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	<p align="center">Title of research article </p> <p align="center">Beyond Words: Leveraging Translation to Cultivate Intercultural Competence in ESP Learners <i>(An Expanded Theoretical and Empirical Investigation in Algerian Higher Education)</i></p>
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<p>Abstract This study investigates the pedagogical potential of translation as a dynamic tool for enhancing intercultural competence among English for Specific Purposes (ESP) learners in Algerian universities. While ESP instruction is often perceived as technical, utilitarian, and largely “acultural,” this research challenges that paradigm by arguing that translation—when systematically integrated—can bridge linguistic, cultural, and disciplinary dimensions of learning. The objectives of this study are twofold: (1) to validate the instructional value of translation-based practices in ESP settings across diverse academic fields, and (2) to explore the perceptions of ESP students and instructors regarding the contribution of translation to intercultural awareness and cross-cultural communication readiness. Adopting a descriptive case study design, the research employed two instruments: a structured questionnaire administered to 95 students enrolled in medical sciences, engineering, law, and humanities programs at Tlemcen University, and a semi-structured interview conducted with eight ESP instructors teaching across these faculties. Data were analyzed using both quantitative and qualitative approaches. Findings reveal a strong consensus among students and teachers that translation supports cultural understanding, increases motivation, and facilitates meaningful engagement with authentic professional discourse. Moreover, the study concludes that translation functions not merely as a linguistic transfer activity but as an active intercultural mediation practice capable of fostering tolerance, cultural sensitivity, and global communicative competence in ESP learners.</p>	
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Introduction

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Beyond Words: Leveraging Translation to Cultivate Intercultural Competence in ESP Learners: An Expanded Theoretical and Empirical Investigation in Algerian Higher Education
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The interconnection between language and culture is widely acknowledged, however, English for Specific Purposes (ESP) has traditionally been regarded as lacking “acultural”. The inclusion of cultural knowledge is an essential element in any English for Specific Purposes (ESP) curriculum. However, it is crucial for educators to employ teaching methodologies that consider the intricate characteristics of culture and cater to the specific requirements of the students. Once the recognition of the importance of incorporating culture into English language instruction in professional settings is established, there is an emphasis on the act of appropriation which is seen as an ideal way to enhance language proficiency and foster a sense of openness towards other cultures. To come to this end, considerable interest is advocated to the value of translation not only as an explanatory tool but also as a vehicle for intercultural communication in ESP. In fact, it enables students and professionals to tolerate cultural differences and promote the necessary skills for cross-cultural communication in the target situation.

Apparently, it has been claimed that in language teaching, there is a strong dichotomy between language and culture, and the latter has at times been seen as “contents conveyed by language, but separate from language” (Penz 2001:103). Such an assertion cannot hold because of the interaction between cultural awareness and language awareness, which are “both seen as essential aspects of communicative competence and inseparable from it” (Fenner, 2001:7).

Research in English for Specific Purposes (ESP) is an academic endeavour that focuses on catering to the distinctive linguistic and communicative needs of students who are pursuing studies in a specific field of inquiry. A prominent characteristic of ESP is interactions that “take place among people of different nationalities using English as an international language for communication” (Torres & Barberá ,2002:75). On the side of the workplace and professions, intercultural communication awareness training has been implemented since the 1970’s because the need for it arose from multicultural work situations, although it has remained relatively marginal (Roberts, 1998:119). In parallel, an aspect of the cultural dimension of ESP teaching refers to the learner himself, i.e. the learner “as a cultural being with a cultural perspective on the world, including culture-specific expectations of the classroom and learning processes” (Wajnryb,1992 cited in Nero, 2009). In fact, incorporating culture into an ESP course may have a greater impact than just reaching goals related to cultural knowledge. It is an important characteristic of developing intercultural interaction competence in an ESP context that the aim is profession-related rather than generally educational.

In the realm of ESP programs, translation can serve as a valuable aid for students, despite the prevailing dominance of the communicative approach in the field of language education. As a pedagogical instrument, it possesses the potential to foster a heightened sense of cross-cultural comprehension. Translation, on the one hand, serves as a means to enhance students' knowledge in specific subject areas and underscores the importance of attention to detail. In English for Specific Purposes (ESP) classes, students are afforded the chance to augment their linguistic skills and hone their communicative proficiency through participation in translation exercises. Translation is regarded as a valuable method in ESP classes, as it helps students in achieving their specific language learning objectives. Translation can serve as an effective pedagogical instrument, facilitating students' acquisition of knowledge about diverse cultures, enhancing their comprehension of various subjects, and emphasizing the significance of precision in written communication. According to Tudor (1987), it is imperative for students to not only acquire a high level of expertise in terminology but also enhance their proficiency in clear and concise communication. The allocation of translation tasks can facilitate students' comprehension of intricate vocabulary by offering explanations in their mother tongue. It is nonetheless imperative to emphasize that any translation conducted within the framework of an English for Specific Purposes (ESP) course necessitates meticulous attention to the intended context of application. It is imperative to employ a proficient translator or an instructor with a background in translation education in order to effectively convey the message with precision. The utilization of this approach is not recommended as a substitute for formal instruction in the target language but rather as an additional resource to enhance the learning process. Moreover, it is crucial to ensure that students are provided with a diverse range of instructional approaches, including communicative activities as advocated by Tudor (1987) and translation techniques. This all-encompassing method is crucial for making sure that students learn everything they need to know about the language. When combined with other effective teaching methods, translation can help ESP students learn the language more effectively and reach their individual goals.

Henceforth, practitioners, scholars and teachers are divided between supporters and opposers of the use of translation in an ESP classroom. Some of them affirmed that translation is a helpful tool to develop students' intercultural competence. Others denied its importance as they believed that English should be learnt in English. Thus, the present research paper tends to explore the efficiency of using translation as a pedagogical method to

promote intercultural competence among ESP students. To achieve this objective, the following research questions were formulated:

1. Do teachers use translation as part of their ESP courses?
2. How can translation be used to teach culture in ESP?
3. To what extent is translation effective to develop ESP students' intercultural competence?

These questions led to the formulation of the following hypotheses:

1. Teachers in ESP courses frequently incorporate translation activities, believing these exercises effectively reinforce subject-specific vocabulary and improve students' comprehension of specialized texts.
2. By actively engaging students with culturally-specific texts and idioms, the strategic use of translation in ESP courses facilitates a deeper understanding of target-language cultures, moving beyond simple linguistic transfer to a more nuanced grasp of cultural context.
3. The deliberate and structured integration of translation into ESP curricula significantly enhances students' intercultural competence, as evidenced by their improved ability to navigate culturally-loaded situations and to communicate effectively with sensitivity to cultural differences.

This study explores the importance of including cultural knowledge in any English for Specific Purposes (ESP) curriculum, and highlights the fact that it is crucial for educators to employ teaching methodologies that consider the intricate characteristics of culture and cater to the specific requirements of the students.

1. Literature Review

English for Specific Purposes (ESP) is a specialized area of study that has emerged as a distinct branch within the broader field of English language teaching (ELT). ESP is characterized by a strong dedication to equipping college students and working adults with the necessary English language skills. This educational methodology places significant emphasis on fostering the acquisition of a profound comprehension of the specialized vocabulary and effective communication skills that these entail. Specific groups of individuals require the pedagogical approach under consideration is widely accepted and embraced due to its effectiveness and positive outcomes. The capacity of the system to cater to the requirements of individuals aiming to acquire a foreign or secondary language in order to facilitate prompt advancement in academic, professional, or personal progress.

1.1. ESP and Translation

It is also important to recognize that ESP courses can be tailored to meet the needs of a wide range of industries and professions. Some examples of specialized varieties of English that have been developed include medical English, English designed specifically for engineers, English curated for lawyers, or even English meticulously designed to cater to the needs of those specialized in humanities. Needs analysis is commonly used to determine which ESP skills and genres students should be taught. In English for Specific Purposes (ESP) instruction and acquisition, it is imperative to customize educational programs to align with the unique requirements of learners, necessitating meticulous selection of instructional materials and pedagogical approaches. Translation is a crucial method in which both language educators and learners actively participate. Despite the potential limitations, it is crucial to thoroughly investigate and utilize the functionalities of this tool. By engaging in this process, individuals have the opportunity to enhance their understanding of linguistic transitions and identify areas that require improvement.

Moreover, the act of translation can serve as a means for ESP students to develop and refine their linguistic capacities. One investigation, for instance, explored the efficacy of corpora in translation activities within ESP classes as a means to facilitate students' acquisition of specialized vocabulary (Koteva, 2020). Additionally, the act of translating technical discourse has the potential to foster a meaningful exchange of cross-cultural understanding (Vlachopoulos, 2017). In the sixth place, the harmonious fusion of ESP and translation emerges as a potent means through which students can acquire the intricate lexicon and syntax indispensable for their forthcoming professional careers.

The issue of employing translations and L1 in English teaching has garnered fresh perspectives (Chirobocea 2018; Leonardi 2009), with numerous practitioners delving into this realm through classroom implementation and

scholarly investigations (Poljaković 2016). Translation has always maintained its significance in practical teaching scenarios, particularly within the realm of ESP, serving as a supplement method (Chirobocea 2018: 67). The resurgence of interest in incorporating translation and utilizing the native language (L1) in the instruction of foreign languages has been noted since the late 20th century (Malmkjaer 1998 cited in Leonardi 2009: 143; Atkinson 1987 cited in Chirobocea 2018: 70; Marinov 2016: 229; Poljaković 2016: 340).

Since the dawn of the 21st century, scholars have underscored the advantages of incorporating translation into the pedagogy of foreign language instruction. According to Leonardi (2009), translation is commonly perceived as a beneficial intervention that can augment learners' proficiency and aptitude in various skills. Similarly, Marinov (2016) highlights the potential benefits of employing the post-communicative cognitive paradigm when translation is applied in the field of English for Specific Purposes (ESP).

In fact, in an ESP context, "it is not essential to be an expert in translation and translation theory to use translation in class" (Witte & Harden, 2009). It is not imperative for learners to possess an extensive comprehension of translation theory, given that the utilization of translation tasks has been steadily increasing over the course of several years (Chirobocea, 2018). These tasks aim to enhance learners' skills and support their understanding of specialized materials in the context of the English for Specific Purposes (ESP) classroom.

1.2. Developing ESP Students' Intercultural Competence through Translation

Kavalir (2013) argues that "culture is important for ESP courses, whether defined by student needs or societal desires. Acknowledging this connection invites students to engage and allows the language and culture relationship to thrive". This means that integrating cultural awareness in English for Specific Purposes (ESP) classes is crucial but often neglected. The multifaceted nature of culture and the requirements of ESP students necessitates careful consideration. However, even when English is used as a lingua franca, cultural knowledge is essential for intercultural communication. Culture-based ESP curricula have a broader impact than simply increasing students' awareness of other cultures because they foster proficiency in intercultural communication on the job. However, teachers may struggle with how to incorporate culture into their lessons. But care must be taken to avoid oversimplification or stereotyping. Culture should be included in the ESP syllabus to promote true intercultural communication.

Students of English for Specific Purposes (ESP) can benefit from increased cultural awareness through the use of translation. It has many potential uses as a means of promoting cultural awareness and understanding. The ability to mediate disputes and guide discussions toward positive outcomes is growing in importance in today's complex and uncertain world. Aligning with the principles advocated by the Common European Framework of Reference (CEFR) and harmonizing with the intercultural communicative proficiencies, translation plays a crucial role in the development of mediation skills among ESP students (Fois, 2020).

Translation, as a pedagogical tool, possesses the remarkable ability to elucidate intricate grammatical principles in a manner that resonates harmoniously with the cognitive faculties of students, thereby facilitating a comprehensive comprehension of said rules. The practice of subtitling involves the creation of textual translations that accompany audiovisual content, allowing viewers The integration of interlingual subtitling into university general translation courses can serve as a didactic proposal. This approach has the potential to enhance students' translation competence and foster intercultural awareness.

It is crucial to acknowledge that while translation can indeed serve as a valuable tool in cultivating intercultural competence, it should not be solely relied upon as the sole means of achieving this goal. In addition to traditional teaching methods, it is crucial to incorporate immersive intercultural experiences and equip learners with a deep understanding of different cultures.

2. Methodology

The present research paper is a descriptive case study. The researcher opted for this method as it "is the most widely used approach to qualitative research in education" (Gall et al., 2005:433). The case study research method helps to understand fully the behaviour patterns of the concerned population. It also enables to formulate relevant hypotheses along with the data which may be helpful in testing them, generalize the results and enrich knowledge (Umesha, 2016). In the same vein, Merriam (1988:16) argues that the case study or the monograph describes and

analyses one entity, a person, an object, an event...etc. This type of research is used in various fields mainly those requiring more detailed information collected from multiple sources. Case studies provide a rich and vivid description of events relevant to the case in the form of a chronological narrative as Stephen and Michael (1981:48) state that case studies are “in-depth investigations of a given social unit resulting in a complete, well-organized picture of that unit”. The detailed data was gathered to reach these ends:

- to identify the impact of using translation in an ESP course
- to determine the teachers’ and students’ attitudes towards the incorporation of translation activities in the ESP course to develop the learners’ intercultural competence.

2.1. Research Design

In education, research is supported by sources of information that can be “the potential students, the language teaching institute (teachers and administrators)” Robinson (1991:11). Regarding this research work, the sample was randomly selected. To obtain valuable data, the present study involved ninety-five students from four different academic fields namely: medical sciences, engineering, law, and humanities (see table 1.) at Tlemcen university. They were enrolled in license and master degree. The participants were of both sexes but females were the dominating category. They were in the age group between 19 and 30 years old. The students’ English language proficiency level was mixed but engineering students were advanced in comparison with the informants in the other specialties who were lower-intermediate with some beginners.

Table 1. Students’ profile

Specialty	Number of students who answered the questionnaire	Number of teachers’ who sit for the interview
Medical Sciences	20	01
Engineering	15	03
Law	35	02
Humanities	25	02
	95	08

The instructors who contributed in this study were eight (08) English language teachers in the aforementioned faculties at Tlemcen university. Two were PhD holders while only one teacher held a Magister degree. The other participants were Master’s graduate in language sciences, and literature and civilization. Only three informants were full-time teachers. The instructors had a considerable experience in teaching as they were working as ESP teachers between one to five years.

2.2. Research Instruments

In order to gather valid and reliable data, the current study recourses for different research instruments; a students’ questionnaire and a teachers’ interview. The criterion of selecting the research tool, that is the questionnaires and the interviews, lies in the type of data that the researcher sought to collect and the source that provide it.

The students’ questionnaire was designed to identify the learners’ attitudes towards the incorporation of translation activities as part of the ESP course in order to promote their intercultural competence. In order to avoid any kind of misunderstanding of the questions and to allow the respondents to answer as clearly as possible, the questionnaire was translated into Arabic. This research instrument constituted of ten questions, including closed, open and mixed types, organized in four parts. The questionnaire was prepared via Google Forms and submitted to 95 students from the faculties of medical sciences, engineering, law, and humanities.

Concerning the second research instrument used in this study, the ESP teachers’ interview was carried on to have

an overview on the impact of using translation items within the ESP course as a way to develop the students' interculturality. It contains eight questions and conducted with eight English language teachers in the aforementioned faculties in about one hour.

2.3 Data collection and Analysis

The current study took place in the second semester of the academic year 2023-2024. The data gathered from the students' questionnaire was collected via e-mail. It was sent to a delegate in each faculty, then, he submitted it to his mates. As far as the second research instrument, the process of conducting the interview lasted for about one week because of the unavailability of the teachers. The analysis of the data gathered constitutes an important step in reporting the findings of any research through a set of techniques. The data was coded and later on analysed both quantitatively and qualitatively in order to determine the importance of translation in promoting intercultural competence in ESP contexts. Regarding the quantitative results, descriptive statistics in addition to qualitzing process were used. Therefore, the results were presented in frequency tables and /or visualized in graphic displays.

It is worth mentioning that the questionnaire was piloted to determine its validity, reliability and applicability before producing the final version. Triangulation and participants verification were used. This process aimed to examine:

- the clearness and easiness of the questions;
- the students' ability and the time load to answer the questions,
- bias and irrelevance of items in the questionnaire.

However, the interview was not piloted because the questions might be subject to change at any time during the interview.

3.Results

The data obtained from the students' questionnaire and ESP teachers' interview revealed valuable results about the impact of using translation as part of the ESP course to develop the students' intercultural competence.

3.1 Students' Questionnaire

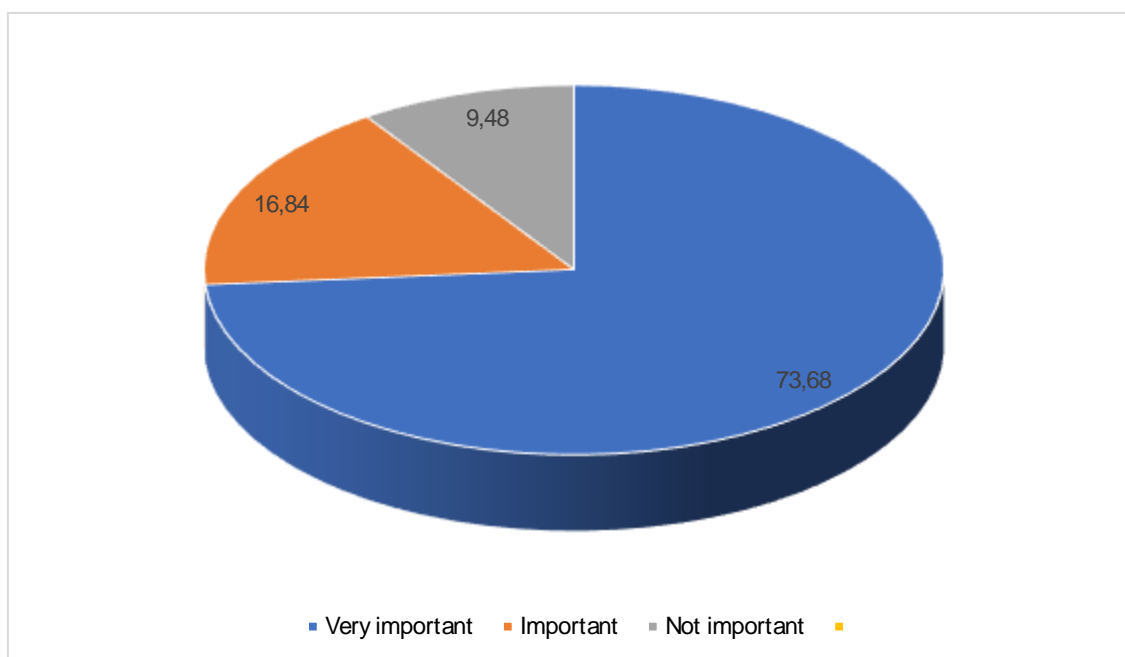
The students' questionnaire tends to identify the learners' attitudes towards the use of translation in the ESP course to develop their cultural awareness.

Table 2. Frequency of using translation in the ESP course

Always		Sometimes		Rarely		Never	
Absolute	Relative	Absolute	Relative	Absolute	Relative	Absolute	Relative
45	47.36%	20	21.05%	25	26.31%	05	5.26

This inquiry seeks to know whether ESP teachers in the faculties of medical sciences, engineering, law, and humanities assign translation activities during their sessions. Thus, table2. demonstrates that the great majority of the students confirmed that their instructor always (47.36%) and sometimes (21.05%) used translation in the ESP course. While 26.31% of the informants affirmed that translation is rarely incorporated in the ESP lectures, only 5.26% denied its use.

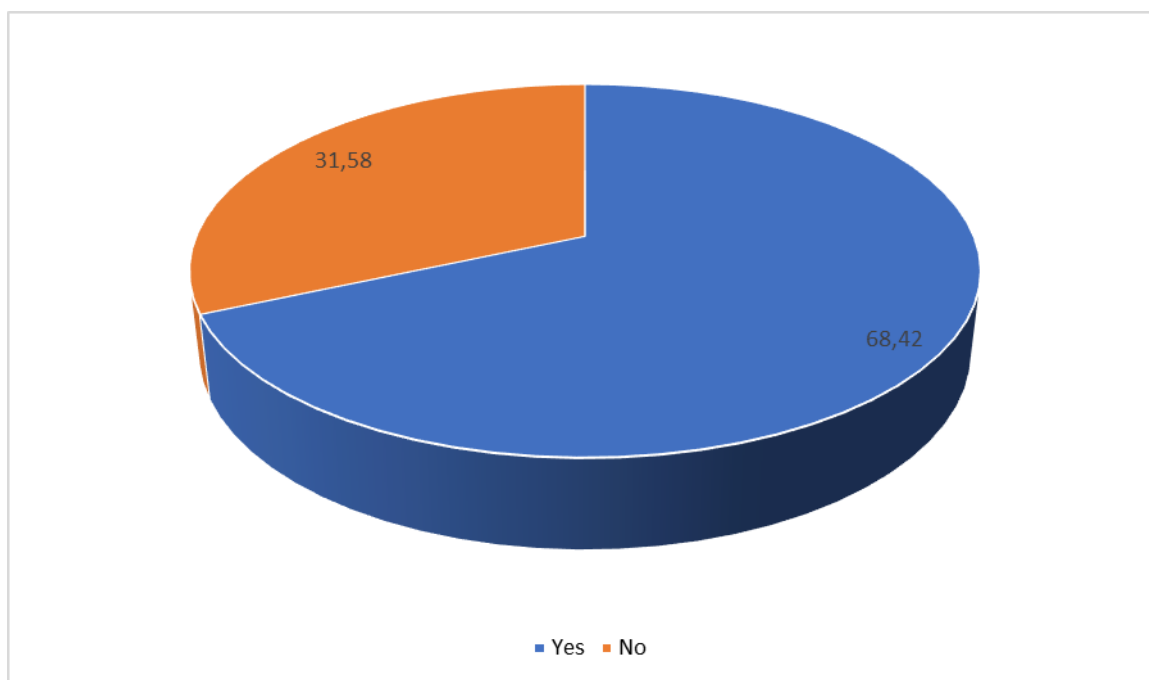
Figure1. Importance of using translation



The pie chart above illustrates that the "Very important" category constitutes 73.68% of the total. This underscores a notable and common conviction among the participants regarding the considerable significance of translation. This clearly eliminates any ambiguity concerning the general consensus, as this segment constitutes nearly three-quarters of the entire pie.

The remaining responses are categorized as "Important" (16.84%) and "Not important" (9.48%). The minimal proportion of the "Not important" segment suggests that only a negligible number endorse this perspective, thereby reinforcing the dominant consensus regarding the significance of translation. The "Important" category serves as a midpoint; however, it is surpassed by the "Very important" segment. This indicates that even among individuals who do not classify it as "very" important, they nonetheless recognize its value.

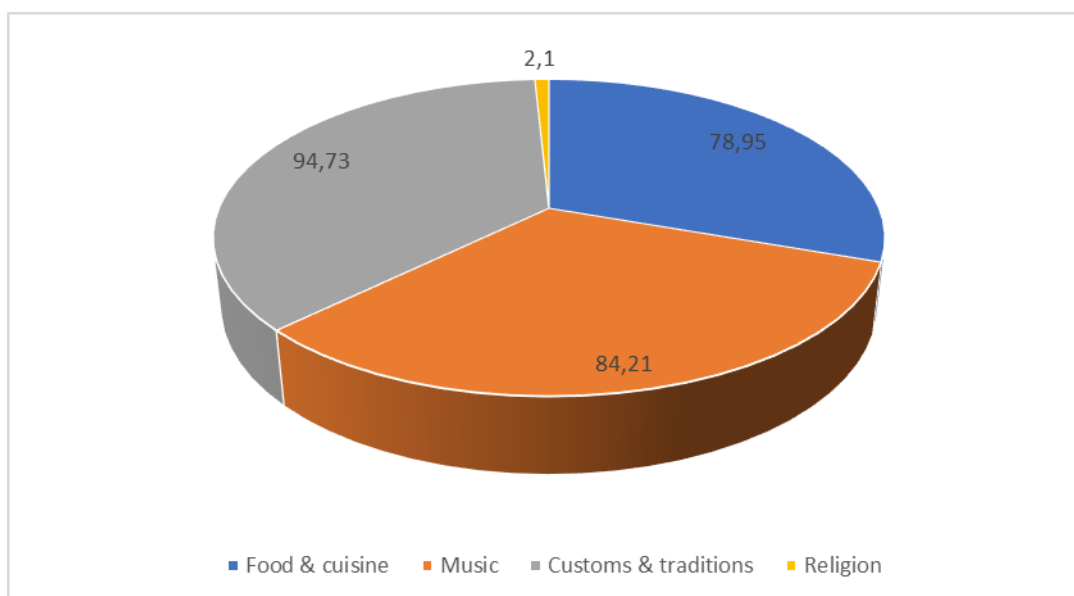
Figure2. Culture teaching in ESP



This question is set to see whether ESP teachers include culture patterns in their courses. The pie chart indicates a distinct binary outcome, with a substantial majority of responses categorized as "Yes." The data reveals that 68.42% of participants supported the premise, whereas 31.58% expressed a negative response.

This distribution indicates a significant preference for the "Yes" position, implying a consensus among the sampled population. The significant minority of "No" responses, representing nearly one-third of the total, warrants attention.

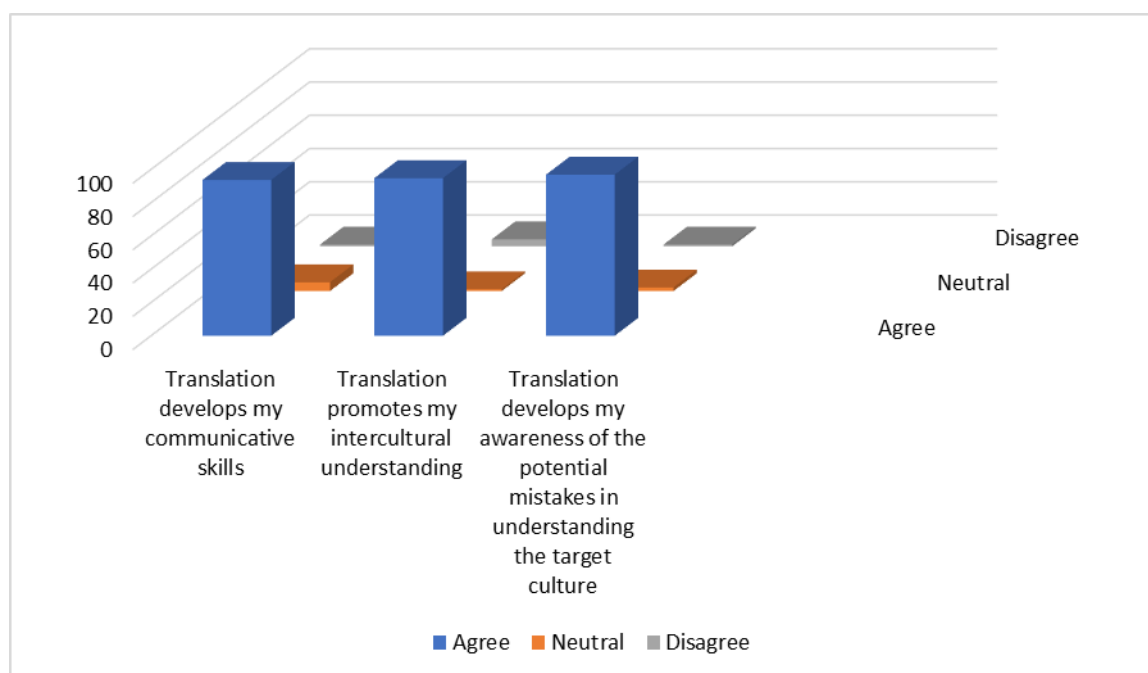
Figure3. Cultural aspects included in the ESP course



The data in figure3 display the cultural aspects that the ESP teachers included in their courses. The findings showed that teachers entailed some target culture related topics in their sessions. The most prominent finding is the overwhelming importance of Customs and traditions, which received the highest percentage at 94.73%. This is closely followed by Music at 84.21% and Food and cuisine at 78.95%, both of which are also highly significant. In

sharp contrast, Religion is perceived as being rarely tackled in the ESP courses, with a remarkably low score of 2.10%.

Figure4. Impact of translation on students' cultural awareness



This query aims to depict the learners' views regarding the impact of translation on their cultural understanding. Based on figure4, it is clear that a significant majority of respondents hold a positive view regarding the role of translation in developing various skills. Seen on this light, 94.74% of the informants corroborated the idea that translation develops their communication skills. The very low values of "Neutral" and "Disagree" responses suggest that this is a widely accepted and experienced benefit of the translation process. On the flip side, while 96.84% agreed that translation developed their awareness of the potential mistakes in understanding the target culture, 93.68% certified that it promoted their intercultural understanding.

3.2 Teachers' interview

The teachers' interview covered four main items:

- The use of translation in ESP course.
- The incorporation of cultural aspects in ESP.
- Teachers' perceptions towards promoting cultural awareness through translation.
- The benefits of using translation as a medium for cross-cultural understanding.

3.2.1 The use of translation in ESP course

This question tends to identify the ESP teachers' incorporation of translation in their courses. The findings revealed that the majority of teachers positively perceived the use of L1 or L2 in the ESP classroom depending on their students' needs and preferences, and the course content. They affirmed that they assigned a variety of translation activities to improve the four language skills of ESP students, and facilitate communication and comprehension of a specific field. Only two informants considered this skill as a hindrance to learning ESP as they believed that English should be learnt in English.

3.2.2 The incorporation of cultural aspects in ESP

The results revealed that all the teachers agreed on the fact that most of the time load was devoted to linguistic content. However, they argued that including cultural content in ESP courses helped students learn about the

cultural practices and values of the target language and culture. This, in fact, was done implicitly when the course content necessitated reference to cultural aspects, or explicitly when dealing with topics such as job interviews, making and receiving calls, attending meeting, or making appointments.

3.2.3 Perceptions towards promoting cultural awareness through translation

The eight participants showed mixed attitudes towards the use of translation in teaching culture in ESP. Seven teachers believed that translation is a useful tool to develop cultural understanding among ESP students. Only one teacher considered translation as an obstacle for language learning. The informant argued that in an English for specific purposes classroom focus should be put on language proficiency rather than cultural understanding.

3.2.4 Translation as a medium for cross-cultural understanding

Almost all the teachers shared the same opinion that translation played a crucial role in the spread of culture awareness in ESP contexts. They confirmed that some learners experienced difficulty in reading and understanding some ESP texts, so translation activities forced them to think about meaning, not just manipulate forms mechanically. Additionally, the participants believed that translation was the appropriate tool to clarify and memorize new vocabulary, teach idiomatic expressions, and check ESP learners' reading and listening comprehension.

4. Discussion

The different research instruments employed in the current study i.e. the students' questionnaire and the teachers' interview revealed interesting data that helped the investigator respond to the research questions and assess the research hypotheses. Regarding the first research question which enquires about the integration of translation in the ESP course and assumes that teachers do, in fact, use translation, the findings go a step further by suggesting a reason for this practice: the belief that it helps with vocabulary and comprehension. The results showed that the use of the mother tongue or L2 was a challenging task. When including translation activities in ESP course design, teachers took into account a set of criteria namely: the students' proficiency level, the course objectives and the learning context. They also considered the challenges of using translation such as translating scientific concepts and the potential for students' heavy reliance on the mother tongue or L2.

When used purposefully and meaningfully, translation served as a pedagogical tool to generate relevant and motivating communicative tasks, foster the acquisition of new terminology, and stretch the ESP learners' existing competence by means of the L1 or L2 input. In a EMP course for healthcare professional, for instance, the ESP teacher can assign translation activities to help the students understand medical terminology in English and their native language. A list of medical terms can be provided in English and learners are asked to translate them into their mother tongue or L2. Then, the learners' translations are compared with a medical dictionary in their own language. Such an activity helps students not only improve their knowledge of medical terminology but develop their language skills as well. These findings support the first hypothesis which holds that teachers in ESP courses frequently incorporate translation activities, believing these exercises effectively reinforce subject-specific vocabulary and improve students' comprehension of specialized texts.

As far as the second research question which asked about the incorporation of translation in teaching culture in an ESP context, the findings revealed that translation isn't just a word-for-word process. It is argued that by focusing on cultural nuances, such as idioms or culturally-bound terms, translation becomes a tool for teaching culture. This implies that translation is no more seen as a mere activity in an ESP classroom but rather a powerful pedagogical tool where students go beyond converting technical terminology. They are asked to analyse the text not just as a sequence of words but as a cultural artifact that reflects the cultural background and the cultural lens this text came from. Consequently, this approach transforms translation to a "pedagogical prism" where different dimensions such as: culture, sociology, history and communication are generated from one text. These findings confirm the second research hypothesis which stipulates that by actively engaging students with culturally-specific texts and idioms, the strategic use of translation in ESP courses facilitates a deeper understanding of target-language cultures, moving beyond simple linguistic transfer to a more nuanced grasp of cultural context.

Concerning the last research question which seeks to identify the effectiveness of using translation to develop ESP students' intercultural competence, the obtained data demonstrated there is a direct link between the use of

translation and the development of intercultural competence. It makes the assertion that this effectiveness is measurable and observable in two specific ways: navigating situations and communicating with sensitivity. In this regard, translation is perceived as behavioural skill instead of being a simple linguistic competence. In this way, ESP students demonstrate the ability to negotiate culturally-loaded situations and shift communications to fit diverse cultural contexts. For instance, when translating for a different cultural standard, students can easily substitute a direct demand with a polite suggestion, which shows that they know what is suitable in that situation. Also, they can exclude a notion that is considered as offensive and replace it with a term that is culturally similar and shows respect for both parties. Therefore, translation cuts across mere linguistic skill, serving as a pragmatic instrument that fosters and evaluates genuine intercultural comprehension. These results corroborate the last research hypothesis which suggests that the deliberate and structured integration of translation into ESP curricula significantly enhances students' intercultural competence, as evidenced by their improved ability to navigate culturally-loaded situations and to communicate effectively with sensitivity to cultural differences.

Effectively, once the recognition of the importance of incorporating culture into English language instruction in professional settings is established, there is an emphasis on the act of appropriation which is seen as an ideal way to enhance language proficiency and foster a sense of openness towards other cultures. To come to this end, considerable interest is advocated to the value of translation not only as an explanatory tool but also as a vehicle for intercultural communication in ESP. In fact, it enables students and professionals to tolerate cultural differences and promote the necessary skills for cross-cultural communication in the target situation. Translation serves as a key agent in transmitting cultural knowledge. Thus, this pedagogical method fosters empathy and encourages ESP learners to engage in the target culture as it facilitates cultural understanding and communication for ESP learners. It is a valid teaching method that helps students consolidate difficult grammar and vocabulary, and improves their skills and knowledge of a specific field. For this reason, teachers are called to assign translation patterns as part of their ESP courses not only to explain terminology but also to enhance their learners' intercultural communicative skills.

5. Conclusion and Recommendations

Language learning is a process of building a bridge between the student's own culture and the target culture. It does not involve just linguistic competence but also social and pragmatic usage. Familiarizing ESP learners with the cultural and social dimensions of any language is crucial in ESP classrooms. Communication takes place through a medium and in limited situations, and language is a part of culture.

However, culture is an important component of any ESP course, as it can affect communication and understanding in professional contexts. However, ESP teachers should focus on developing cross-cultural communication skills, such as understanding cultural differences in communication styles, nonverbal communication, and indirect communication. In this way, students will develop a deeper understanding of the target language and culture and improve their communication skills in professional contexts.

Translation can be interpreted as a text production process or a communicative activity aimed at conveying messages across linguistic and cultural barriers. The close connection between language and culture implies intercultural awareness, which is essential for perfect communicative competence. Translation is a way to transcend cultural boundaries and serves as a mediator between language, culture, and inter-subjective relations between individuals and society. Non-verbal communication is an essential part of communication and interpretation, and translation is a key factor to prevent misinterpretations in multicultural and multilingual environments. Translation is not only a way to connect with other cultures or languages but also a gateway to awareness of one's own culture.

Accordingly, translation is a useful method in teaching ESP. Through this activity, students learn more about problem-solving strategies, enhance their analytic skills, and strengthen their grammatical and lexical knowledge. However, it is important to note that translation is not a substitute for learning the target language. Rather, it serves as a supplement that helps ESP students understand use the language in a specific context.

In sum, it is highly recommended to consider the learners' needs when designing an ESP course that includes translation activities. Additionally, ESP teachers are urged to balance out all the parameters that are linked to translation use in teaching culture, institutional and learner expectations when preparing an ESP course. Collaboration with subject specialists is also beneficial in developing an effective ESP course that meets the stakeholders' needs.

Methodology

This research adopted a descriptive case study approach suitable for exploring attitudes, experiences, and practices within a real educational context. Two main research instruments were used:

1. **Students' Questionnaire:** A structured questionnaire composed of closed-ended and Likert-scale items was administered to 95 ESP students from four faculties at Tlemcen University: Medical Sciences, Engineering, Law, and Humanities. The questionnaire examined students' perceptions of translation as a learning tool and its impact on their understanding of target cultural norms.

2. **Teachers' Semi-Structured Interviews:** Eight ESP instructors participated in semi-structured interviews. These interviews explored teachers' experiences with translation-based tasks, their views on the cultural dimension of ESP, and the perceived influence of translation on learners' intercultural awareness.

Data Analysis: Quantitative data were analyzed using descriptive statistics, while qualitative data were coded thematically to identify patterns related to cultural awareness, motivation, and pedagogical effectiveness.

Ethical Considerations

This study adhered to the ethical standards of educational research. Participants were informed about the purpose of the study, participation was voluntary, and anonymity and confidentiality were ensured. No personal identifying information was collected, and data were used solely for academic purposes. Ethical approval was obtained from the institutional committees of the University of Ain Temouchent and the University of Mascara.

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Conflict of Interest

The authors declare no conflict of interest regarding the publication of this article.

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