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EDITORIAL

Our first article asserts that despite the abundance of literature on learning styles in research, there does not appear to be much research on the characteristics and dominant learning styles of students enrolled in a degree in teaching and non-teaching programme at a public university in Ghana. This study, therefore, set out to investigate the learning styles of third-year university students who are training to become teachers at the senior high schools. Descriptive survey research design was employed and 94 students were randomly sampled. The findings revealed that the most dominant learning style of the students was the kinaesthetic style and the least the visual style. The study recommended that lecturers in the department where the study was conducted should design their instruction to facilitate the kinaesthetic learning style.

Our second paper examined the importance of translation studies to English literature students of Nepal. This study consulted data from both primary and secondary sources. The researcher purposefully chose fifty English major stream students from the Mahendra Multiple Campus, Nepalgunj, who were pursuing *translation* as part of their program of studies. The researcher gathered data using questionnaires. The findings of the study revealed that linguistic diversity negatively impacted development. Another finding was that students thought

translation bridged linguistic gaps and helped reduce the negative impact of linguistic diversity. Thirdly, the findings showed that students believed the course prepared them to be employed nationally and internationally. The study concluded that *translation* as a subject is useful for university students of Nepal that participated in the study.

IJOPPIE does not necessarily subscribe to the author's recommendations. Reading would apply these recommendations on experimental bases and draw their own conclusions.

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Students' Perceptions of Translation Studies in ELT Curricula: An Analysis of the Perceptions of Students of Tribhuvan University in Nepal

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Abstract

This research paper set out to examine how important it is for Nepali university students to study translation studies as part of their English literature and language studies. This study consulted data from both primary and secondary sources. Using a non-random judgmental sampling technique, the researcher purposefully chose fifty students from the Mahendra Multiple Campus, Nepalgunj, English major stream who were pursuing translation as part of their program of studies. The study gathered data using questionnaires. The findings of the study revealed that linguistic diversity negatively impacts development. However, the findings also revealed that students think translation addresses the above-stated negative impact by bridging linguistic gaps. More importantly, the findings showed that students believed the course prepared them to be employed nationally and internationally. The study concluded that translation as a subject is useful at universities of Nepal.

Keywords: curricula, translation, first language, target language, perception

Introduction

Translations generally involve the interpretation of the meaning of an expression in one language, usually the source language (SL) into the meaning of another language (the target language 'TL') whether the medium is spoken, written or sign (Crystal, 1997:346). Thus, translation aims to provide semantic equivalence between SL and TL. The need for translation became apparent due to communication barrier between two or more different language speakers. Language can be a barrier to communication and the problem is often resolved through the use of a common language. However, where there is no common language, the problem can only be resolved through the use of translation, interpretation or sign language. The Bible story in Genesis 11:1 -10 tells us of how when people had a common language, they attempted to build a tower from earth to heaven and how God scattered them and confused their languages to frustrate their efforts. Thus, the problem of communication barrier arose from creation and as such translation became necessary, even right from creation.

Since translation has many aspects, this study is concerned with Students' Perceptions of Translation Studies in ELT Curricula: The focus is on examining how important it is for Nepali university students to study translation as part of their English literature and language studies.

Several concepts of translation are put forward by different authors. It is variously conceived as an art, cultural activity, language action, skill, trade or a communication tool. Gentzler (2014) points out that translation has a long history and argues that it usually is an activity, with literary, historical, and philosophical context and it is also influenced by time of performance and subject matter, or content discussed.

Newmark, (1981) views written translation as a 'craft' that attempts to replace a written message and/or statement in one language by the same message and statement in another language" (p.7). As Wilss (1982) argued, written translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, which takes account of the syntactic, semantic and the pragmatic understanding and analytical processing of the SL" (p.3).

Anderson (1995) examines the correlation between machine translation (MT) and foreign language (FL) instruction and acquisition. The author spells out four distinct functions of MT in language classrooms. These include its role as a negative exemplar, positive exemplar, vocational training instrument (specifically in the form of translation memories, pre-editing, and post-editing), and computer-assisted language learning (CALL) tool.

Lefevere (2017) argues that a written translation is "a text written in a well-known language which refers to and represents a text in a language which is not as well-known" (Lefevere 2017:1) In other words, translation functions as a linguistic action, basically representing a foreign text within the context of the translator's own culture.

Drawing from scholarly definitions, it can be deduced that translation is a multifaceted process that involves both linguistic and cultural considerations. To create a sense of equivalency between the SL and TL texts is its main goal. A number of variables affect the exact definition of translation, including the kind of material being translated, the work at hand, the media being utilized, the target audience, the goal of the translation, and the state of the art in terms of language, philosophy, and related disciplines.

The 21st century has seen the development of speech from, mass communication to universal or global communication. This process is becoming even more complex with the advancement of technology and organization. Translation is becoming increasingly important as a medium of international communication. Wilss, (1982) alleges that the development is encouraged through the advent of novel innovations in science and technology which has fostered greater interconnectivity between nations. In addition, he declares that despite all the novelty and

its creativity, the 21st century seems to be essentially one of reproducing inventory, processing and conveying information" (Wilss, 1982:18). As a result, translation has become an indispensable component of language acquisition. Translation has enabled individuals to gain knowledge and insight of the different nations' language systems and cultures.

In both national and international contexts, translation is essential. On a domestic level, it encourages national integration in bilingual and multilingual nations like France, Nigeria, South Africa, Canada, India, and Nepal. In the global arena, it promotes amicable relations and fortifies bilateral connections between adjacent nations. Paul St. Pierre draws attention to the wider relevance of translation, when he pointed out that it fosters international connections between readers, writers, and critics in a variety of sectors, including science, philosophy, medicine, law, religion and literature. Understanding national identities in a global setting requires an understanding of this connectivity via translation.

Although Nepali is the official language of the country, 123 other languages are spoken there (Nepal National Census, 2020). Additional languages spoken in Nepal are Awadhi, Maithali, Kirant, Tharu, Newar, and Limbu. In Nepal, a multilingual and multicultural nation, translations play a vital role in facilitating the exchange of ideas

and viewpoints amongst speakers of various languages. Translations have broadened the contribution of many researchers' artistic and creative endeavors within the Nepalese environment. Literary characters have endured for a long time and gained notoriety and status via translation. For instance, the University of Maryland in America uses Parijat's novel *Shirisko Phul* as required reading; this was made possible by the translation event. The fields of science, technology, and business are all impacted by translation. Conversely, translation can broaden the scope of new scientific and technological innovations.

Teaching of Translation

After the Grammar Translation (GT) Method was developed and widely used between the 1840s and the 1940s, translation became an important component of English Language Teaching (ELT), (Richards and Rodgers (2001). The GT method, which was developed from the traditional approach to teaching Latin and Greek, placed a strong emphasis on translation. This method was not always successful, as it sometimes required students to translate complete literary or historical books word for word and remember extensive lists of terminology and rules.

Duff (2019) stresses that "translation activities have real cognitive depth, clear communicative aims, and impressive

communicative result." (Retrieved on 12 November 2009 from www.teachingenglish.org/translation-activities-language-classroom).

Several institutions have started offering translation as a separate academic discipline. Heidelberg institution in West Germany is renowned for being the first institution in Germany to provide independent study of translation as part of its English curriculum. The university offers two-way translation lectures and needs test papers in both L1/L2 and L2/L1 directions. Similarly, translation courses are available in Moroccan universities for those pursuing a B.A. in English.

Duff (2019) in his arguments of the inclusion of translation as part of language learning systems argued that:

- I. It is impossible to overlook the impact of mother tongue in second language learning
- II. Interpretation is an inherent endeavor
- III. It facilitates mutual understanding (p.6).
- IV. Translation is a communicative and thought-provoking activity by nature.
- V. Translation fosters three essential attributes—precision, clarity, and adaptability—that are fundamental to all language learning.
- VI. In order to successfully communicate intended meanings (lucidity), it educates students to carefully choose the most

appropriate phrases (precision), while also encouraging them to consider other language possibilities (adaptability).

He also argues that the instructor is free to select relevant resources in accordance with the syllabus and the requirements of the students, including examples of certain linguistic and structural elements that present difficulties for English language learners. Prepositions, articles, if-clauses, and the passive voice are a few examples of them. In his estimation translation will always be necessary since it makes many worldwide endeavors and events possible. These include international film festivals, literary prizes, diplomatic discussions such as debates and contributions in the UN, medical, scientific, and engineering breakthroughs, and the Olympic Games (p. 7).

Abel (2003) suggests that learners and educators should consider not only meaning but also various other factors, such as form, register, style, and idiomatic expressions when engaging in translation activities. In the context of teacher involvement, translation necessitates a nuanced understanding of both the language and the culture being translated. While this does not preclude the use of translation in the classroom, it does mean that educators and curriculum designers should be aware of potential issues, such as difficulties translating terms with cultural connotations.

Translation: A study of the context in Nepal

In Nepal, translation has become more important, particularly in literature and the media. Its reach is gradually expanding to include the academic sphere. Translation studies have been offered thus far at Tribhuvan University, Pokhara University, and Kathmandu University, but under different names and with varied hours of instruction for various master's level curricula. It is widely believed by educators and learners alike that studying and practicing translation fosters the liberal arts, international exchanges, and mutual understanding. These factors have contributed to the expansion of translation's potential applications, including academic courses, literary translation, and communication.

Bhattarai (2000) states that in 1998, the Department of Linguistics, added translation studies to the M.A. Linguistics program for the first time in the university's history (p.2). Similarly, the Central Department of English offers a literature in translation course for their M.A. students, while the Department of English Education at Tribhuvan University has developed a course called "Translation: Theory and Practice" in the M.Ed. programme. Additionally, graduate-level translation courses have been planned and will be made available at Tribhuvan University shortly. Thus, Nepalese institutions are highlighting the significance of translation studies. The universities have

been funding translation-related initiatives or research endeavors, as has the Royal Nepal Academy. There are increasing numbers of translation practitioners and students in Nepal these days particularly, at Tribhuvan University's Department of English Language Education. Today, a sizable number of master's level dissertations on translation studies have been created.

Statement of the problem

Today Nepal could be described as a modern-day Babel, after the Lord had confused its language and scattered the people all over the world. The Bible makes it clear that when the people of the city of Babel's language was confused, they no longer had unity of purpose and they could no longer progress in their attempt to build a tower to reach heavens (Genesis 11:1-9) This is the state of Nepal with its over 120 languages. Communication among the different language communities is a problem. Cooperation even among politicians is nothing to write home about though we often refuse to admit it. Many students are resorting to translation studies to bridge the gap of lack of communication. Even in the same class, without resort to English, people from the same country are unable to share ideas. Therefore, the learning of English with its translation component is a safe haven. The problem is that we need a common language, and we also need to be able to interpret the other

native languages for us, as a people, to understand each other. English subject and its translation component serve this dual purpose. The motivation to select translation comes from the desire to understand other countrymen. It is also an avenue for employment. Today, translation offers job opportunities both nationally and internationally as interpreters and translators. Therefore, the motivation to study translation studies comes from the opportunities it offers students for employment after school. Many universities in Nepal are also offering courses in translation and many more students are offering the program. Why are many students offering translation programs as part of their English studies? To what extent does it help in the study of English? Therefore, this study is motivated by the desire to examine how important it is for Nepali university students to study *translation* as part of their English literature and language studies.

Research Objectives

In the first place, the research article aims to find the major factors contributing to communication difficulty among citizens of Nepal. Secondly, the study seeks to explore the extent to which the study of translation is relevant to the communication difficulties of the people of Nepal. (An aspect of this is to understand how the translation course impacts the development of vocabulary and all four language skills.)

Thirdly, and finally, the study seeks to investigate the extent to which translation as a course serves the needs of the students relative to employment in Nepal and beyond. (The study seeks to assess the students' opinions on the role of teaching translation as a course in the university and its significance in enhancing their learning of the target language as a means of obtaining jobs.)

Research Questions

The following research questions guided the study:

1. What are the major factors contributing to communication difficulty among citizens of Nepal?
2. To what extent is the study of translation relevant to the communication difficulties of the people of Nepal?
3. To what extent does translation as a course serve the needs of the students relative to employment in Nepal and beyond?

Significance of the Study

One of the reasons for selecting *translation* comes from the desire to address the communication problem among the citizens of Nepal. It is believed that better communication among the citizens would facilitate cooperation and enable the country to develop faster than it is doing currently.

A second reason is that it is an avenue for employment. The data from this study could throw more light on the ways that translation is a source of job creation and the extent to which such job creation could be improved to offer more jobs to the youth.

A third reason why this study is significant is that the study would serve as a reference point for other researchers. Finally, the study would map out other areas for further research studies.

Review of Related Literature

Translation is vital for people from many areas of life, not just linguists, professionals, amateur translators, and language teachers. It covers more ground and touches on a variety of fields and specialties. Numerous investigations into various facets of translation have been conducted, contributing to its expansion and offering compelling recommendations for enhancement.

The goal of the current study, which focuses on teaching translation, was to ascertain how students felt about the value of teaching translation as a subject taught in academic settings. Numerous studies on translation attitudes have been conducted, and the results have been descriptive.

Regarding the gaps in translation in cultural words, in his research paper titled *Cultural Terms in Translation: Techniques and Gaps*, Adhikary (2020) states:

In terms of translation, Nepali students think that translation skill empowers them to comprehend any text. They also get to be familiar with the new cultural words of the source language as well as the target language. They think there is a problem in translating cultural words. Nepali literary texts will get worldwide readers if they will be translated into English. (p. 7)

From the above extract it is clear that translation skills are needed for students. A translator should be aware of cultural words while translating from source language to target language.

Regarding teaching translation, Siregar (2018) wrote:

Through translation teaching, students deepen their understanding of two languages and two cultures and enhance their knowledge of structure. From the students' point of view, the two EFL skills that are most important in learning translation are speaking and writing (101).

In this extract, Siregar states that translation study deepens the knowledge of students for source language and target language as well as the cultures.

In order to translate religious texts, the translator must have knowledge of rituals and traditions. For this, students should be taught at universities under the curriculum how to make equivalent texts in the target language to expand the culture of a community. In this regard, Rai (2017) states, “students think translation makes them able to comprehend a text easily and will be helpful to gain better knowledge about new language, culture and social norms as language has the cultural impacts” (p.60)

Larasaty and Prawiro (2021) conducted a study which found that students generally hold a favorable view towards translation activities. They believe that incorporating translation activities in poetry classes can enhance their comprehension of poetic texts. The participants expressed a strong appreciation for translation and were enthusiastic about completing assignments and collaborating in group translation projects. Additionally, the students preferred to utilize machine translation tools during the translation process.

Regarding students' perception towards translation, Eser & Dikilitas (2017) posited:

Understanding why most students of English as the Medium of Instruction (EMI) departments use translation as a tool to learning their area of study more effectively will help us set working strategies. Unequipped with the competencies necessary to translate, EMI students are unconsciously faced with a vicious circle: whenever they attempt to translate in order to understand better, they will have to cope with frustration in ensuring success that they expect to attain.

This extract shows that students feel a kind of frustration if they couldn't translate something properly. It means students desired to learn translation technique to translate properly.

In their study, Samir and Motallebzades (2023) found that there is a great deal of variation in the curriculum, but that all of the programs include courses in translation theory, translation practice, and translation technology. The authors also found that the programs are generally well-designed and that they prepare students for a variety of careers in translation.

Zhang (2005) proposes a new approach to translation pedagogy, called “translation commentary”. Translation commentary involves students writing a short essay about their translation process. The essay should discuss the challenges that the student faced, the decisions that they made, and the reasons for their decisions. The author argues that translation commentary is a valuable tool for student learning because it helps students to develop their critical thinking skills and their understanding of translation theory.

The present study sets new ground because no prior research has been done on students' perceptions of the value of teaching translation as an academic course in English Language Teaching (ELT), despite the fact that numerous studies have been done on the English language and its relevance at various educational levels as well as translation in terms of equivalency, techniques, gaps, and evaluation.

Methodology for the Study

Data Sources

This study employed a combination of primary and secondary data sources to investigate the views of Nepali university students concerning the significance of incorporating translation studies within their English literature and language curriculum.

Primary Data Sources

Primary data were collected from students enrolled in the English major programs at the Arts and Education faculties of Mahendra Multiple Campus in Nepalgunj. A sample size of 50 students was selected for this study.

Secondary Data Sources

Secondary data sources included scholarly texts and articles relevant to translation studies. Specifically, the works of Newmark (1981), Wilss (1982), Duff (2016), and Lefevere (2017) were consulted. Additionally, various articles, research studies, and internet sources were reviewed.

Sampling Procedure

The researcher employed a non-random judgmental sampling procedure to select the study population. Fifty students from Mahendra Multiple Campus, Nepalgunj, who were majoring in English, were purposively chosen.

Tools and Materials for Data Collection

Data collection was facilitated through the administration of a structured questionnaire. The questionnaire comprised both open-ended and close-ended questions, with the latter providing binary response options (Yes or No).

Process of Data Collection

The primary data collection process involved the following steps:

1. Establishing frequent contact and rapport with the students majoring in English.
2. Clearly explaining the purpose of the research and providing detailed instructions on completing the questionnaires.
3. Collecting the completed questionnaires from the respondents.

Limitations of the Study

- I. It was restricted to Nepalgunj's Mahendra Multiple Campus.
- II. The sole instrument used to gather data was the questionnaire.

Analysis and Interpretation

The data obtained from the questionnaires were systematically tabulated and analyzed using simple statistical tools such as percentage and tables. The questions were thematically arranged to align with the study's objectives, ensuring a coherent analysis.

Reasons for the Importance of Translation as a Course Subject

The analysis revealed several key reasons for the perceived importance of translation studies:

1. Translation is considered a practical subject in comparison to other courses.

2. It facilitates learning about and understanding different cultures, thereby enhancing bilingual and multilingual knowledge.
3. It develops skills necessary for transferring knowledge from one language to another.
4. It contributes to becoming a proficient translator or an interpreter.
5. Translation studies have a broader scope within the field of linguistics

The Role of Translation in Developing Language Skills

Table1

Translation in developing language skills

S.N.	Skill	Percentage
1	Speaking + Listening	10%
2	Reading	22%
3	Writing	30%
4	Reading +Writing	38%
5	Vocabulary development	100%

The responses suggested that students perceived translation as an act that develops language skills. Studies in translation helped them develop skills as shown in table 1.

Table 1 spells out the contributions of translation to various aspects of language skills development. The table shows that all respondents to the question viewed vocabulary development as the most highly developed skill through translation studies. On a combination of reading and writing skills, respondents perceived these skills next to vocabulary acquisition from the study of translation (38%). It was found that respondents viewed speaking and listening skills as being the least developed in translation studies. Respondents to the question were of the opinion that translation has the least impact on listening and speaking skills (10%). The influence on reading skills when it stands alone is slightly lower, than when it is combined with writing (22%), while writing by itself was viewed as being developed more than reading on its own. Writing skills are significantly enhanced by translation, with a notable 30% respondents admitting that translation studies helped developed writing skills.

Values translation studies

Table 2: Values of Translations

S.N.	Skill	Percentage
1	<i>making literary works accessible</i>	86%
2	<i>raising language awareness</i>	83%
3	Translation being beneficial to language learning for students	90%

Three other questions were raised on the values of translation studies. One question looked at the role of translation in making literacy works available. Another looked at role of translation in raising language awareness and the final question dealt with the issue of whether translation was beneficial or not to Nepal citizens. Table 2 shows responses on the three questions on the value of translation. On the subject of translation making literacy work accessible or not, the response shows 85% admitting that translation studies indeed made literary work accessible to learners and teachers. Thus, the findings underscore the critical importance attributed to translation in the dissemination and accessibility of literary texts.

The data in table 2 also shows a substantial 84% of respondents believing that translation enhances language awareness. Thus, translation makes Nepal citizens aware of the communication difficulties and the

need for a way out. In other words, translation draws attention to the necessity to find a way to solve the challenges of lack of communication resulting from the multiple languages encountered as a result of the many languages spoken within a relatively small radius and distances from different communities.

In response to whether translation is beneficial or not as much a 90% gave a positive response. This response show participants' favorable perception of the advantages gained through translation studies. Students thought that they benefited by studying translation and they gave the following reasons to support their views:

- I. Translation helps students acquire techniques of translating texts.
- II. Translation increases and develops students' vocabulary in both SL and TL.
- III. Translation studies expose students to different text types.
- IV. Translation increases students' cultural awareness and literary techniques.
- V. Translation exposes students to the richness of the multilingual culture in Nepal.

FINDINGS

The findings in relation to the three research questions are summarized below.

In this section, we address the three main questions of the study, namely:

1. What are the major factors contributing to communication difficulty among citizens of Nepal?
2. To what extent is the study of translation relevant to the communication difficulties of the people of Nepal?
3. To what extent does translation as a course serve the needs of the students relative to employment in Nepal and beyond?

The participants' views were sought on all three questions.

Following Baker (1995) a five-point opinion response questionnaire was designed to investigate participants' views on factors contributing to communication difficulties and the extent to which translation serves the challenges of unemployment among citizens of Nepal. The design avoided asking respondents a direct question. It simply asserted a view which was followed with five response options. It asked respondents to give one of five responses to each item. On most items there was a spread of scores across the five options:

1. Strongly agree

2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

The neither agree nor disagree option was used very rarely. On all items it received less than 10% of the responses. We suspect that participants who did not want to express a view used it. It could also have been used as a means of avoiding items which were considered as irrelevant, ambiguous or difficult. Before discussing the results, it is important to state that the participants had no difficulty in expressing their views on the items. However, it is difficult to say the extent to which responses reflected the participants' misinterpretation and their interpretation in relation to the realities of the context of Nepal.

In discussing the data in relation to the main research questions in tables 1 to 5, although the five-point responses are left in each table, the discussion of the results combines responses to 'strongly agree' and 'agree' options into one category of 'Agree'. The strongly disagree and disagree options have also been combined to give the new category of 'Disagree'. However, the neither agree nor disagree option is left untouched, thus giving the three options of 'Agree, Disagree and Neither agree nor disagree'.

**Table 1: Factors contributing to Communication Difficulties
 Among Citizens of Nepal**

Statements	Strongly Agree (%)	Agree (%)	Neither		Strongly Disagree (%)
			Agree nor disagree (%)	Disagree (%)	
Linguistic Diversity	55%	30%	2%	8%	5%
Cultural Differences	20%	50%	7%	13%	10%
Difference in educational attainment	25%	40%	7%	3%	25%
Geographical Distribution	25%	35%	9%	13%	18%
Lack of Standardized Language Policies	20%	35%	7%	3%	35%

Table 1 shows responses to factors contributing to communication difficulties among citizens of Nepal. The findings show that for all factors contributing to communication difficulties of the people of Nepal, over fifty percent of the participants confirm all the factors as contributing to communication difficulties. The results show linguistic diversity (85%), cultural difficulties ((70%), differences in educational attainment (65%), geographical distribution (60%) and lack of Standardized Language Policies (55%). The findings therefore show linguistic diversity as the most dominant factor and lack of standardized language policy as the less dominant factor contributing to communication challenges in Nepal.

Table 2: Relevance of Translation Studies to Communication Difficulties in Nepal

Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Translation bridges linguistic gaps among diverse speakers	50%	40%	5%	3%	2%
Translation studies enhance vocabulary and second language skills	45%	40%	10%	3%	2%
Translation helps in understanding different cultures	60%	30%	5%	3%	2%
Translation is crucial for national integration	55%	35%	5%	3%	2%
Translation facilitates international communication	50%	40%	5%	3%	2%

Table 2 discusses the relevance of translation studies to communication difficulties in Nepal. On most items, a combination of the

strongly agree and agree options showed between 80 and 90 percent of participants confirming the item's relevance to communication difficulties in Nepal. On four of the five items, 90% of the respondents affirmed its relevance. Therefore, by the results in table 2, the findings show that Translation bridges linguistic gaps among diverse speakers in Nepal (90%), Translation also helps in understanding different cultures (90%), Translation is equally crucial for national integration in Nepal (90%) and Translation facilitates international communication (90%). It was only on one item that less than 90% of participants affirmed the contribution of translation to communication difficulties in Nepal. The item 'Translation studies enhance vocabulary and second language skills' that 85% participants affirmed its contribution to communication difficulties in Nepal. Therefore, it can be concluded that translation studies in Nepal are relevant to understanding its communication difficulties.

Table 3 discusses translation as a factor contributing to employment in Nepal and beyond. The results in table 3 on all items show a combination of the strongly agree and agree options scoring 90% affirmation on each item.

Table 3: Translation as a factor contributing to employment in Nepal and beyond

Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Translation course is practical and beneficial for career development	60%	30%	5%	3%	2%
Translation skills are applicable in various professional fields	55%	35%	5%	3%	2%
Translation enhances employability in a globalized job market	50%	40%	5%	3%	2%
Translation skills are valuable in sectors like tourism, diplomacy, and NGOs	60%	30%	5%	3%	2%
Translation prepares students for advanced academic pursuits	50%	40%	5%	3%	2%

The table shows that a substantial majority of participants (90%) agree that the translation course is practical and beneficial for career development. Translation skills are seen as applicable in various professional fields by 90% of participants and 90% also believe that these skills enhance employability in a globalized job market. The value of translation skills in sectors such as tourism, diplomacy, and NGOs is recognized by 90% of participants. Additionally, 90% agree that translation prepares students for advanced academic pursuits, indicating its comprehensive relevance to students' professional and academic aspirations. The findings in table 3 show that Translation is a factor contributing to employment in Nepal and beyond. A follow up question to question 3 asked participants to express their views on the impact of translation course on students' career development. The finding on this question is shown in Table 4.

Table 4: Impact of Translation Course on Students' Career Development

Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Translation course equips students with necessary skills for employment	55%	35%	5%	3%	2%
Translation skills increase job opportunities in Nepal	50%	40%	5%	3%	2%
Translation skills are in demand in international markets	50%	40%	5%	3%	2%
Translation course supports students' career goals in various sectors	60%	30%	5%	3%	2%
Translation course meets the educational needs of students	55%	35%	5%	3%	2%

As in table 3, the results in table 4 show that on all items a combination of the strongly agree and agree options scored (90%) affirmation. The results in the table indicate that a majority of participants

(90%) agree that the translation course equips students with the necessary skills for employment. Ninety percent of participants also believe that translation skills increase job opportunities in Nepal and are in demand in international markets. The course is seen as supportive of students' career goals in various sectors by 90% of participants and 90% agree that it meets their educational needs. These findings emphasize the translation course's significant contribution to students' career development and employability both within Nepal and beyond.

Based on the analysis and interpretation of the data, the research reveals several key insights:

1. **Diverse Motivations for Studying Translation:** Students pursue the translation course for various reasons, including their ambition to become skilled translators, recognizing its practicality in comparison to other subjects, seeking alternative career opportunities, acknowledging its broad scope in linguistics, and desiring to enhance their ability to transfer information between languages.
2. **Role in Language Skill Development:** The research underscores the significant role of translation in language skill development, as a majority of the students reported that engaging in translation

enhances their reading and writing abilities in the target language.

3. **Vocabulary Enrichment:** The study highlights the crucial contribution of translation to vocabulary enrichment in the target language, with all the students positively acknowledging its importance in building their lexical repertoire.
4. **Exposure to Multilingual Literary Works:** A notable percentage of students (85.50%) expressed the view that translation has provided them access to multilingual literary works, broadening their exposure to diverse literary traditions.
5. **Fostering Language Awareness:** Translation studies were found to play a vital role in fostering language awareness, with approximately 83.34% of the students recognizing its impact in promoting accuracy, clarity, and flexibility in language expression.
6. **Acquisition of Translation Techniques:** Students have derived substantial benefits from the translation course, acquiring diverse techniques for translating texts and amassing a substantial vocabulary in the target language.
7. **Practicality in Career Preparation:** A significant majority of students (90%) acknowledged the practicality of translation

study, recognizing its utility in preparing them for careers as professional translators and its applicability in language teaching and other professional pursuits.

8. **Versatility as an Instrumental Tool:** The research highlights the versatility of translation as an instrumental tool for studying any language, suggesting its potential value in language learning and cross-cultural communication.

These findings provide valuable insights into the multifaceted advantages of incorporating a translation course in the curriculum, emphasizing its impact on language skills, vocabulary development, and its practical implications in various professional domains.

The research highlights the importance of translation studies in developing linguistic competence and fostering cross-cultural understanding. Additionally, research has shown that studying translation fosters language proficiency. The majority of students concurred that language learners' reading and writing abilities are enhanced by translation. Since every student gave good feedback on the importance of translation in vocabulary acquisition and development, it is evident that translation plays a significant role in the development of vocabulary in the target language. It was also discovered that students had profited from the current translation course in that they had learned various methods for

translating texts and had amassed a sizable vocabulary in the target language. Translation was discovered to be a useful tool for studying any language.

Summary of Findings and Conclusion

The following are the three key findings of this study:

First, the findings of this study suggest that linguistic diversity negatively impacts development in Nepal.

Second, the findings reveal that students think *translation* addresses the above stated negative impact by bridging linguistic gaps. Finally, the third and the most important finding seems to be that students of the study believe *translation* enhances their employability both in Nepal and in the global market.

In conclusion, taking the above findings into consideration, it can be inferred that teaching *translation* as a subject is useful at universities of Nepal.

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INTERNATIONAL JOURNAL OF PEDAGOGY, POLICY AND ICT IN EDUCATION

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