CHALLENGES IN TRANSLATION AND CONTEXTUALIZATION WHEN TEACHING ENGLISH FOR PSYCHOLOGY TO ROMANIAN STUDENTS

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***Abstract**:* The present paper highlights several challenges that arise when teaching English for Psychology to Romanian students. Contextualisation, false cognates, terminology equivalence are some of the categories that pose certain problems. The study refers to the acquisition of lexical content by psychology students and analyses the complications involved These challenges pertain to the selection of appropriate instructional materials, the incorporation of authentic texts, the students' ability to accurately identify and translate specialized terminology, and the critical support provided by the teachers throughout this process.

Key words: contextualisation, false cognates, terminology equivalents

1. Introduction

This paper examines a range of pedagogical challenges associated with teaching English for Psychology to Romanian learners. Central to the discussion are issues related to *contextualization*, *false cognates*, and *terminology equivalence*, all of which present significant obstacles in the acquisition of specialized psychological vocabulary. The study investigates the complexities involved in lexical acquisition among psychology students and provides a critical analysis of the factors that contribute to these difficulties. In response, the paper proposes a series of instructional strategies and exercises designed to mitigate these challenges. These strategies emphasize the careful selection of teaching materials, the integration of authentic real-world scenarios, the development of students' ability to accurately recognize and translate domain-specific terminology, and the essential role of teacher support in facilitating accurate linguistic and conceptual understanding.

2. Teaching terminology

Teaching specialized terminology and vocabulary presents a significant challenge, particularly when the English teacher is also a learner (Chirobocea-Tudor, 2016:92). ESP (English for Special Purposes) teachers may initially feel uncertain due to limited expertise in the specific subject matter, since an English teacher cannot be expected to master fields like psychology, biology, anatomy, etc. However, through the process of designing course materials and engaging with specialized content, they gradually build familiarity with these disciplines. It is essential for teachers to acquire a foundational understanding of the field, as inaccurate use of terminology can create confusion and hinder effective learning in the classroom. Therefore, they must familiarize themselves with the field to accurately provide equivalence for technical terms.

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Future psychologists who will use English professionally need more than just terminology; they require functional language skills to navigate their field effectively. The goal of the course is to equip students with the necessary tools to handle linguistic challenges in their professional activities. To achieve this, ESP teachers must consider students' needs and design a curriculum that addresses the key linguistic difficulties of scientific English. This includes essential grammatical structures relevant to the field and domain-specific vocabulary.

ESP teachers can determine the appropriate specialized lexical content for a course through various methods, such as consulting field experts, referencing specialized dictionaries or terminology scales, and utilizing corpus linguistics (Coxhead, 2013:117). It is unrealistic for a teacher to cover every possible term or provide all versions of equivalence, just as it is impractical for students to memorize all this information. However, what truly matters is that students develop effective strategies to help them identify and select the most appropriate terminology for a given context (Mishchenko, 2010).

ESP classes should be structured around a corpus of authentic texts (Kennedy & Bolitho, 1991:48), carefully selected to match students' linguistic proficiency and familiarity with their field of study. First-year psychology students, for example, may have limited knowledge of psychology, so the ESP teacher should provide simpler, more general texts that introduce foundational concepts. Even these introductory materials will still contain a significant number of specialized terms. While using ready-made materials is convenient and time-efficient, supplementing them with additional resources is essential. Pre-existing materials may lack the necessary lexical complexity or specificity required for certain groups of learners (Harwood, 2005:150). Providing extra materials enhances students' ESP proficiency (Cotter, 2006:500).

Equally important is teaching students strategies to help them navigate unfamiliar terminology, including word formation, recognizing collocations, and identifying spelling differences between L1 and L2 terminology. Essentially, this means equipping students with the skills and strategies necessary to handle new linguistic challenges in their scientific domain. This approach aligns with the perspective of Juan C. Sager, (1990:53) who emphasizes that terminology learning is not merely about memorization but about developing the ability to manage and manipulate language within a specialized field. Teaching terminology involves guiding learners to develop the skills needed to interpret, comprehend, and use specialized terms appropriately within context, enabling them to adapt to the evolving nature of language in professional and academic communication.

3. Contextualization

Contextualization plays a crucial role in teaching English for psychology, as it helps students bridge the gap between theoretical knowledge and practical application. By integrating psychological terms into real-world scenarios, students gain a deeper understanding of how these concepts function in professional and everyday contexts. Meaningful context in language learning is important as it aids retention and application (Brown, 2014:237).

Therefore, one of the key benefits of contextualization is that it enhances retention. Learning vocabulary in context improves students' ability to recall and use terms accurately. Instead of memorizing isolated definitions, students develop a natural familiarity with terminology through exposure to meaningful situations. Additionally,

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contextualization develops critical thinking skills. By engaging with psychological terminology in various contexts, students learn to analyse and apply their knowledge effectively. This approach encourages them to think beyond definitions and understand the implications and nuances of psychological concepts.

Another significant benefit of contextualization — where students actively engage with subject-specific English — is its ability to reduce reliance on translation. Romanian students learning English for psychology often translate terms directly from their native language. However, according to Flowerdew and Peacock (2001:8), immersing students in authentic English contexts encourages them to think in English, rather than depend on word-for-word translations. This shift fosters improved fluency and greater accuracy in professional communication.

Contextualization in teaching English for psychology enhances comprehension, practical application, and professional readiness. By integrating real-world scenarios, case studies, role-playing, and authentic academic texts, students develop a functional command of English psychology terminology, preparing them for academic and professional environments. From a practical pedagogical perspective, targeted instructional exercises can be developed to facilitate Romanian psychology students' comprehension and application of English psychological terminology in authentic, discipline-specific contexts. The examples below illustrate several such exercises designed to bridge linguistic and conceptual understanding.

(1) Matching Terms to Real-World Scenarios.

Objective: Reinforce understanding of psychological terms by connecting them to practical examples.
Instructions: Match each psychological term with the correct real-world scenario.

Psychological Term	Real-World Scenario
A. Cognitive Dissonance	1. A person who values healthy living continues to smoke cigarettes, leading them to feel uncomfortable and conflicted about their behaviour.
B. Placebo Effect	2. A student given decaf coffee feels more alert, believing it was regular caffeinated coffee.
C. Confirmation Bias	3. A person who believes that left-handed people are more creative notices and remembers instances where left-handed people are doing creative work (like painting or writing) but ignores examples of right-handed people being just as creative.
D. Learned Helplessness	4. A person in a toxic or abusive relationship may feel they cannot escape, even when help is available, because past attempts to leave or seek support were unsuccessful.

Table 1. Real-world scenario exercise

(2) Role-Playing Therapy Sessions

Objective: Help students practice using psychological vocabulary in a natural conversation.

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Instructions: Pair up with a classmate. One person acts as a therapist, and the other as a client. Use the provided scenario to role-play a therapy session.
Scenario: *A client comes in feeling anxious because they are struggling with decision-making. The therapist should use psychological terms like "cognitive bias," "self-doubt," and "problem-solving strategies" to help the client.*
Follow-up Task: After the role-play, write a short reflection using at least 3 psychological terms.

(3) Fill in the Blanks (Contextual Vocabulary Practice)

Objective: Ensure students can correctly use psychological terms in a sentence.
Instructions: Fill in the blanks with the appropriate psychological term.

a. The _____ effect explains why people in large groups are less likely to help in an emergency. *(Bystander Effect)*
b. A person with _____ may ignore scientific research that contradicts their existing beliefs. *(Confirmation Bias)*
c. A student experiences _____ when they want to study but keep procrastinating, leading to guilt and anxiety. *(Cognitive Dissonance)*
d. _____ happens when someone gives up after repeatedly failing, believing they cannot change their situation. *(Learned Helplessness)*

(4) Psychological Case Study Analysis

Objective: Encourage students to apply psychological terminology in academic discussions.
Instructions: Read the following case study and answer the questions below.
Case Study: *Alexandra is a 22-year-old university student. She used to be very confident but has recently stopped answering questions in class after receiving negative feedback from a professor. Over time, she has started believing that she is not smart enough to succeed academically.*
Questions:

a. What psychological concept explains Alexandra's behaviour? (Hint: It involves repeated failures leading to a belief that improvement is impossible.)
b. How could a therapist help Alexandra overcome this issue?
c. Have you ever experienced something similar? If so, how did you overcome it?

Expected Answer: Alexandra is experiencing Learned Helplessness. A therapist could use cognitive restructuring techniques to challenge her negative beliefs and help her regain confidence.

(5) Debate: The Role of Therapy in Overcoming Psychological Barriers

Objective: Improve students' ability to discuss psychology-related topics in English.
Instructions: Divide the class into two groups. One group argues for therapy as the best way to treat psychological issues, while the other argues that self-help strategies are more effective.
Debate Guidelines:

- Each group should use at least 5 psychological terms in their arguments.
- One student acts as the moderator, ensuring that each side presents their points respectfully.
- After the debate, write a summary of the key arguments presented.

These pedagogical exercises are designed to facilitate the application of psychological terminology in real-world contexts, while simultaneously promoting linguistic fluency and the development of critical thinking skills. Within a practical instructional framework, a variety of targeted activities can be implemented to enhance Romanian psychology students' ability to interpret and utilize English psychological vocabulary in discipline-specific scenarios. The examples that follow illustrate

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representative exercises aimed at reinforcing both language proficiency and conceptual understanding. Engaging with psychological terminology in authentic contexts allows students to better comprehend the meaning, relevance, and application of key concepts. Below are practical examples that demonstrate the use of core psychological terms across a range of applied situations.

(6) Cognitive Dissonance

Definition: The mental discomfort experienced when holding two conflicting beliefs or engaging in behaviour that contradicts one's values.
Real-World Scenario:

- A smoker knows smoking causes cancer but continues smoking. To reduce discomfort, they justify it by saying, *"My grandfather smoked and lived to 90."*
- A student values honesty but cheats on an exam, then rationalizes it: *"Everyone cheats; it's not a big deal."*

(7) Classical Conditioning (Pavlovian Conditioning)

Definition: Learning by associating two stimuli, leading to a conditioned response.
Real-World Scenario:

- A person who had a car accident in the rain now feels anxious every time it rains, even without driving.

(8) Operant Conditioning (Reinforcement & Punishment – B.F. Skinner's Theory)

Definition: Learning behaviour through rewards and punishments.
Real-World Scenario:

- A child gets a sticker for every book they read, encouraging reading (positive reinforcement).
- A student loses phone privileges after failing to complete homework (negative punishment).

(9) Confirmation Bias

Definition: The tendency to seek out and believe information that supports existing beliefs while ignoring contradictory evidence.
Real-World Scenario:

- A person who believes in astrology only remembers times their horoscope was correct, ignoring when it was wrong.
- Someone who supports a political party only reads news sources that confirm their views.

(10) Learned Helplessness (Seligman's Theory)

Definition: When a person feels powerless to change a situation due to repeated failures or lack of control.
Real-World Scenario:

- A student repeatedly fails math exams and stops studying because they believe they will always fail.
- A person in an abusive relationship feels trapped and does not leave because they believe nothing will change.

4. False Cognates

False cognates — also known as false friends — are words that look or sound similar in two languages but differ significantly in meaning. These lexical traps can pose a

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substantial barrier in the acquisition of English for Specific Purposes (ESP), particularly in psychology, where precision of language is critical. For Romanian learners of English, false cognates often stem from the close lexical resemblance between English and Romanian, especially due to the influence of Latin and shared borrowings from other languages.

In the context of teaching English for psychology, false cognates can lead to frequent misunderstandings and miscommunication, both in academic discourse and professional interactions. Since psychological terminology often overlaps with everyday language but carries more specific or nuanced meanings, the risk of misuse is high. In psychology, such errors can affect comprehension of key topics like brain anatomy (e.g., the *sympathetic nervous system*), therapy processes (*empathy* vs. *sympathy*), and research communication (*eventual results* vs. *possible outcomes*). Misuse of terms in these settings does not just hinder communication — it can lead to conceptual confusion and misinterpretation of clinical or theoretical content.

Addressing false cognates in the ESP classroom requires a targeted and contextualized approach. Teachers should not only point out problematic word pairs but also demonstrate their correct use in authentic psychological contexts. This can be achieved through *contrastive vocabulary exercises* that directly compare English terms with their Romanian counterparts, *contextualized learning activities*, such as reading psychology articles or analysing patient dialogues, which reinforce the proper use of terminology, *role-play* and *case studies*, where students practice using terminology in real-world clinical or research scenarios, and *reflection and error analysis*, where students identify and correct their own or peers' misuse of false cognates.

Research shows that learners often rely on their L1 (first language) as a scaffold when encountering new vocabulary (Ringbom, 2007:72). However, when that L1 influence is misleading, it creates what James (1998:191) calls “interlingual errors”. Developing metalinguistic awareness — the ability to reflect on language structure and meaning — can help students recognize and avoid such mistakes. Teachers should foster this awareness by encouraging learners to question assumptions about word meanings, use English - English definitions rather than relying on bilingual dictionaries and engage with discipline-specific corpora to observe how terms are used by native speakers in psychological contexts.

False cognates represent a subtle but serious obstacle in the mastery of English for psychology among Romanian learners. Without explicit instruction and contextual reinforcement, students risk misusing key terms, leading to confusion in both comprehension and communication. Through contrastive analysis, contextual immersion, and guided practice, educators can help learners overcome these challenges and build a more accurate and confident command of psychological English.

To illustrate the linguistic challenges that Romanian learners of English may encounter in the field of psychology, we have selected several representative examples of false cognates—terms that appear similar in both languages but differ significantly in meaning. These lexical items, often referred to as false friends, can lead to misunderstandings, misinterpretation of psychological concepts, and communication breakdowns in both academic and clinical contexts. The following examples have been chosen to highlight common areas of confusion and to underscore the importance of explicit instruction and contrastive analysis in the teaching of English for psychology.

(a) Senzitiv vs. Sensitive

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Romanian**:** *Senzitiv* → means hypersensitive, overly reactive to stimuli.
English**:** *Sensitive* → means responsive to stimuli, emotionally perceptive, or easily affected.

- Pacientul este foarte *senzitiv* la zgomote. (Correct: hypersensitive)
- She is very *sensitive* to criticism. (Incorrect to translate as *senzitiv* in Romanian)

(b) Simpatic vs. Sympathetic

Romanian**:** *Simpatic* → means nice, friendly, pleasant
English**:** *Sympathetic* → means showing understanding and compassion

- Profesorul este foarte *simpatic*. (Correct: nice, friendly, not *sympathetic*)
- He was very *sympathetic* when I told him my problem. (Incorrect to translate as *simpatic*)

(c) Stimulare vs. Stimulation

Romanian**:** *Stimulare* → means encouraging, motivating someone
English**:** *Stimulation* → means causing a response, usually in a biological or neurological sense

- Copiii au nevoie de *stimulare* pentru a învăța. (Correct: encouragement, motivation)
- The drug increases brain *stimulation*. (Incorrect to translate as *stimulare* in Romanian)

(d) Agonie vs. Agony

Romanian**:** *Agonie* → means final moments before death
English**:** *Agony* → means intense pain, emotional or physical suffering

- Pacientul era în *agonie* înainte de a muri. (Correct: dying state)
- I was in *agony* after breaking my leg. (Incorrect to translate as *agonie* in Romanian, because it is not about dying.)

The following examples of exercises are designed to help Romanian students of psychology identify, understand, and correctly use false cognates — lexical items that appear similar in English and Romanian but differ in meaning — within the context of psychological discourse. Given the importance of terminological precision in both academic and clinical settings, these activities aim to raise learners' awareness of lexical traps and prevent common misinterpretations. By engaging with context-based tasks, contrastive analysis, and applied translation exercises, students will develop a more accurate and functional command of English psychological terminology.

(1) Fill in the Blank (Translation Practice)

Translate the Romanian sentence into English, correcting false cognates.

- Profesorul este foarte *simpatic* cu studenții săi. (The professor is very nice / friendly to his students.) (Not *sympathetic*)
- Pacientul este în *agonie* și are nevoie de ajutor. (The patient is in severe pain and needs help). (Not *agony* unless dying)
- El suferă de o *patologie* psihologică complexă. He suffers from a complex psychological disorder). (Not strictly *pathology*)
- Studiul includea 100 de *subiecte* umane. (The study included 100 human subjects.) (Not *topics*)

(2) Discussion Questions (Critical Thinking)

- Why is *sympathetic* not the same as *simpatic*?
- In what situations can *pathology* mean more than just a disease?
- Can someone be *alienated* without being *alienat*? Explain.

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- Give an example where *agony* is used correctly in psychology but does not mean *agonie*.

(3) Psychological Term Translation Challenge

Instructions**:** Translate the following Romanian psychology-related sentences into English, avoiding false cognates.

a. Pacientul este foarte *sensibil* la critici și zgomote puternice.
b. Terapeutul a fost *simpatic* și înțelegător cu pacienții săi.
c. Studiul a inclus 200 de *subiecte*, împărțite în două grupuri.
d. Profesorul predă *patologie* și neuroștiințe.
e. După evenimentul traumatizant, pacienta s-a simțit *alienată*.

5. Terminology Equivalence

When teaching English for psychology to Romanian students, addressing terminology equivalence is a critical component in ensuring both accurate comprehension and appropriate application of psychological concepts. Psychological language is highly specialized and often abstract, with many terms carrying nuanced meanings that are not easily translated directly between languages. Without careful attention to equivalence, students may develop partial or incorrect understandings of core concepts, which can hinder both academic success and professional communication in psychology-related fields.

Terminology equivalence involves more than simple word-for-word translation; it encompasses semantic, contextual, and functional alignment of terms between English and Romanian. This process is especially important in psychology, where many terms have specific connotations, historical usage, or culturally embedded meanings that do not always align across languages.

Several studies have explored the challenges and strategies associated with translating psychological terms and maintaining conceptual integrity. Sasu (2018:260). highlights the difficulty of achieving semantic precision when translating technical terminology. The study emphasizes the need for interdisciplinary collaboration — between linguists, subject-matter experts, and educators—to ensure that specialized terms are accurately conveyed across languages. Romanian learners of English often fall into lexical traps due to false cognates or misinterpreted direct translations (Pungă, Pârlog (2015:166), therefore, the importance of teaching psychological terms in rich, contextualized environments rather than in isolation is essential.

These studies underscore the importance of a pedagogical approach that goes beyond translation, integrating contrastive analysis, context-based instruction, and student engagement with authentic English-language psychological materials. Teachers are encouraged to explicitly address problematic terminology, encourage critical discussion around translations, and utilize bilingual glossaries or corpora to reinforce accurate usage.

Ultimately, ensuring terminology equivalence not only supports comprehension — it also fosters critical thinking, reduces miscommunication, and helps Romanian students internalize psychological concepts in the language in which they will most often encounter them in international research and practice.

A number of psychological terms in English lack direct lexical equivalents in Romanian or necessitate elaborate explanations to accurately convey their full conceptual and contextual meaning. The following examples illustrate such cases:

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(a) Liminality

Definition**:** A transitional state where a person is between two phases of life, feeling uncertain or disconnected from both past and future identities.
Example: *A recent graduate who has not yet started their career may feel a sense of liminality.*

(b) Schadenfreude (borrowed from German, widely used in English psychology)

Definition: The pleasure derived from another person's misfortune.
Example: *A person feels schadenfreude when a rival at work is demoted*.

(c) Gaslighting

Definition: A form of psychological manipulation where a person makes someone else doubt their own reality or memory.
Example: *A controlling partner gaslights their spouse by saying, "You're imagining things! That never happened."*

(d) *Flow (*Mihaly Csikszentmihalyi's concept*)*

Definition: A mental state of deep focus and immersion in an activity, where time seems to disappear.
Example*: A musician in flow might play for hours without realizing it.*

(e) *Sublimation (*Freudian Concept*)*

Definition: The unconscious transformation of socially unacceptable impulses into acceptable actions.
Example: *A person with aggressive tendencies becomes a boxer instead of engaging in fights.*

(f) Cognitive Reappraisal

Definition: A strategy in emotional regulation where a person changes their interpretation of a situation to alter its emotional impact.
Example: *Instead of thinking, "I failed the exam, I'm a failure," a student practicing cognitive reappraisal might say, "I learned what I need to improve on."*

(g) Self-Handicapping

Definition: A behaviour where someone creates obstacles for themselves to justify potential failure.
Example: *A student parties the night before an exam so they can later say, "I failed because I didn't study, not because I'm not smart."*

(h) Empathy Gap

Definition: The tendency to underestimate the impact of emotions on decision-making, especially in different emotional states.
Example: *A person on a diet underestimates how strong their cravings will be when they are actually hungry.*

In the context of teaching English for Psychology to Romanian students, ensuring terminology equivalence is a fundamental component of both linguistic and conceptual instruction. Unlike general vocabulary, psychological terminology often carries precise, context-bound meanings that are deeply embedded in theoretical frameworks, clinical practices, and academic discourse. Direct translation is frequently insufficient, as many psychological terms are either absent in Romanian or differ in nuance, usage, or cultural relevance. As such, establishing equivalence goes beyond lexical substitution — it

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involves aligning semantic content, pragmatic function, and disciplinary context across languages.

Failure to address terminology equivalence may result in incomplete or incorrect conceptualizations, which in turn can hinder students' academic progress and their ability to engage professionally in international psychological contexts. This is particularly important in fields where terminology is both highly specialized and widely used in interdisciplinary research and practice. Therefore, it is essential that learners are provided with strategies to understand the distinctions between seemingly equivalent terms, and that educators explicitly teach the functional use of key terminology within authentic psychological contexts.

The following examples have been selected to illustrate specific cases in which terminology equivalence plays a crucial role. They highlight the kinds of lexical challenges that Romanian learners may face and demonstrate how contrastive analysis and contextual instruction can support the development of both linguistic competence and psychological literacy.

(1) Concept Matching + Paraphrase

Match each term with its paraphrased Romanian explanation, then rephrase the Romanian explanation in your own words.
Terms:
a. *Gaslighting* b. *Sublimation* c. *Flow* d. *Self-Handicapping* e. *Empathy Gap*
Explanations (shuffle):
a. stare de concentrare profundă într-o activitate, în care dispare percepția timpului.
b. Crearea de obstacole intenționate pentru a justifica un posibil eșec.
c. Dificultatea de a evalua impactul emoțiilor asupra deciziilor în alte stări emoționale.
d. Manipularea cuiva pentru a-l face să se îndoiască de realitatea proprie.
e. Transformarea inconștientă a impulsurilor inacceptabile în acțiuni acceptate social.
Sample Answers:
a – 4, b – 5, c – 1, d – 2, e – 3
Paraphrasing task*:* Reword explanation 5 into Romanian without using *transformare* or *impulsuri*.

(2) English-to-Romanian Translation Challenge

Translate the following English definitions and examples into academic Romanian without using literal false friends. Focus on register and clarity.
a. *Liminality* is the ambiguous phase between identities when someone no longer fits their old role but has not stepped into the new one. (*Liminalitatea* reprezintă o fază ambiguă de tranziție între identități, în care individul nu se mai regăsește în rolul anterior, dar nici nu a asimilat pe deplin un nou rol*.)*
b. *Schadenfreude* is the secret satisfaction one might feel at another's failure, particularly a rival's. (*Schadenfreude* desemnează satisfacția ascunsă pe care cineva o poate simți în urma eșecului altcuiva, în special al unui rival.)

(3) Romanian-to-English Concept Clarification

Read the Romanian sentence and explain the psychological concept it refers to in English.
a. Studentul nu a învățat pentru examen și a spus că nu-i pasă de rezultat, dar de fapt se temea de un eșec. Ce mecanism psihologic este implicat? *Self-handicapping* – The behaviour is a form of pre-emptive excuse-making to protect self-esteem.

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b. Pacientul verifică mereu ieșirea de urgență în fiecare încăpere nouă, deși nu există un pericol real. *Hypervigilance* – An exaggerated state of alertness often associated with trauma or PTSD.

(4) Critical Thinking (Compare & Contrast)

Choose two terms and answer: How can these be confused or misinterpreted across cultures? How can they be distinguished clinically or linguistically?
Suggested Pairings:

- *Gaslighting* vs. *Cognitive Reappraisal*
- *Schadenfreude* vs. *Empathy Gap*
- *Self-Handicapping* vs. *Liminality*

(5) Terminology Distinction Drill

Choose the correct concept based on the definition.
I. Which term involves changing your interpretation of an event to manage emotions?
a. *Sublimation* b. *Repression* c. *Cognitive Reappraisal*
Answer: c. Cognitive Reappraisal
II. Which concept explains why someone might feel detached from both their past and future?
a. *Flow* b. *Liminality* c. *Hypervigilance*
Answer: b. Liminality

7. Conclusion

Teaching English for Psychology to Romanian students presents unique linguistic and pedagogical challenges, particularly in areas such as contextualization, false cognates, and terminology equivalence. These issues stem from the complex and specialized nature of psychological language, which often requires more than direct translation to be accurately understood and applied.

Our study has shown that without explicit instruction and contextual support, students may misinterpret essential terms, leading to confusion in both academic and professional settings. To mitigate these issues, educators must adopt a comprehensive approach that includes contrastive analysis, the use of authentic materials, and carefully designed exercises that promote both linguistic accuracy and conceptual understanding.

Contextualization proves especially valuable in helping students internalize psychological vocabulary by linking terms to real-world scenarios. Similarly, addressing false cognates and fostering awareness of terminology equivalence enhances learners' ability to navigate the nuanced language of psychology.

Ultimately, equipping students with the tools to understand and use specialized terminology accurately supports not only their language development but also their academic success and future professional competence in the field of psychology.

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