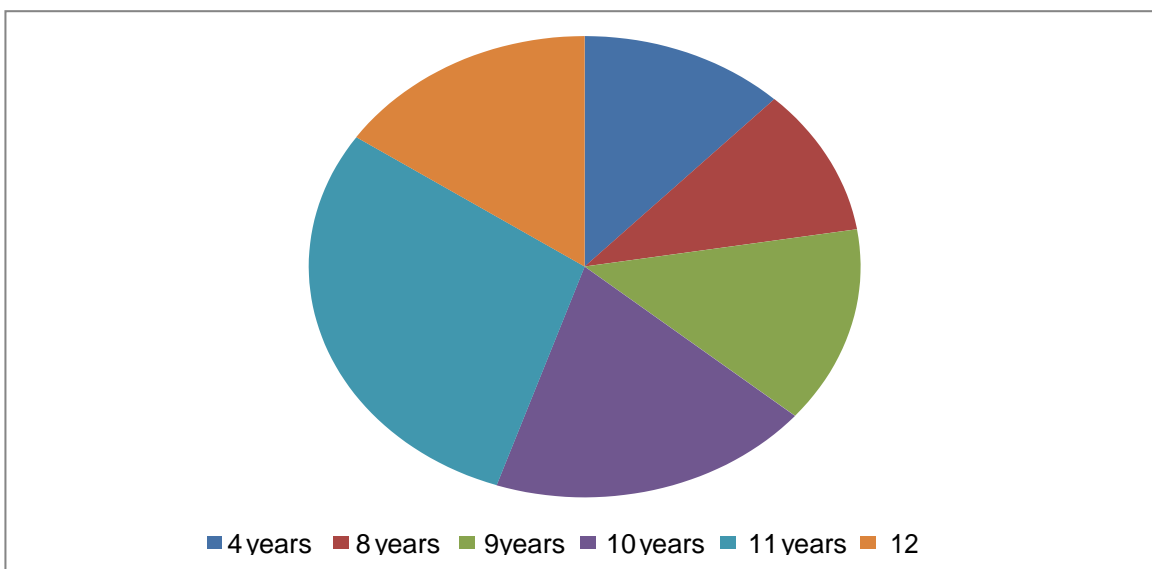


Figure6: Students’ period of learning English

Section two: ESP Course and Students’ Needs

Q1: *what is your level in English?*

Table4:

Students’ Level in English

Options	Subjects	Percentage
Very good	3	4,61%
Good	8	12,30%
Average	33	50,76%
Bad	21	32,30%
Total	65	100%

In this question, students are requested to rank their overall level in English rating from “very good” to “bad”. From this table and as it is shown in the figure below; it is noted that only 4,61% respondents consider their level in English as “very good” , 12,30% claimed that their English levels are regarded as “good”, whereas the majority of the subjects considered their level in English as “average” by 50,76% followed by 32,30% as “Bad”.

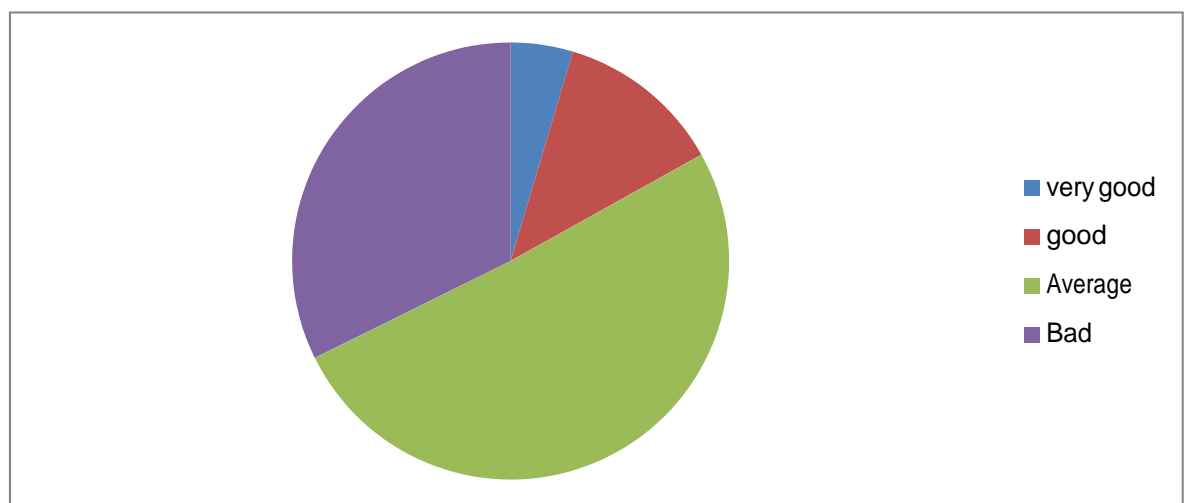


Figure7: Students’ level in English

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Q2: *do you attend English classes?*

Table 5:

Students' Attendance in English Classes

Options	Subjects	percentage
Yes	48	73,84%
No.	17	26,15%
Total	65	100%

This question seeks to know whether Marketing students are attending English courses or not. The results above shows that 73,84% of the whole population is attending English classes whereas the rest 26,15% do not attend it. This reveals that the majority of marketing students are interested in learning English even if it is not their specialty and it is compulsory in their studies.

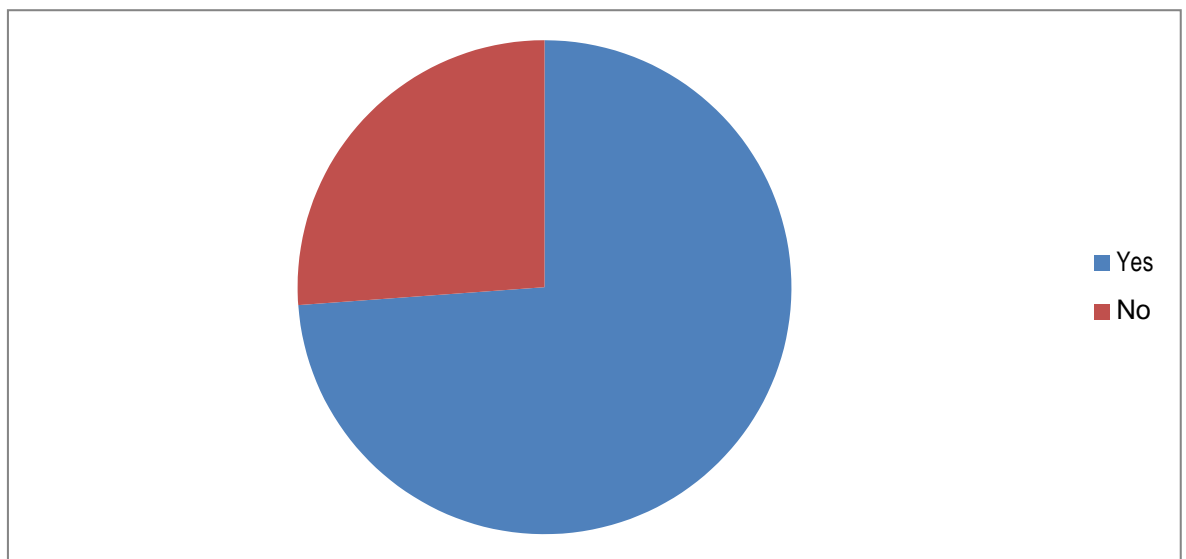


Figure8: Students' attendance of English courses

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Q3: Attendance is:

Table 6:

Attendance Choice of English courses

Options	Subjects	percentage
Obligatory	47	72,30%
optional	18	27,69%
Total	65	100%

After asking students if they attend English classes, then, they were asked if this attendance is “obligatory” or “optional”. 72, 30% said that it is obligatory while 27, 69% considered it optional to be attended.

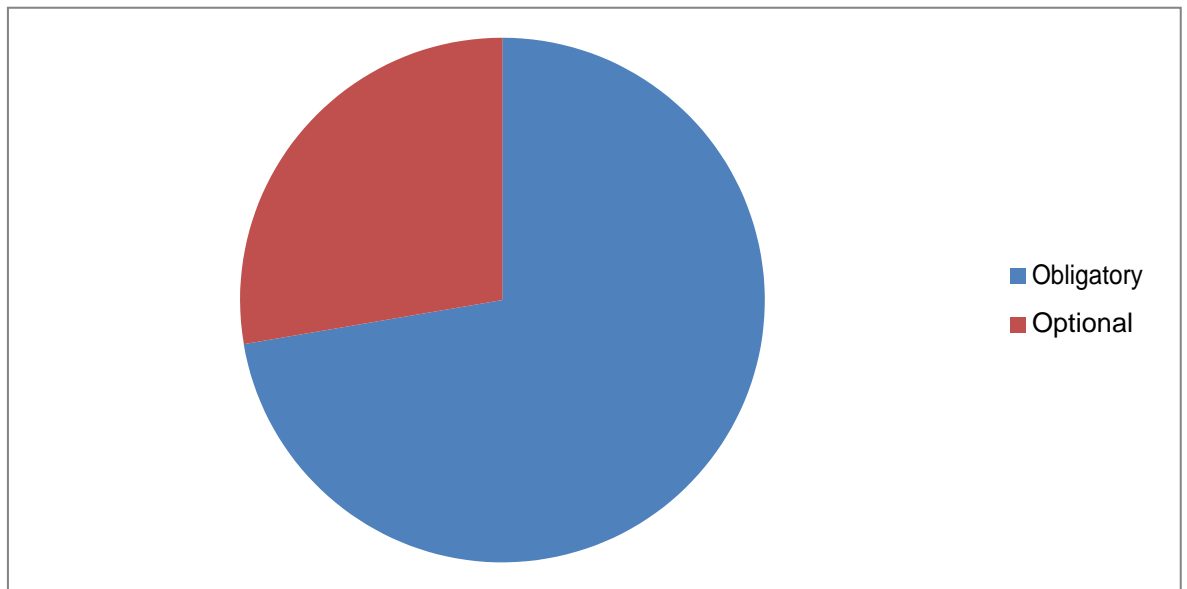


Figure9: Attendance’ choice of English courses

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Q4: do you consider English important for your studies?

Table7:

Students' Consideration about English

Options	Subjects	Percentage
Yes	54	83,07%
No.	11	16,92%
Total	65	100%

This question is aiming to know students' attitudes towards English in their studies; whether it is important or not. The majority of them considered it important with the percentage of 83, 07% and the rest 16, 92% considered it not important.

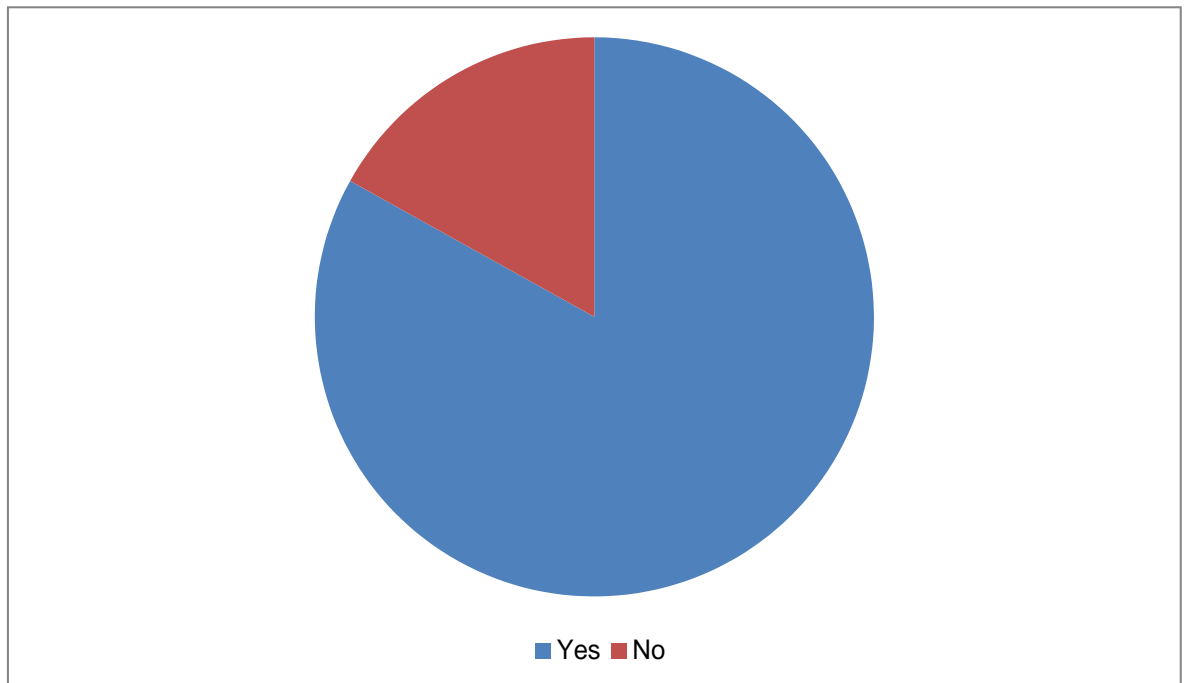


Figure10: The importance of English

Q5: do you have another professional activity in addition to studying?

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Table 8:

Additional Activity

Options	Subjects	Percentage
Yes	30	46,15%
No.	35	53,84%
Total	65	100%

From the data gathered in this table; nearly half of the participants have an additional activity in addition to studying with 46, 15%, whereas 53, 84% only studying.

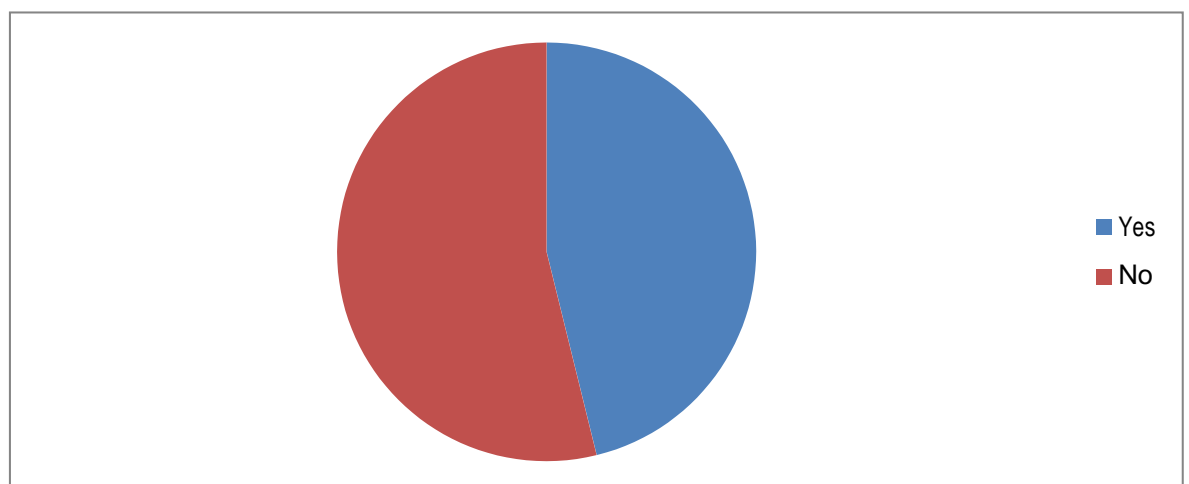


Figure 11: Asking learners if they have additional activities

- If yes, what is it?

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Table 9:

Kinds of Students' Additional Activities

Activity	Subject	Percentage
A. teaching in secondary school	1	3,33%
B. working in a national institution	10	33,33%
C. working in a private company	4	13,33%
D. others	15	50%
Total	30	100%

In the second part of this question, students who answered by “yes” are asked to specify their additional activities among the given suggestions. If there are others, they have to specify.

Only one student representing 3,33% of the whole population are teachers in secondary school, 33,33% working in a national institution, and 13,33% working in a private company. The rest 50% answered by “Others” but they did not specify.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

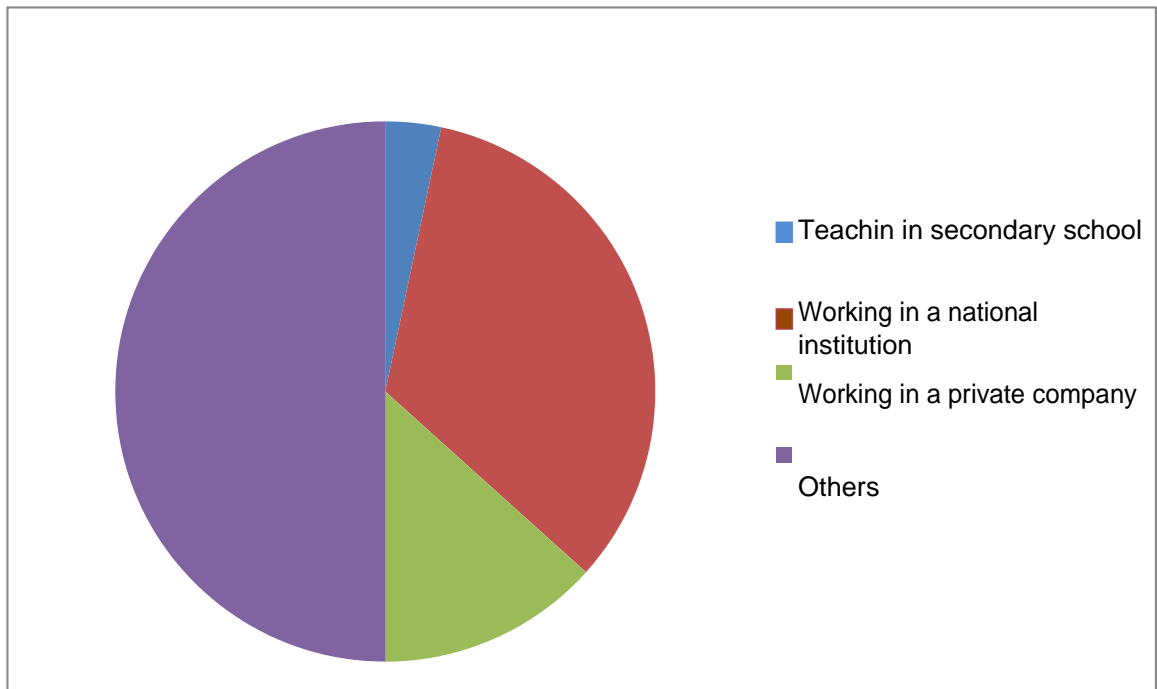


Figure12: Students' additional activities

Q6: *How do you feel about the English class you attend?*

Table10:

Students' Feeling about the English Class they Attend

options	Subjects	Percentage
A. helpful and effective	42	64,61%
B. not helpful and effective	13	20%
C. boring	10	15,38%
total	65	100%

This item seeks to explore students' attitudes towards their English class. The

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

results show that most of the students representing 64,61% have a positive view towards it saying that it is “helpful and effective”, and the rest of them have negative views towards it. 20% of them claimed that it is “not helpful and effective” while 15, 38% think that it is boring.

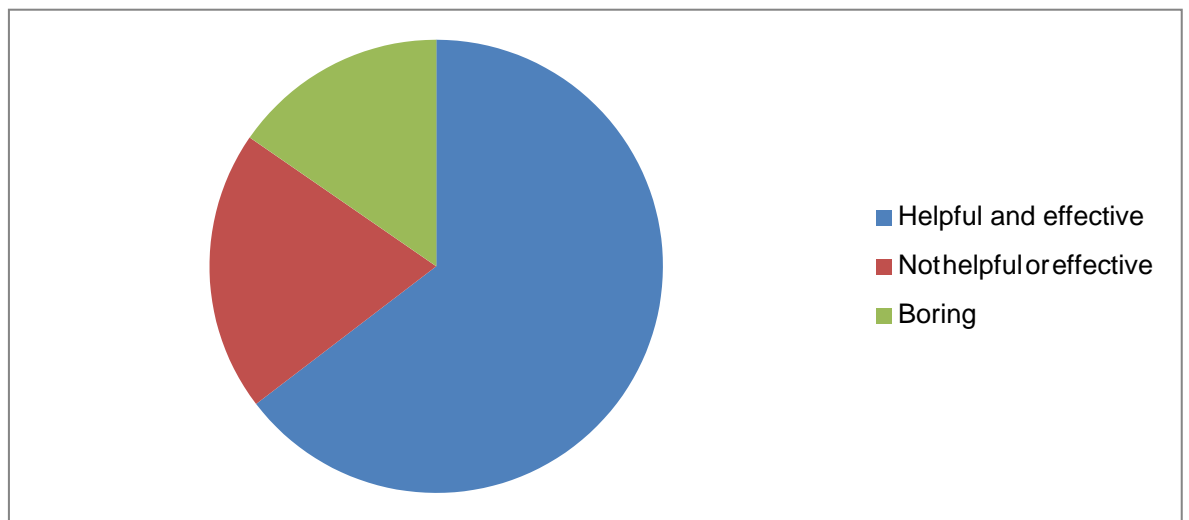


Figure 13: Students’ attitude towards English course

Q7: *Will you find the English courses more interesting if it has lessons with topics related to your subject area?*

Table11:

Students’ Opinions about Lessons with Related Topics.

Options	Subjects	Percentage
yes	55	84,61%
No.	10	15,38%
total	65	100%

When they asked whether they will find the English courses more interesting if it involves topics that are related to their subject area; 84, 61% of them responded positively and only 15, 38% responded negatively. Marketing students will find English courses more

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

interesting with topics in their field of study, and they will be more motivated to learn the language.

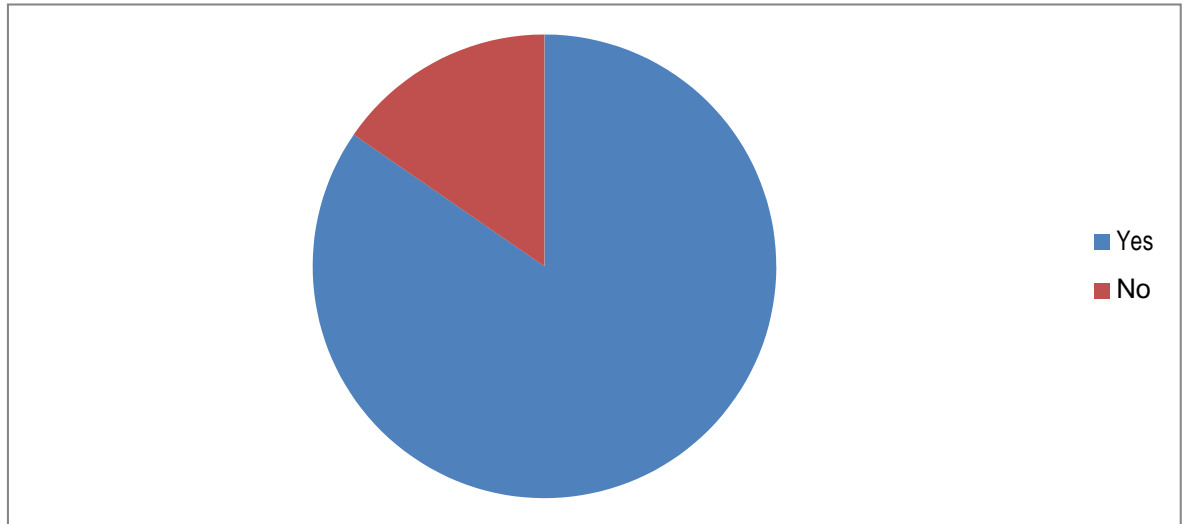


Figure 14: The importance of EC with relation to the subject matter

Q8: *At the end of your studies and in relation with your acquired knowledge of English, you have become able to:*

Table 12:

Students' Abilities at the End of their Studies

Options	subjects	Percentage
A. take part in oral discussion in English.	6	16,24%
B. find a job when English is required.	5	13,51%
C. read and translate articles in your field of study in English.	16	43,24%

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

D. exchange views with foreign experts in formal and informal situations.	1	2,70%
E. conduct further research.	9	24,32%
Total	37	100%

Only 37 students answered this question, while the rest 28 did not do so. 16, 21% among those who answered stated that they became able to take part in oral discussion in English, 13, 51% can find a job where English is required, 43, 24% became able to read and translate articles in their field of study in English, only one student representing 2,7% answered that he became able to exchange views with foreign experts in formal and informal situations, and the rest 24,32% can conduct further research. These results reveal that the majority of Master one Marketing students have a low level in English.

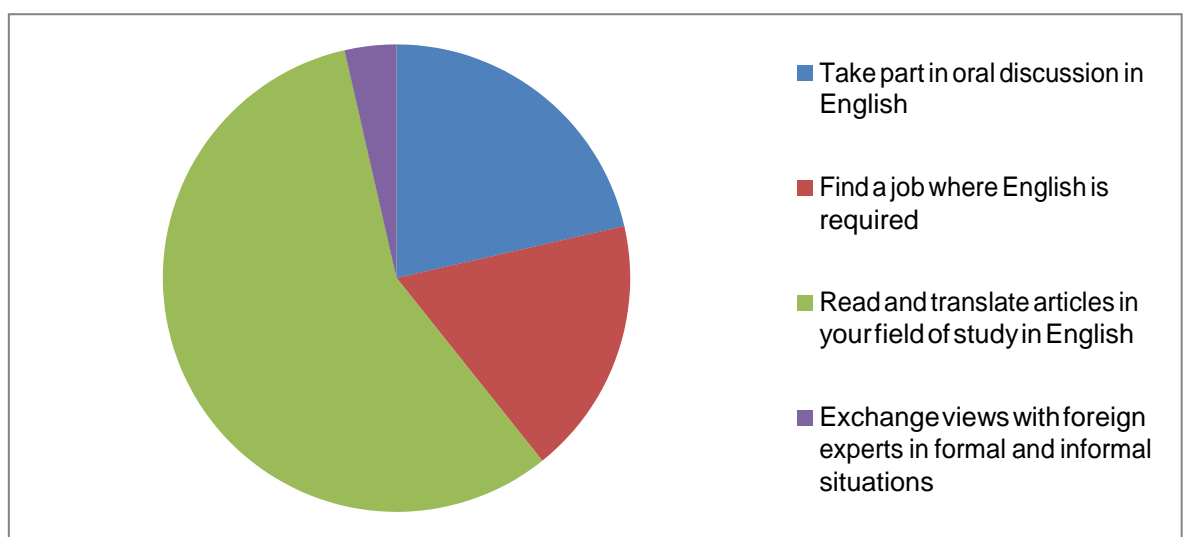


Figure 15: Students abilities at the end of their studies

Section three: Students' Perception towards the Use of Translation

Q1: *What is your attitude towards the use of the mother tongue in your class?*

Table 13:

Students' Attitudes towards the Use of the Mother Tongue in their Classes

Responses	subjects	Percentage
positive	65	100%
negative	0	0%
Total	65	100%

As it is expected all the participants (65) claimed that they have a positive view towards the use of translation in their classes, while no one answered by “negative”. This means that translation is helpful for them in their studies.

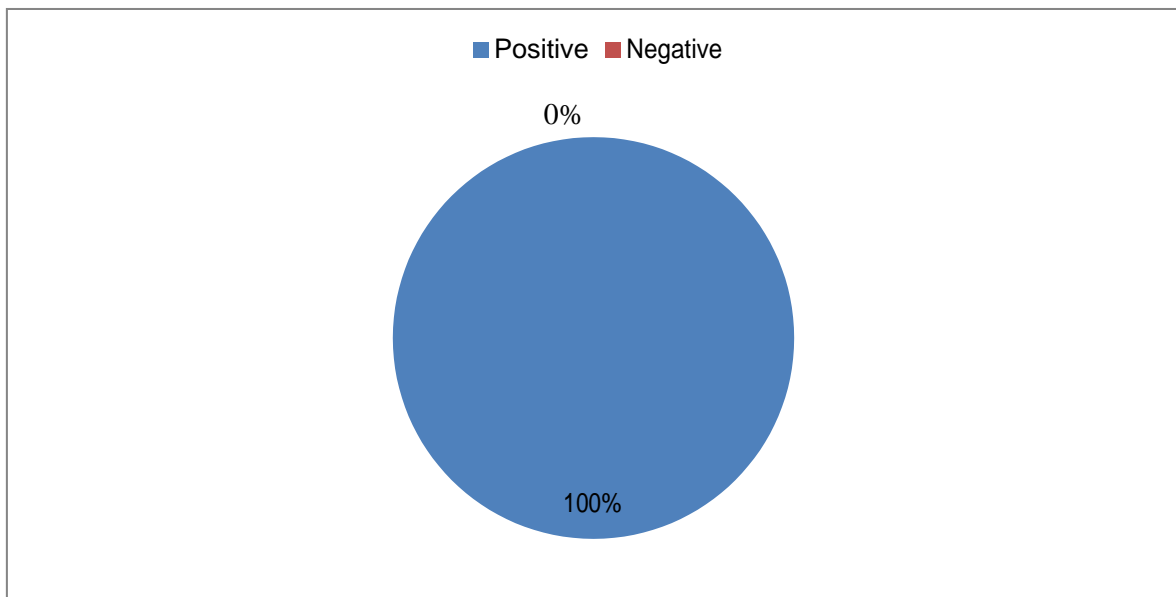


Figure 16: Students' attitudes towards using L1

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Q2: *Does translation in ESP marketing classes help learners to better comprehend the Economic texts?*

Table14:
Translation and the Comprehending of Economic Texts

options	subjects	Percentage
Yes	55	84,61%
No	10	15,38%
Total	65	100%

This question is designed to know whether the use of translation helps marketing students to comprehend Economic texts better. The majority of them (84, 61%) found it helpful in comprehending such kinds of texts and 15, 38% do not think so. When students translate economic terms into their mother tongue they will have a clear idea about its content and understand it better.

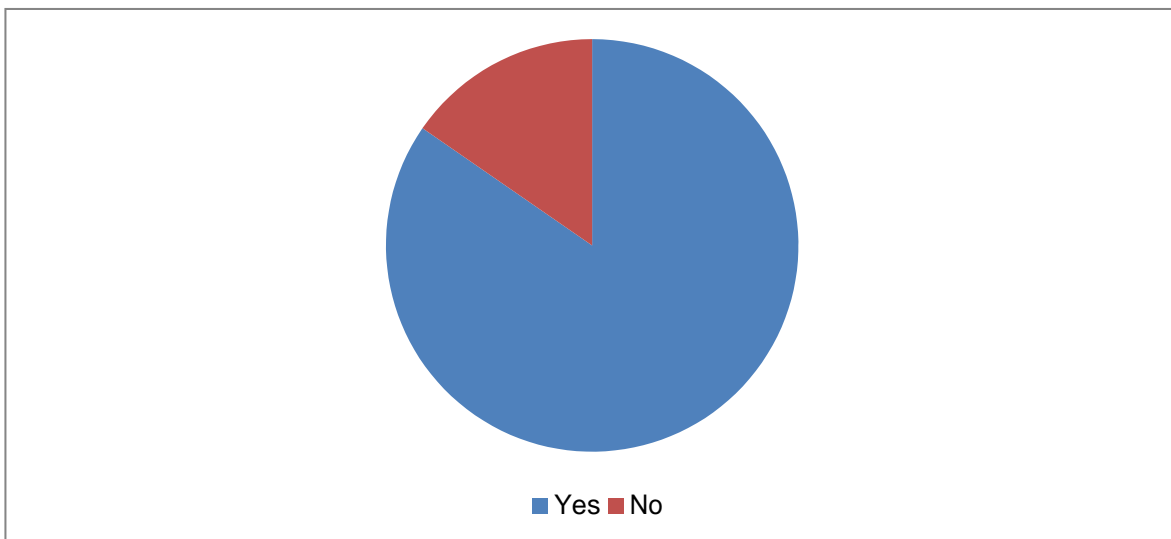


Figure 17: translation and the comprehending of Economic texts

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Q3: this question is a set of items and the students are asked to read each statement carefully and to place a check mark to show if they are “agree”, “disagree”, “strongly agree” or “strongly disagree” with it or “not sure” about it.

Item A: It is easy for you to understand when the teacher translates from English into your native language.

Table 15:

Translation from L2 to L1

Options	subjects	percentage
Strongly disagree	0	0%
disagree	3	4,61%
Not sure	9	13,84%
Strongly agree	24	36,92%
Agree	29	44,61%
Total	65	100%

As it is shown in this table, most of students responded positively to this item (36, 92%) claiming that they are strongly agreed and 44, 61% are agreed. The rest of answers were arranged between “not sure” and “disagree”. 13, 84% claimed that they are not sure about this idea and 4, 61% were disagreeing while no one answers by “strongly disagree”.

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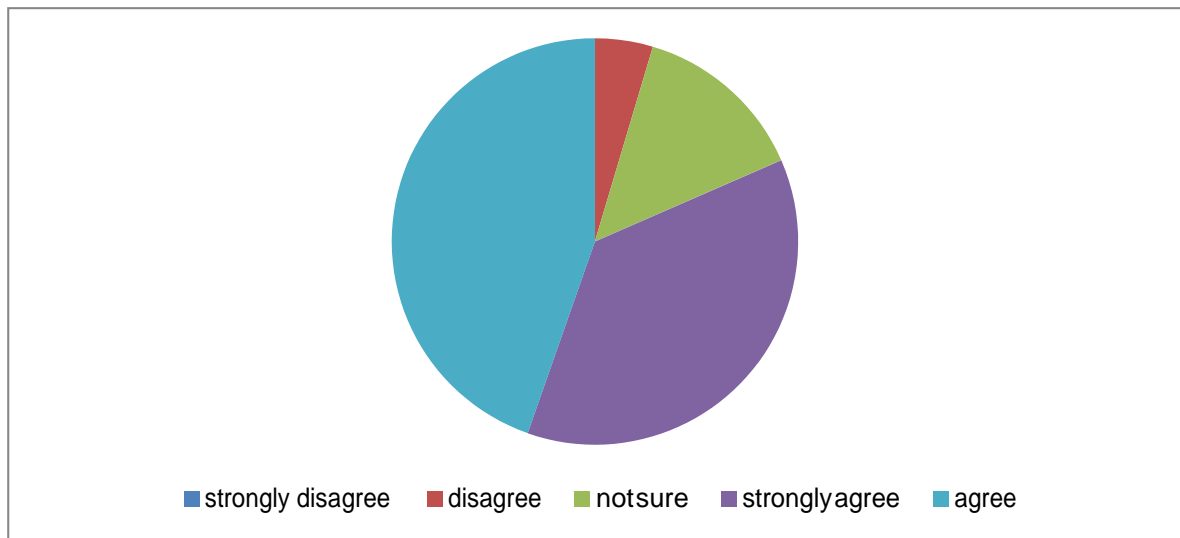


Figure 18: The easiness of using translation from L2to L1

Item B: *It is easy for you to understand when the teacher translates from your native language into English.*

Table 16:

Translation from L1 to L2

Options	Subjects	percentage
Strongly disagree	0	0%
Disagree	5	7,69%
Not sure	11	16,92%
Strongly agree	24	36,92%
Agree	25	38,46%
Total	65	100%

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Only 25 agreed that they can understand when teacher translates from their mother tongue into English. 24 participants were strongly agreed. And five students were disagreeing and the rest eleven students were not sure about it. No one answered by “strongly disagree”.

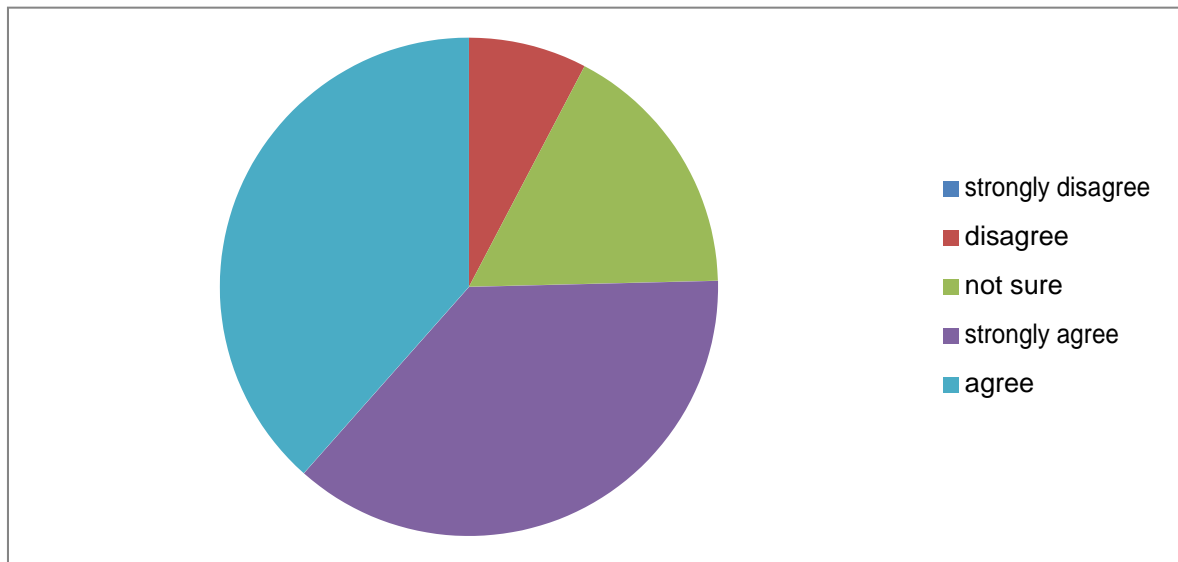


Figure 19: The easiness of using translation from L1 to L2

Item C: The use of the mother tongue in an ESP class is an aid for weak learners.

Table 17:

The Use of L1 in ESP Classes is an Aid for Weak Learners

Options	Subjects	Percentage
Strongly disagree	3	4,61%
disagree	4	6,15%
Not sure	6	9,23%
Strongly agree	27	41,53%
Agree	25	38,46%
Total	65	100%

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

In this item, the participants were asked about their attitudes towards the use of L1 in their classes for weak learners. The majority of Marketing students (41,53%) who were involved in this study were strongly agree with this idea followed by 38,46% who agreed, while six participants claimed that they are not sure about it. On the other hand, the rest few students think that the use of the mother tongue does not have a positive effect on the weak students.

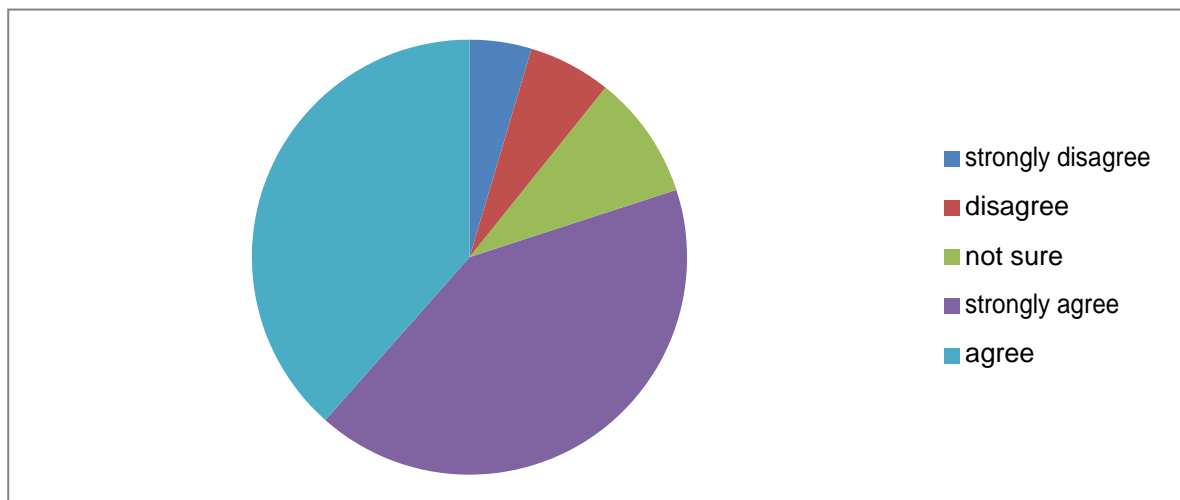


Figure20: The use of L1 in ESP classes is an aid for weak learners

Item D: Translation can encourage confidence in students.

Table 18:

Translation can Encourage Confidence in Students

Options	subjects	Percentage
Strongly disagree	0	0%
Disagree	4	6,15%
Not sure	17	26,15%
Strongly agree	19	29,23%
Agree	25	38,46%
Total	65	100%

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Concerning the role of translation in encouraging self-confidence; 38, 46% of participants agreed that translation makes them self-confident and encourage them to learn. Also, 29, 23% of them strongly agreed and 26, 15% were not sure. Moreover, only four students were against this idea and no one answered by “strongly disagree”.

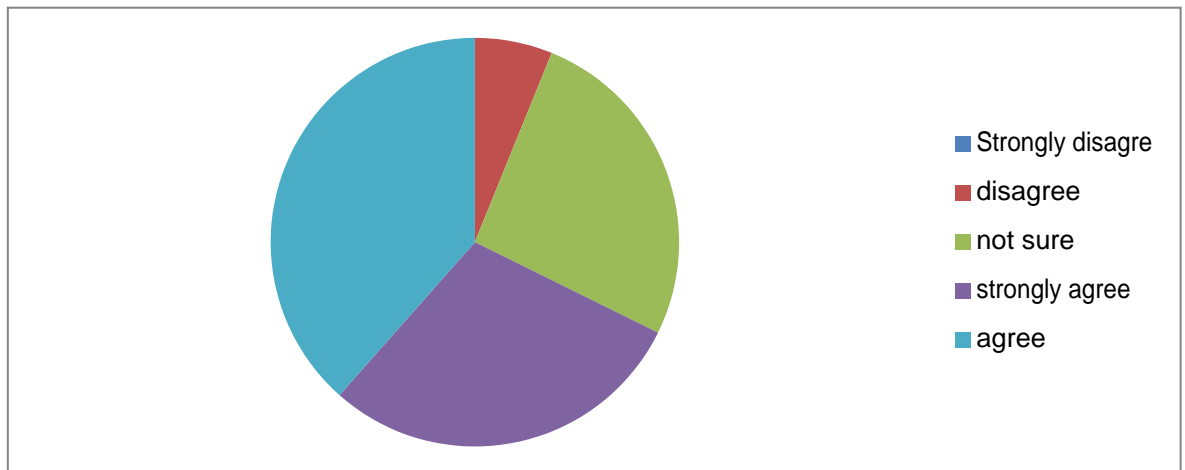


Figure 21: Translation and learners' self confidence

Item E: Translation can extend the students' technical vocabulary.

Table 19:

Translation and Learners' Technical Vocabulary

Options	subjects	Percentage
Strongly disagree	3	4,61%
Disagree	0	0%
Not sure	4	6,15%
Strongly agree	37	56,92%
Agree	21	32,30%
Total	65	100%

Since ESP students use English for specific purposes, they have a great number of technical terms in their subject area. Most of Marketing students (37) representing 56, 92%

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

of the whole population strongly agreed that translation has a role in extending their technical terms. Also, 32,30% of them agreed, while 6,15% of them stated that they are not sure, and only three students were strongly disagree and 0% disagree.

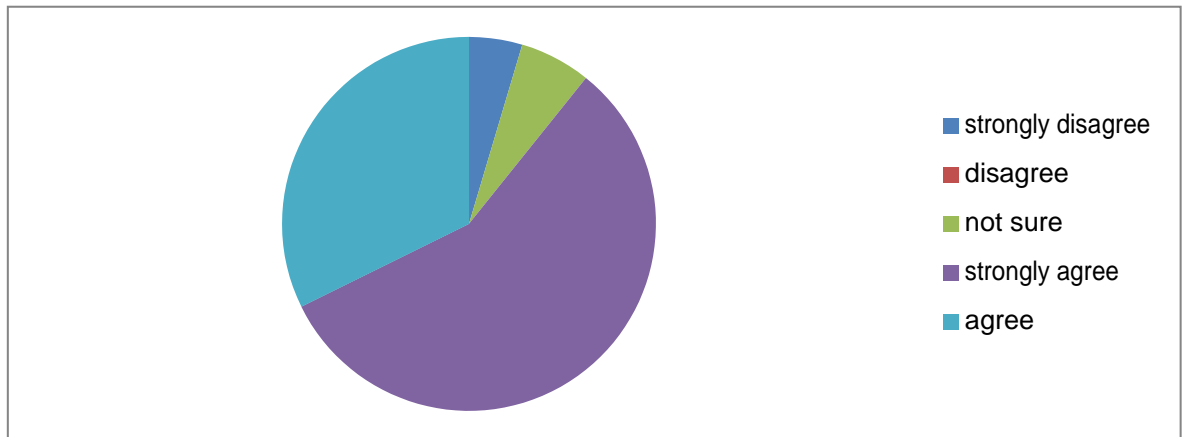


Figure22: Translation and learners’ technical vocabulary

Item F: Translation can help students in comprehending the specificity of terminology.

Table 20:

Translation and Students’ Comprehending of the Specificity of Terminology

Options	subjects	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Not sure	11	16,92%
Strongly agree	38	58,46%
Agree	16	24,61%
Total	65	100%

This statement seeks to explore whether translation is helpful for Marketing students in comprehending the specificity of terminology or not. Many students strongly agreed

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

(about 58, 46%) and other 24, 61% agreed. Also, eleven students said that they are not sure about it and there was no disagreement about this idea.

Generally, translation can help ESP learners for better comprehending specific terms, and it makes them able to differentiate between specific and general terms.

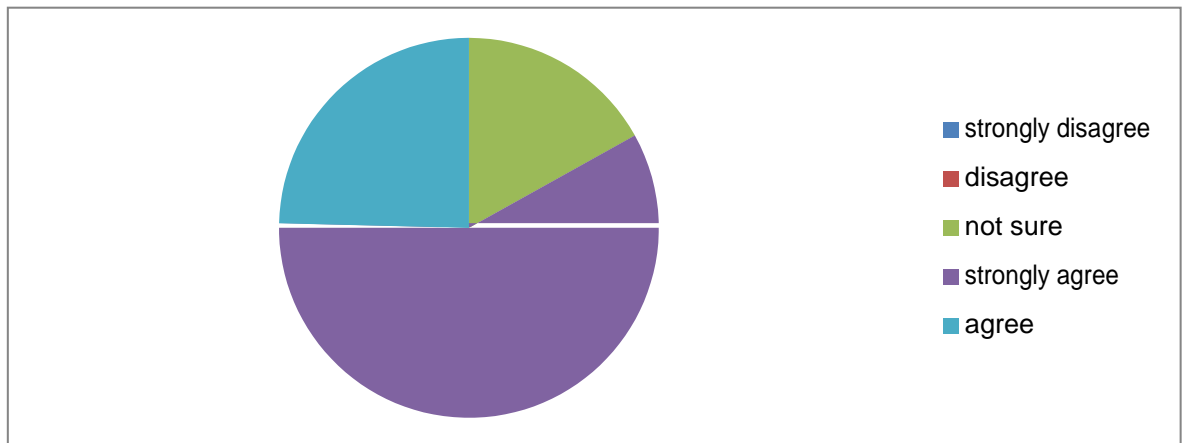


Figure 23: translation and students’ comprehending of the specificity of terminology

Item G: The use of translation enables learners to better understand Economic terminologies.

Table 21:

Translation and Learners’ understanding of Economic Terminologies

Options	subjects	Percentage
Strongly disagree	0	0%
Disagree	3	4,61%
Not sure	4	6,15%
Strongly agree	31	47,69%
Agree	27	41,53%
Total	65	100%

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

This item was sated up in order to show whether Master one Marketing students considered translation helpful to better understand economic terminologies. As it is expected, most answers were positive. 47, 69% answered by “strongly agree”, 41, 53% agreed and only three students were disagreeing while the rest four students were not sure.

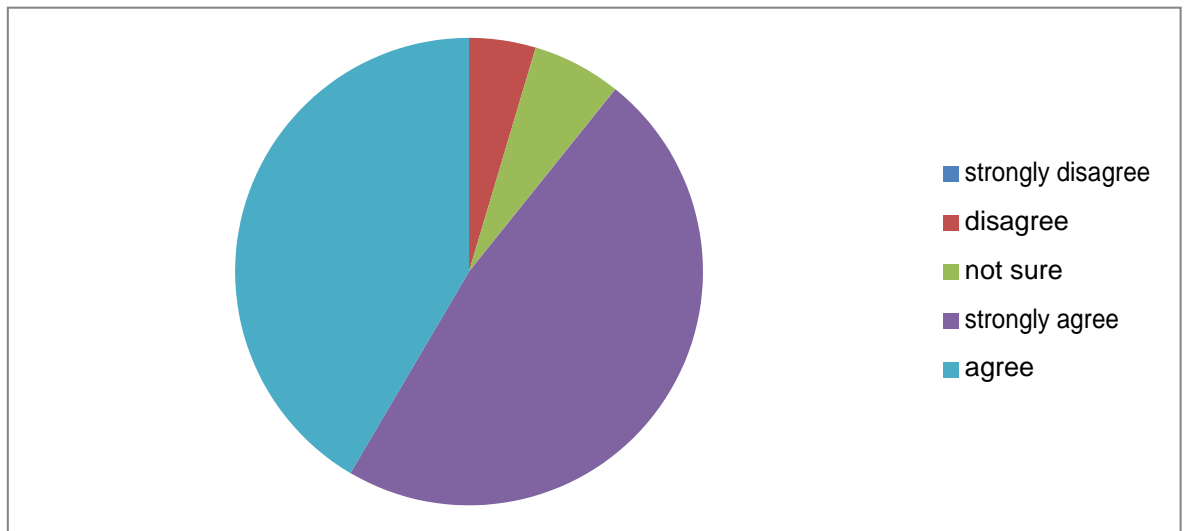


Figure 24: Translation and learners ‘understanding of Economic terminologies

Item H: Translation can help both teachers and students.

Table 22:

Translation is Helpful for both Learner and Teacher

Options	subjects	Percentage
Strongly disagree	0	0%
Disagree	4	6,15%
Not sure	9	13,84%
Strongly agree	25	38,46%
Agree	27	41,53%
Total	65	100%

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Concerning the role of translation for both the teacher and the learner, 41, 53% of the whole population agreed, and another 38,46% strongly agreed. On the other side, nine students were not sure while four students were disagreed and no one answered by “strongly disagree”.

In fact, translation is helpful for both the teacher and learner. The former helps him to achieve the course objective and the latter prepares him for communication and to better comprehend the English course he attends.

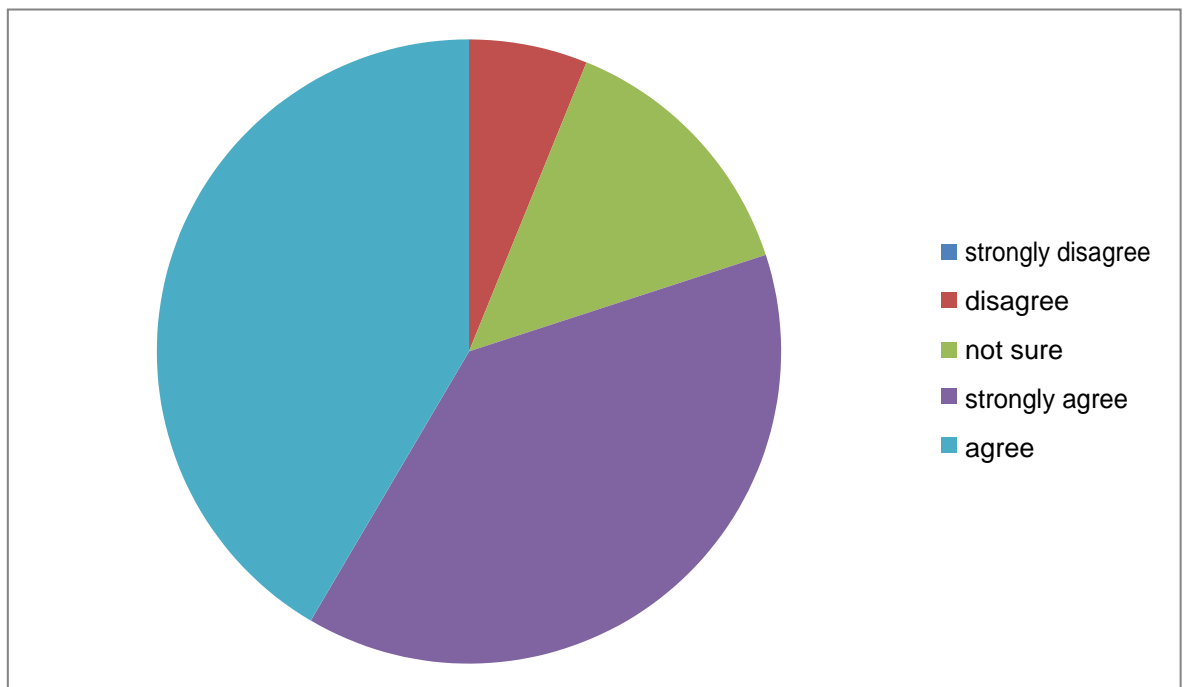


Figure 25: Translation is helpful for both teacher and learners

Q4: *Suggest other advantages for translation.*

Finally, the participants were asked to suggest some other advantages of translation and most answers were similar. For them, translation is beneficial because:

Student 1: It helps us in comprehending and acquiring new terminologies (Economic terms).

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

Student 2: It is helpful for a better comprehension.

Student 3: It extends the students' amount of knowledge.

Student 4: Translation motivates the students to learn the language and it makes them interested on it.

Student 5: It helps in understanding ambiguous words.

Student 6: It helps the students to understand economic and marketing terms.

Student 7: It gives the student the opportunity to participate in oral discussions and to share his points of view.

Student 8: It helps the student in communicating with others.

Student 9: It saves time.

Student 10: It facilitates the teacher-learner interaction.

1.1.5. Discussion of the Results

The analysis of the students' questionnaire at hand indicated that the majority of students are female and most of them were of the importance of English in their field of study. And although their level in English is not good (arranges between "Average" and "Bad"), they have expressed a favorable attitude towards learning it. Also, the current study showed that most of students considered the English course they attend helpful and effective for them, but it will be more helpful and interesting if it has lessons with topics that are related to their subject area; in other words, they believe that attending English courses involving topics in their field make them more interested and more motivated to learn the language with giving more importance to its content.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

In addition, results revealed that the majority of Master one Marketing students were in favor of using translation in their classes from their mother tongue and vice versa, because it helps them for better communication in the target language. Moreover, it helps them for better comprehending economic texts and it can be an aid for weak learners.

Furthermore, the findings of this questionnaire confirmed the role of translation in ESP classes, since most of students claimed that it makes them more self-confident and it extends their technical vocabulary i.e. students acquire a great amount of knowledge or new terms in their field during courses where translation is involved. Specifically, it enables them to comprehend the specificity of terminology and that each field has its specific terms.

The data gathered also showed that translation does not help only the learner, but the teacher also. When the latter uses it; he can run the courses better and easily, hence, he can achieve the course objectives he sated up.

Last but not least, we can say that from students' questionnaire results we found that translation is needed in ESP classes because many ESP learners believe in its role as a key for a better comprehension. Therefore, they affirm that translation is advantageous because it enriches them by new terminologies especially economic terms, saves time, motivates them for learning and to better comprehending their courses, as well as to prepare them to communicate with others inside and outside the classroom.

1.2. Teachers Interview

1.2.1. Description of Teachers' Interview

The interview (see appendix n^o 2) is administered to the ESP teachers (four teachers) at the commerce department -Jijel University-. Its objective is to illustrate our

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

research hypothesis concerning the role of translation in enhancing ESP students in order to engage in specialized communication related to their field of study.

1.2.2. Analysis of Teachers' Interview

Question 1: Teachers' qualification

Two teachers said that they had a license degree .Whereas; the two others had a master's degree.

Question 2: Teachers' status

Our informants said that they were temporary teachers.

Question 3: Teachers' experience

The four informants teaching experience has changed between seven (7), four (4), three (3) and one (1) year/s. Though, the first three informants had experience in teaching ESP .While, one teacher was a novice teacher.

Question 4: How would you describe your students during the lectures?

Our informants said that their students 'during the lectures are types those who are weak participants and other demonstrated a clear awareness of the highly important status of English for them. According to our interviewed teachers sometimes the topic pushed students to involve in the course. One teacher said that her learners were very motivated; they participated without any hesitation and anxiety.

Question 5: What kinds of difficulties do your students encounter while undertaking the English course?

Our ESP practitioners said that the English language difficulties that their learners were facing were the following: difficulty in speaking fluently, lack of confidence , understanding the Economic texts, low levels of English ; spelling, and the problem of

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

lack of motivation; according to their teachers' English is not important for them .

Question 6: What do you do when your students' face difficulty in studying content subject in English?

Our informants said that they were choosing lesson students were familiar with; related to their field of study, use translation, use gestures, conducting NA with their learners' before designing lectures and gave examples from real life.

Question 7: Do you use NA when you designing your lectures?

Our interviewed teachers have different opinions about using NA .One teacher responded that she used NA with her students according to her" NA best suit learners' needs". Other said not important to conduct NA.

Question 8: In the course of your teaching, do you use translation from one language to another? Why? What are the aspects you tend to focus on?

Our respondents affirmed that almost all teachers they used translation .Because most students faced the problem of language, whether it was general or specific. And they focused on technical vocabulary; texts and terminology related to their domain of study. On the other hand, one teacher said that she gave less importance to grammar in addition to technical vocabulary.

Question 9: How can translation be an effective pedagogical tool in ESP class?

Our informant claims that translation can be an effective pedagogical tool in ESP classes because it enables students to relate their knowledge of the subject matter with their mother tongue (L1) which means acquiring specialist knowledge of the domain involved.

Question 10: Should ESP teachers have a specialized knowledge depending on their learners' field of study?

Our ESP teachers affirm that they must have specialist knowledge about the domain they are taught in order to achieve the course objectives. There must be a relationship

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

between English language teacher and subject specialist.

1.2.3. Discussion of the Findings of Teachers' Interview

The analysis of the teachers' interview revealed that translation has an important role in enhancing ESP learners to engage in specialized communication; terminology related to their field of study in the department of commercial sciences.

Furthermore, our interviewed teachers revealed that they focus on technical vocabulary; terminology that has relation in Economic in general and their field of study in particular. Business learners need English to perform better in their occupational or professional need.

The analysis of teachers' interview showed that almost all teachers use translation in their classes'. By using translation, students will be more attentive and responsive.

In addition, English as a subject which we described as being unimportant by learners. Attendance is a question of scores and absences, which means that English is a secondary subject.

The quality of ESP courses can motivate students to improve their proficiency level in English if the course content has relation to their subject matter. Also, conducting NA with their learners before designing lectures is important to analyze the students' needs before deciding on the content of ESP course.

Conclusion

This chapter was carried out to answer the questions that raised this study, concerning the role of translation and its impacts on facilitating learning and grasping Economic terms in ESP classes.

The analysis revealed that translation plays an important role in ESP classes since both learners and teachers have a positive view towards its use in the class, and they

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

considered it a good pedagogical tool for teaching and learning ESP. For the learners, it helps them to understand the English courses they attend, acquire a great number of terms related to their field of study as well as to communicate appropriately in real life situations. Regarding the teachers, it helps them in saving time and achieving the course objectives easily taking into account the students' needs by focusing more on technical vocabulary that has relation with economy in general and particularly with their subject area in order to make them active participants in specialized contexts.

So, translation is useful for other purposes in classroom because it enhances interaction between teacher and students and among students themselves.

General conclusion

Translation as a tool of language teaching is still subject under research and continues to be one of the most frequently discussed topics among linguists and teachers. Particularly, using translation in ESP learning and teaching is an important issue; but it has been criticized by many researchers because of its close association with the grammar translation method. But in the last few decades, revival of interest in the use of translation and L1 in EFL classes in general and in ESP in particular has been noticeable. For that reason, the current study investigates the role of translation in enhancing ESP learners engaging in specialized communication. Being it divided into three chapters; the first chapter reviews the major theoretical issues related to specialized translation, the second one introduces an overview on ESP with more emphasis on Business English, and the last chapter is devoted to the data analysis and interpretation of the results. Therefore, this study is done in order to confirm or reject the hypothesis stating that using translation as a motivational pedagogical tool in ESP classes would help learners to increase their interest in learning English and would prepare them for specialized communication.

To reach the study objectives; a descriptive research method including a questionnaire and an interview were used to collect the data about the research area and some recommendations have been made.

The analysis of the data gathered from the students' questionnaire reveals that most of students are in favor of using translation in their classes considering it helpful for them in better comprehending with providing them by a great amount of knowledge in their field of study which allow them to communicate appropriately in specialized contexts. Whereas, the analysis of the teachers interview showed that teachers also have a positive view

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

towards the use of translation in ESP classes being it beneficial for saving time and for achieving the course objectives easily.

An overall conclusion had been drawn on the basis of the analysis of the interpreted data that translation plays a vital role in learning and teaching ESP and that it should be involved in such classes. Hence, the findings lead us to conclude that our results can to a great extent confirm our hypothesis and it answered our research questions successfully.

Recommendations

The outcome of this study has led us to make some suggestions for the improvement of ESP learners' motivation and involvement in the learning process

- **The use of visual supports:** the teacher's role in ESP classes is to be the facilitator of the learning process; this can be through adopting various techniques enables him / her to produce and present the language content and the course activities in various ways to help and motivate the students to learn the target language.
- **Vocabulary activities:** ESP teacher's job is to vary the types of exercises related to vocabulary; word formation, substitution, completion activities, word relationship...such activities will allow the learners to master not only the use of general English vocabulary, but also the specialized terminology in their field of study.
- **The use of translation:** Syllabus designers are required to take into account the significance of translation in ESP class. Varzgar (1990) maintains that, "as translation should be a subsidiary activity in TEFL, it should be an essential activity in ESP. The proper uses of L1 can result in positive effects and facilitate the learning and teaching process; Cook (2001) argued that L1 and L2 have two different linguistic systems and characteristics. As a result, learners should reduce their use of the L1 in order to accomplish the L2 learning.
- **Time:** The time allotted to English session should be increased, so that it becomes an essential course; the fact of considering English as a subject of secondary importance is likely to decrease the learners' interest in it.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

- **Grammar activities:** ESP concentrates more on the language in context than on teaching grammar and language structure. However, teaching a grammar has to be consolidated in order to familiarize the learners with language structures mostly used in marketing discourse.(Grammar can be thought inductively).

Limitations of the study

As researchers, we could face many obstacles along the way.

- Time constraints, it has been impossible to do an experimental study that could enrich the results of our work.
- Some students did not reply to our questionnaire even if it was translated into Arabic, and others left out some questions.
- Strikes during the second semester.
- The conclusion is restricted to a specific group of teachers and learners in a specific context .Therefore; it may not be accepted by other teachers in other universities.
- The study was carried out during the academic year 2018-2019.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

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APPENDICES

Appendix 1

Students' Questionnaire

Dear students,

This questionnaire is designed for a dissertation of a master degree. It aims at investigating *“The Attitudes of ESP learners about using translation as an aid for specialized communication”*. Your participation will be of a great help and interest for this research. You are expected to read carefully the questions and to provide as much honest and straightforward answers as possible. Please put a tick (✓) in the right box and write full statements whenever necessary

Thank you in advance.

Section one: General information

- 1- What is your gender : male female
- 2- How old are you?years old.
- 3- How long have you been learning English?years.

Section two: ESP course and students' needs

1-what is your level in English

- A-very good
- B- Good
- C-Average
- D-Bad

2-Do you attend English classes yes no

3-Attendance of these English classes is:

- Obligatory
- optional

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

4- Do you consider English important for your studies

yes no

5- Do you have another professional activity in addition to studying

yes no

If yes, what is it: A- teaching in secondary school

B- Working in national institution

C- Working in private company

D- Others (please specify).....

6-How do you feel about the ESP course you attend?

A- Helpful and effective B- not helpful and effective c - boring

7-Will you find the English courses more interesting if it has lessons with topics are related to your subject area?

Yes no

8- At the end of your studies and in relation with your acquired knowledge of English, you have become able to:

A- Take part in oral discussion in English

B- Find job where English is required

C- Read and translate articles in your field of study in English

D- Exchange views with foreign experts in formal and informal situations

E- Conduct further research

F- Other:

Section three: Students' Perception towards the Use of Translation.

9-What is your attitude towards the use of mother tongue in your class?

A. positive B. negative

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

10- Does translation in ESP Marketing classes help learners better comprehend the
economic texts

yes no

11. Please read each statement carefully and place a check mark (√) under the column that indicates your
opinion to each statement.

Statement	Strongly disagree	disagree	Not sure	Strongly agree	agree
A. It is easy for you to understand when teacher translates from English into your native language.					
B. It is easy for to understand you when teacher translates from your native language into English.					
C. The use of mother tongue in an ESP class is an aid for weak learners.					
D. Translation can encourage confidence in students.					
E. Translation can extend the students technical vocabulary.					
F. Translation can help students in comprehending the specificity of terminology.					

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING
SPECIALIZED TERMINOLOGY

G. The use of translation enables learners to better understand Economic terminology.					
H. Translation can help both teachers and students					

12- Suggest other advantages for translation?

.....

.....

.....

APPENDIX 2

Teachers' interview

1. Which degree do you have?
2. What is your status as a teacher?
3. How many years have you been teaching ESP?
4. How would you describe your students' during the lectures?
5. What kind of difficulties do your students encounter while undertaking the English course?
6. What do you do when your students' face difficulty in studying content subject in English?
7. In the course of your teaching, do you use translation from one language to another? Why? What are the aspects you tend to focus on?
8. How can translation be an effective pedagogical tool in ESP class?
9. As an ESP practitioner, do you teach your learners: grammar, technical vocabulary or both?
10. Should ESP teachers have a specialized knowledge depending on their learners' field of study?

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

استبيان

يتعلق موضوع هذا البحث حول موقف طلبة الانجليزية لأغراض خاصة من استعمال الترجمة كأداة مساعدة لهم في

لهذا فإنكم مرجون للإجابة على هذا الاستبيان سوف تكون مشاركتكم مساعدة و اهتمام لهذا البحث

من فضلك ضع علامة (x) أمام الخيار الذي يتوافق مع إجابتك ا والإجابة على الأسئلة بإيجاز

القسم الأول: معلومات عامة

1- نوع الجنس: ذكر أنثى

2- كم عمرك:

3- كم سنة وأنت تدرس الانجليزية..... سنة

القسم الثاني: تصور الطلبة حول دور الترجمة بالنسبة لهم

1- كيف تقيم مستواك الحالي في الانجليزية

ا-جيد جدا ب- جيد ج- متوسط د- ضعيف

2- هل تحضر دروس اللغة الانجليزية ا- نعم ب- لا

3- الحضور هل هو ا- اختياري ب- إجباري

4- هل تعتقد أن الانجليزية مهمة في مجال دراستك ا- نعم ب- لا

5- هل لديك نشاط آخر غير الدراسة ا- نعم ب- لا

إذا كانت الإجابة بنعم فما هو ا- التدريس في التعليم الثانوي

ب- العمل في مؤسسة وطنية

ج- العمل في مؤسسة خاصة

د- أخرى (حدد)

6- ماهر شعورك نحو الدروس التي تتلقاها

مساعدة و فعالة غير مساعدة ولا فعالة مملة

7- هل تعتقد أن محتوى الانجليزية الحالية و أنشطتها لها علاقة مع مجال دراستك

ا- نعم ب- لا

8- هل تعتبر أن محتوى الانجليزية الحالية و أنشطتها لها علاقة مع مجال دراستك

ا- نعم ب- لا

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

9- هل في نهاية مسيرتك الدراسية هل تصبح قادر بفضل مكتسباتك القبلية التي تحصلت عليها في مشاركتك الدراسي في

مادة الانجليزية على

ا- المشاركة في المناقشات الشفوية

ب- التحصل على منصب عمل عندما تكون الانجليزية مطلوبة

ج- قراءة و ترجمة المقالات التي لها علاقة بمجال دراستك

د- تبادل الآراء مع خبراء أجنبية بشكل رسمي أو غير رسمي

هـ- القيام بأبحاث أخرى

10- هل الترجمة لأغراض خاصة بالنسبة لطلبة التسويق تساعدهم على فهم النصوص الاقتصادية بشكل أفضل

ب- لا

ا- نعم

11- ما هو رأيك حول استخدام الترجمة خلال هذه النشاطات

النشاط	معارض تماما	معارض	غير متأكد	موافق تماما	موافق
ا- من السهل عليك الفهم عندما يترجم الأستاذ من اللغة الانجليزية إلى لغتك الأصلية					
ب- من السهل عليك الفهم عندما يترجم الأستاذ من لغتك الأصلية إلى اللغة الانجليزية					
ج- استعمال العربية بالنسبة لك هو مساعدة للطلبة ضعيفي المستوى					
د- استعمال الترجمة يزرع الثقة في النفس					
هـ- استعمال الترجمة ينمي الثروة اللغوية للطلاب					
و- استعمال الترجمة يساعد الطلبة على فهم خاصية المصطلحات					
ي- استعمال الترجمة يساعد الطلبة على فهم المصطلحات الاقتصادية بشكل أفضل					
س- استعمال الترجمة يعتبر مساعدة لكل من الطالب و الأستاذ					

Résumé

La présente étude vise à mettre en évidence l'attitude des étudiants d'anglais de spécialité au traduction et le rôle peut jouer en vue d'améliorer chez impliqués dans une communication spécialisée. Elle tente également d'identifier le rôle que peut jouer la traduction en vue de d'impliquerles étudiants dans le processus d'apprentissage et de leur permettre de bien comprendre la terminologie économique. Dans cette étude, nous supposons que l'utilisation de la traduction comme outil pédagogique peut développer la communication spécialisée. Autrement dit, la traduction pourrait permettre aux étudiants d'acquérir des connaissances spécialisées se rapportant au domaine de leur étude et de communiquer en utilisant la langue cible.Cette étude a été effectuée au département du Commerce à l'université de Mohammed Seddik Ben Yahia , sur un échantillon de 65 étudiants de master en marketing et de 4 enseignants d'anglais de spécialité à temps partiel.Pour répondre aux questions de cette étude et tester ses hypothèses,nous avons utilisé deux outils de recherche. Un questionnaire a été distribué aux étudiants et un interview a été effectué avec les enseignants d'anglais de spécialité.Les résultats d'analyse montrent que la traduction permet aux étudiants de bien comprendre la langue cible et d'interpréter leurs connaissances sur le thème abordé dans leur langue mère. Par conséquent, la traduction contribue au renforcement de leurs compétences linguistiques et leurs connaissances sur le thème abordé.

Mots clés : Anglais de spécialité, communication spécialisée, terminologie, traduction.

TRANSLATION AS A LEARNING TOOL: A SUPPORT FOR ACQUIRING SPECIALIZED TERMINOLOGY

ملخص

ان الهدف من هذه الدراسة هو اكتشاف دور الترجمة في تعزيز متعلمي الانجليزية لأغراض خاصة عند مشاركتهم في التواصل المتخصص في كلية العلوم التجارة بجامعة محمد الصديق بن يحيى و بشكل أكثر تحديدا تهدف إلى اكتشاف دور الترجمة في تشجيع متعلمي الانجليزية للأعمال على المشاركة في عملية التعلم مع التركيز على دورها في فهم المصطلحات الاقتصادية. و قد افترضنا أن استعمال الترجمة كأداة بيداغوجية (تربوية) من شأنه أن يعزز التواصل لدى الطلبة. بمعنى آخر، فان متغير الترجمة من شأنه أن يساعد المتعلمين على اكتساب معرفة متخصصة في المجال الذي يدرسونه و قد تساعدهم أيضا على التواصل بشكل أفضل في اللغة المستهدفة. العينة المستعملة هي عبارة عن 65 طالب سنة أولى ماستر و أربعة أساتذة (أساتذة مؤقتين). و قد اعتمدنا في بحثنا هذا على طريقتين من أدوات جمع البيانات للتأكد من صحة فرضية البحث و متغيراته : استبيان وزع على طلبة سنة أولى ماستر تخصص تسويق ومقابلة مع أساتذة الانجليزية. أسفرت النتائج على أن الترجمة تساعد طلبة الانجليزية لأغراض خاصة على فهم اللغة المستهدفة بشكل واضح وتمكنهم من ربط معرفتهم بالموضوع بلغتهم الأم و بالتالي فإنها تساهم في التقدم المحصل لدى المتعلمين في كل من مهاراتهم اللغوية ومحتوى تخصصهم.

الكلمات المفتاحية: الإنجليزية لأغراض خاصة، التواصل المتخصص، المصطلحية، الترجمة.