

Increasing Relevance and Applicability of Translation Studies in Bangladesh: From University Students' Perspectives

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Abstract

This study explores the increasing relevance and applicability of translation studies in Bangladesh, focusing on university students' perspectives. As globalization and technological advancements blur cultural boundaries, the demand for proficient translation has surged. This research investigates the current state of translation studies in Bangladeshi universities and its potential to enhance graduates' career prospects. Through qualitative and quantitative methods, including focus group discussions (FGD) and surveys, the study reveals a growing awareness and interest in translation studies among students. Findings indicate a positive outlook on the discipline's future, highlighting the need for improved curriculum and training programs. The study underscores the importance of translation in bridging cultural gaps and its potential to contribute significantly to the job market in Bangladesh.

Keywords: Bangladesh universities, curriculum, future of translation, translation studies, career prospects

Introduction

Through our language, thoughts, writings, physical movements, planning and so on, knowingly or unknowingly, we are living in a flux of translation. In modern times, when life and time have become so short, the world has become so small, and the borderlines have become so blurred that proper knowledge of translation processes and strategies has become one of the most important ways to save the world from being a mess; because, the fact that with the rapid growth of globalization process and technological advancement, the culture industry is making the world a small village where different cultures are getting intercrossed among themselves and as a result, for example, translating a cultural aspect into another culture is the main catalyst to maintain the coherence and balance in the entire world.

The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated), or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different written languages involves the translator changing an original written text (the source text) in the original verbal language (the source language) into a written text (the target text) in a different verbal language (the target language). Jakobson (2000) mentioned three (3) categories of translation. They are as follows:

1. Intralingual translation, or 'rewording': 'An interpretation of verbal signs through other signs of the same language';
2. Interlingual translation, or 'translation proper': 'An interpretation of verbal signs through some other language';
3. Intersemiotic translation, or 'transmutation': 'An interpretation of verbal signs through signs of non-verbal sign systems' (Munday, 2001);

It is interlingual translation, which is the traditional, although by no means exclusive, focus of translation studies. This paper will investigate the things related to this category of translation.

Only a few universities in Bangladesh have 'Translation Studies' in their curriculum or syllabus at present, whereas in the developed countries, it has become an independent discipline itself, which suggests it has a very potential future, especially for a developing country like Bangladesh where the government is always looking for creating job sectors for the immense demand from the graduates. Even the University Grants Commission (UGC) has advised all the universities in Bangladesh to implement an Outcome Based Curriculum (OBC) where the core focus is given to the outcome of learning that would help the graduates to implement it in the job market. Even in the OBC for the Department of English, 'Translation studies' is directly mentioned in the sample (prescribed) course list. The translation industry can be a very specific sector where the graduates of the Department of English will excel- due to its ever-increasing demand. So, practical and statistical knowledge on this topic deserves attention. This study will shed knowledge on the present scenario, 'translation studies' as a whole, as well as visualize the future of its prospects.

Review of the Related Literature

In the modern world, translation has become an essential discipline without which the vast knowledge we have about various societies and cultures would not be possible. Ouyang (1993) said that without translation, the history of the world is empty. He even goes on to say that without the impact of translation in the development of certain cultures like - the Romans, the Italians, the English, the French, the Germans, the Russians - it would not be the same.

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Bassnett (2002) noted the cultural turn in translation studies. Points out that “it can be seen as part of its cultural turn that was taking place in the humanities generally in the late 1980s and early 1990s and has altered the shape of many traditional subjects.” Bassnett (2002) also states that the “1980s was a decade of consolidation for the fledgling discipline known as Translation Studies. Having emerged onto the world stage in the late 1970s, the subject began to be taken seriously and was no longer seen as an unscientific field of inquiry of secondary importance. Throughout the 1980s, interest in the theory and practice of translation grew steadily. Then, in the 1990s, Translation Studies finally came into its own, for this proved to be the decade of its global expansion. Once perceived as a marginal activity, translation began to be seen as a fundamental act of human exchange. Today, interest in the field has never been stronger, and the study of translation is taking place alongside an increase in its practice worldwide.”

Trivedi (2007) notes that “over the last two or three decades, translation has become a more prolific, more visible and more respectable activity than perhaps ever before and alongside translation itself, a new field of academic study has come into existence, initially called Translatology and now Translation Studies, and it has gathered remarkable academic momentum.”

Knowing only ‘word for word’ (literal) translation is not enough in today’s world because connotative meanings, cultural references, symbolic gestures, and poetic aspects do get lost in such translation because of the untranslatability between two languages. It can be seen as the limitation of language, not of translation strategy or methods. Bassnett says, “Once the principle is accepted that sameness cannot exist between two languages, it becomes possible to approach the question of ‘loss and gain’ in the translation process. It is again an indication of the low status of translation that so much time should have been spent on discussing what is lost in the transfer of a text from SL to TL whilst ignoring what can also be gained, for the translator can, at times enrich or clarify the SL text as a direct result of the translation process. Moreover, what is often seen as ‘lost’ from the SL context may be replaced in the TL context (2002). This ‘loss’ is easily comprehensible when a reader reads a translated text, but the ‘gain’ in translation is difficult to comprehend. Thus, this adds to the total complexity regarding the issue of translation.

Another pioneering scholar in this sector, Holmes (2000), describes the nascent discipline as being concerned with ‘the complex of problems clustered around the phenomenon of translating and translations.’

The global increasing relevance of translation studies can be traced in Mary Snell Hornby’s remark in the first edition of her *Translation Studies: An Integrated Approach*, that ‘the demand that translation studies should be viewed as an independent discipline . . . has come from several quarters in recent years’ (Snell-Hornby, 1988). After only a few years, by 1995, in the second and revised edition of the same book, she had to write about ‘the breathtaking development of translation studies as an independent discipline.’

Universities around the world are also giving importance to the discipline, realizing the potentiality and future prospects of translation studies. Munday identifies a very visible way in which translation studies have become more prominent. “First, there has been a proliferation of specialized translating and interpreting courses at both undergraduate and postgraduate levels. In the UK, the first specialized university postgraduate courses in interpreting and translating were set up in the 1960s. In the academic year 1999/2000, there were at least twenty postgraduate translation courses in the UK and several designated ‘Centres of Translation’ (Munday, 2001). He also goes on to say that these courses primarily aim at “training future professional commercial translators and interpreters” and “serve as highly valued entry-level qualifications for the translating and interpreting professions.” Munday also mentions that in the year 1999-2000, for instance, international translation conferences were held in a large number of countries and a wide variety of key themes, for example, translation and training translators, translation and meaning, research models in translation studies,

literary translation, translation, and globalization etc. were discussed.

In developing the discipline, Holmes’s (2000) ‘The name and nature of translation studies’ played a crucial role. He presented an overall framework where the areas that translation studies covered were discussed. Another Israeli translation scholar, Toury (1995), elaborately explained the map. In the map, there are two branches of Translation Studies: pure and applied. ‘Pure’ covers theoretical and descriptive aspects of translation studies, and the other branch, ‘applied,’ covers Translation training, aids, and criticism.

Before the 21st century, the ‘sterile’ (as Steiner termed it) debate regarding translation has been over whether it should be ‘literal,’ ‘free’ or ‘faithful’ (Steiner & Ramm, 1995). But, in the current century, the debate has been shifted to a more complicated one. Now, everyone agrees that there cannot be only one straightforward solution for the problem; rather, because of the extremely complex nature of the issue, the discourse on translation studies is welcomed by everyone.

Smaoui et al. (2013) presented a conference paper at the 42nd annual conference in Istanbul, where they investigated the effectiveness of questionnaires’ translation to Dialectal Arabic and examined the impact of three linguistic modalities on respondents’ cognitive disposition and the moderating role of acculturation and linguistic preferences. They designed A questionnaire in three languages: French, Classical Standard Arabic, and Dialectal Arabic. The findings show a higher cognitive disposition toward the French-language questionnaire. Questionnaires in Dialectal Arabic did not generate a good cognitive disposition. They also found that there is a significant moderating effect of acculturation on the relationship between linguistic modalities and respondents’ Cognitive Disposition towards the questionnaire. This is because, in formerly colonized countries, bilingualism is quite common in the linguistic system. During the study period, students learn both their language and the language of the colonizing country. Sometimes, it leads to tension between the two languages (Sam & Berry, 2006).

In Bangladesh, too, ‘translation’ and translation-related seminars are gaining popularity over time. Last year, Bangla Academy arranged ‘Dhaka Translation Fest 2018’ with a view to “uniting the world by way of making our culture intelligible to each other,” where translators and researchers came from England, India, Nepal, Bangladesh and discussed topics like - ‘translating feminism: transfer and transformation,’ ‘the parameters and methodologies of translation,’ ‘translation, politics, and hegemony,’ ‘translating drama: translating the untranslatable’ and so on were discussed (Askari, 2019).

Sharma (2011) discussed in his paper the role and scope of translation studies in the 21st century. He says that at present, translation has become “a big and broad field on the world map where translators have to face two common problems whether he/she concentrates on the content or on the atmosphere of the piece of work while translating a particular text.”

The above literature review regarding the increasing relevance of translation studies and its applicability in the job market shows that in Bangladesh, this discipline has good future prospects for the students interested in it. This paper will try to explore the potential of translation and translation studies as a whole.

Scope of the Research Study

The history of translation studies in Bangladesh is still very young, and it has a long way to go to establish itself as a vital discipline here. Popular concepts/beliefs about the translated text are still very old-fashioned (compared to developed countries). This study will investigate the present situation/condition of translation studies in Bangladesh. Translation studies are closely connected to the Department of English of the universities in Bangladesh. Translators (from English to Bangla and Bangla to English) who have earned their reputation in this sector are often closely associated with literature. In the universities, the faculty members who teach translation studies have strong academic backgrounds in this discipline. Various translation-related programs are also arranged by people who deeply love world

literature. Here, the sample size of the data consists of Students from different universities who share the same love for literature. They all have a common interest in translation (and, indirectly, translation studies). Their opinions were collected in order to find a concrete result that can influence the future regarding the discipline.

Objectives

1. To examine whether the relevance of 'translation studies' is increasing or decreasing over time in Bangladesh.
2. To explore whether 'translation studies' can help the graduates to have a professional future career.

Methodology

Design

This research paper is an exploratory study. To explore the current situation about a specific topic, in order to gain new sort of knowledge, to make inquiries about that specific topic- an exploratory study is considered a vital method (Robson, 2002). The extraordinary advantage of this type of study is that it is adaptable and versatile to change.

This study is based on both qualitative and quantitative research. During the qualitative study, the researchers used the focus group discussion (FGD) technique. After the discussion, the researchers prepared a questionnaire and went for a survey. The detailed study framework is stated below:

Some words and terms used in the paper need explanation. The explained meaning will be used throughout the paper.

Text/book: Literary books, literature-related books

Market/Job market: Book-related market

Students: Students of the Department of English, students of literature

Translation: Bangla to English, English to Bangla

The FGD is a swift evolution, semi-ordered data collecting method in which a reasonably chosen set of attendance meetings to converse matters and thoughts based on a directory of crucial topics drawn up by the researcher (Kitzinger, 2006).

Participants

In the FGD, 16 students were invited to public places, and the researchers conducted the discussion. This study is based on a cross-sectional survey, which is appropriate for searching the

opinion of the target population about any given topic. The target population comprises university students. The sample for this study consists of 200 conveniently selected students (the incomplete ones were excluded to make the research work more authentic) from 10 different universities. Sekaran (2003) stated that samples of sizes between 30 and 500 are appropriate for most research. When the sampling frame is unknown and unfamiliar, then the convenience sampling technique is an appropriate technique used to select the sampling units. When using a convenience sampling technique, the samples are chosen just because they are readily available to the researcher (Petzer & De Meyer, 2011).

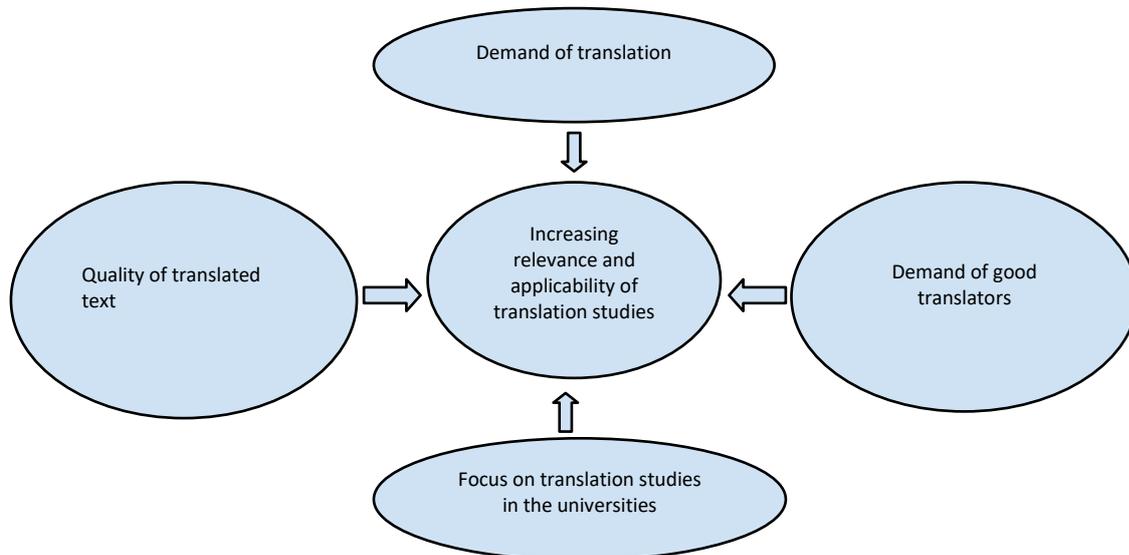
Tool

Because of the complex nature of the subject, the researchers carried out 1 FGD to get into the depths of the topic. The primary objectives of the FGD were to prepare the questionnaires for a survey about the research project and to have the participants' opinions on the research objectives. Based on the discussions, A questionnaire containing, in total, 12 statements concerning the research topic was made for the survey for students. The surveys were conducted among 250 students (the incomplete ones were excluded) from 10 universities.

Procedures

The study was designed with the support of primary data. To understand the increasing relevance of translation studies and the market demand for its four (4) hypotheses, namely the demand for translation in the market, quality of the translated texts, demand for a good translator in the market, focus on translation studies in the universities are considered for this study. Three statements from each variable are taken as factors of the questionnaire—a structured questionnaire containing 12 statements served as a data collection tool for this study. In order to take the answers to the statements from the respondents, a 5-point Likert scale ranging from 1 to 5 was used in which five indicates 'strongly agree,' four indicates 'agree,' three indicates 'neither agree nor disagree,' two indicates 'disagree,' 1 indicates 'strongly disagree.' By using various Statistical Techniques, information is outlined to ascertain the expected result. The use of a computer system processes collected information. Various statistical tools, such as weighted average, standard deviation, Arithmetic means, etc. are used for processing the data.

Figure 1
Relationship between the Objectives and the Hypotheses



Limitations of the Study

Due to the budget and shortage of time, some study limitations cannot be denied. The researchers tried to do their best to adjust the limitations so that the research gets authentic results. However, still, some limitations could not be overcome. The limitations of the study are as follows:

1. As clarified in the 'terms explained,' the job market in this study means only the literary book-related market; the other areas where translation and translators' jobs like media, advertising firms, interpreters etc. are not considered for this study.
2. Not all the students from all the departments were considered for the study. The researchers took it for granted that the students from other disciplines would not understand the term 'translation studies', and so the findings of the data could be violated. However, not all the market translators are from a literature background.
3. The hypotheses developed based on the FGD are only the significant aspects of translation and 'translation studies'; the minor ones, e.g., 'whether the universities have sufficient translation aids,' were excluded.
4. Only ten universities were visited to collect data from students; if more universities could be visited, the data findings would be more reliable.

Results

Findings of the FGD

The study starts with an FGD where 16 students were invited to a convenient public place, and the researchers conducted the discussion. In total, there were 11 male participants of 20-25 years-old and five female participants of 25+ years-old for the FGD. Students from 5 public and 8 private universities participated in the FGD.

The researchers conducted the FGD in a semi-formal environment on December 9, 2022, January 23, 2023, and February 13, 2023, where, at the very beginning, the researchers introduced the research topic to the participants. He explained the study's objectives to the participants and discussed the significance of the discussion. A set of questions were put forward for discussion, like:

1. 'Are you familiar with the latest development of translation as a discipline in the whole world?'
2. 'Have you read any translated book recently?'
3. 'What do you think about the quality of translation? (good, not so good, bad)'

4. 'Do you think the market is growing for translators and translated texts?'
5. 'Are you familiar with the latest UGC prescribed OBC (Outcome Based Curriculum)?'
6. 'Do you think students of Literature/department of English can excel more than others in this sector?'
7. 'Do you think 'translation studies' can play a vital role in fulfilling the primary objective of OBC?'
8. 'What things are generally lacking in the already-available translated texts?'

The researchers noted down the responses. Furthermore, the findings were quite as expected. In all the cases, the responses were positive. In questions 1 (are you familiar with the latest development of translation as a discipline in the whole world?), 4 (do you think the market is growing for translators and translated texts?) and 6 (do you think students of Literature/department of English can excel more than others in this sector?) the respondents fairly agreed or responded in the positive, but questions 3 (what do you think about the quality of translation? (good, not so good, bad)) and 8 (what things are generally lacking in the already-available translated texts?) found negative answers. In question 3 (what do you think about the quality of translation? (good, not so good, bad), 5 Are you familiar with the latest UGC-prescribed OBC? (Outcome Based Curriculum), 7 (do you think 'translation studies' can play a vital role in fulfilling the primary objective of OBC?) mixed responses were noted. The researchers then carried forward the discussion, asking the participants to clear their points of view (asking why, how, etc.).

Based on the discussion 4 (four) hypotheses were developed to achieve the research goal. The hypotheses are:

1. There is a good demand for translation in the market
2. There is a demand for good translators in the market
3. The quality of the translated texts available in the market, in general, is not satisfactory
4. Universities should give more focus on translation studies

Under each hypothesis, three factors were also considered that would help clarify the position of the hypothesis. In total, 12 statements were included in a questionnaire that was surveyed. In order to achieve the objective of this study, the following hypothesis (based on the FGD) will be tested:

The researchers prepared a structured questionnaire based on FGD. Twelve statements were set under the four hypotheses (mentioned earlier). The data were collected through questionnaires from students from various universities in Bangladesh. The surveys were conducted between March 2023 and June 2023.

Table 1

Hypotheses (based on the FGD)

Hypotheses	
<i>H_{a1}</i>	There is a good demand for translation in the market
<i>H_{a1.1}</i>	People are aware of the career opportunities related to translation
<i>H_{a1.2}</i>	Future of translation (translation studies) is bright
<i>H_{a1.3}</i>	Remuneration of a translator is satisfactory
<i>H_{a2}</i>	There is demand for the good translators in the market
<i>H_{a2.1}</i>	Translation has practical impact on the job market
<i>H_{a2.2}</i>	People want to take a professional career as a Translator
<i>H_{a2.3}</i>	Students have practical experience in translating a literary work (e.g. a poem)
<i>H_{a3}</i>	Quality of the translated texts available in the market, in general, is not satisfactory
<i>H_{a3.1}</i>	Translated texts lack Cultural references, connotative meanings, and adaptation.
<i>H_{a3.2}</i>	Translating a text is a very difficult job.
<i>H_{a3.3}</i>	You prefer reading the original text to the translated text.
<i>H_{a4}</i>	Universities should give more focus on translation studies
<i>H_{a4.1}</i>	Students find 'translation studies' interesting.
<i>H_{a4.2}</i>	Curriculum should have more credits on 'translation studies'
<i>H_{a4.3}</i>	Students do not gather sufficient knowledge for translating a text after completing the 'translation studies' course

Table 2
Demographic Characteristics of Data (students)

Demographic characteristics	Frequency	Percentage
Gender		
Male	118	59
Female	82	41
Age group		
18-21	130	65
22-25	70	35
University		
Public	62	31
Private	138	69
Education level		
1st semester-6th semester	115	57.5
7th semester-12th semester	85	42.5

Note. N = 200.

Statement 1: Student's views on 'the demand for translation/translated books in the market.' The survey data on students'

views on 'demand for translation/translated books in the market' are shown on the Likert Scale below:

Figure 2
Students' Views on 'Demand for Translation/Translated Books in the Market'

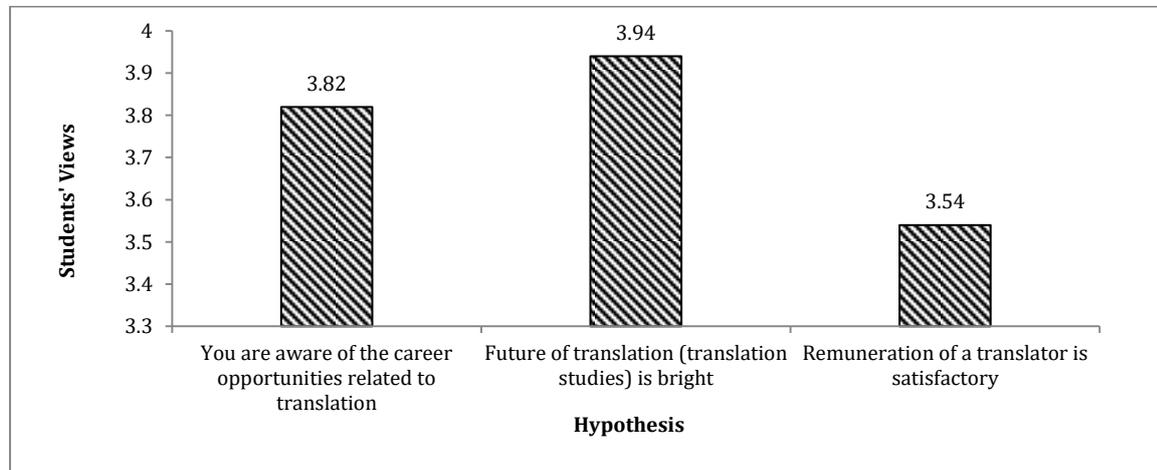


Table 3
Descriptive Statistics of the Data

Hypotheses	M	SD	Mdn	Mode
You are aware of the career opportunities related to translation	3.82	1.17	4	4
The future of translation (translation studies) is bright	3.84	0.89	4	4
The remuneration of a translator is satisfactory	3.54	1.16	4	4

Note. N = 200.

Table 4
Detailed Analysis of 'Students' Views on 'Demand for Translation/Translated Books in the Market'

Aspects of evaluation	SA	A	NAOD	D	SD	Combined mean
You are aware of the career opportunities related to translation	68	72	24	28	8	3.77
The future of translation (translation studies) is bright	52	100	36	8	4	
The remuneration of a translator is satisfactory	44	72	44	28	12	

Note. SA = strongly agree, A = agree, NAOD = neither agree nor disagree, D = disagree, SD = strongly disagree. N = 200.

The figures given above show a positive response from the students in all the hypotheses considered for the research based on FGDs. For hypotheses 1, 2, and 3, the mean scores are 3.82, 3.94, and 3.54, respectively, but the median and mode scores are 4. The SDs are 1.17, .89, and 1.16, respectively. The respondents

were very consistent with hypothesis 2. However, for 1 and 3, it was not so consistent, but the mean and median score clearly shows the central tendency toward a positive response, i.e. there is a good demand for translation in the market.

Statement 2: Students' views on the 'demand for a good translator in the market.' The survey data on students' views on

the 'demand for good translators in the market' are shown on the Likert Scale below:

Figure 3
Students Views on 'Demand for Good Translator in the Market'

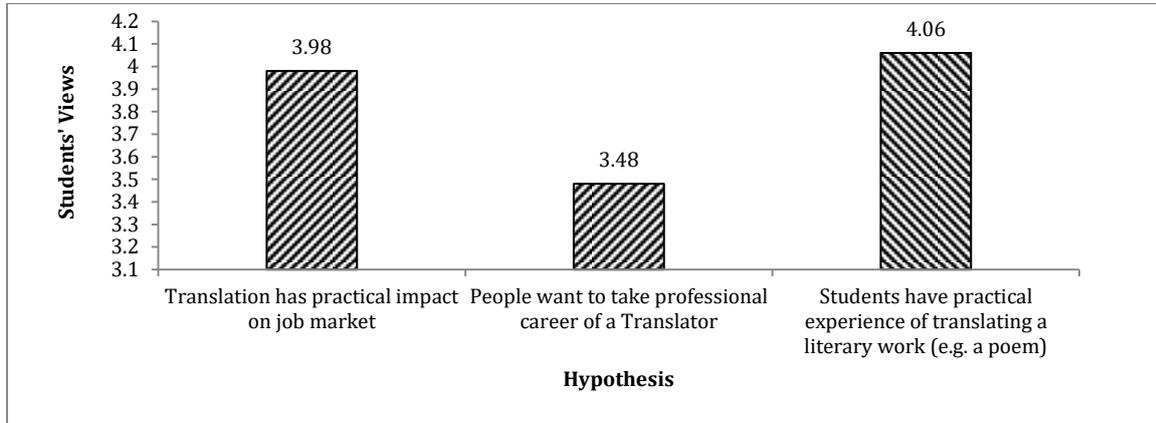


Table 5
Descriptive Statistics of the Data

Hypotheses	M	SD	Mdn	Mode
Translation has a practical impact on the job market	3.98	0.93	4	4
People want to take professional career as a Translator	3.48	1.12	4	4
Students have practical experience in translating a literary work (e.g. a poem)	4.06	1.16	4	5

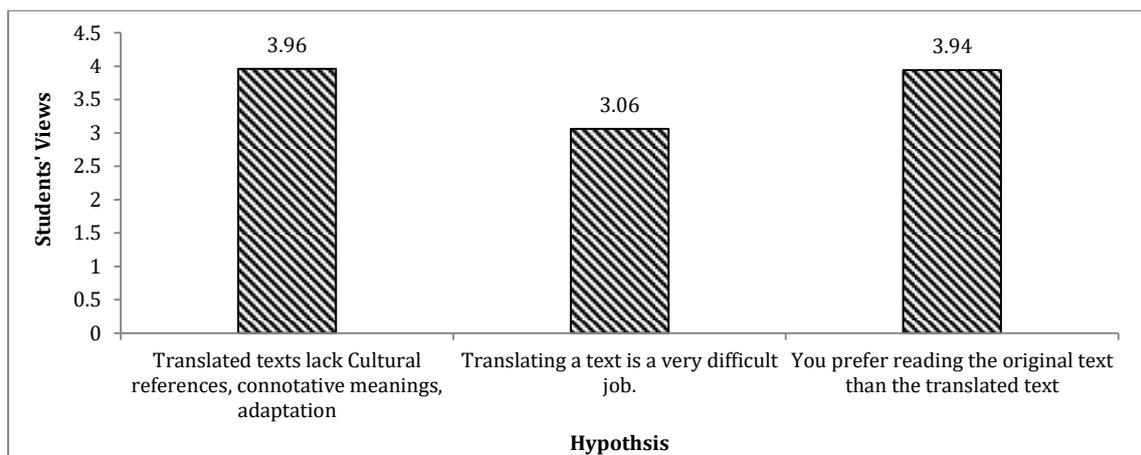
Note. N = 200.

Table 6
Detailed Analysis of 'Students' Views on 'Demand for Translation/Translated Books in the Market'

Aspects of evaluation	SA	A	NAOD	D	SD	Combined mean
Translation has practical impact on the job market	68	76	40	16	0	3.84
People want to take professional career of a Translator	32	84	48	20	16	
Students have practical experience in translating a literary work (e.g. a poem)	92	68	8	24	8	

Note. SA = strongly agree, A = agree, NAOD = neither agree nor disagree, D = disagree, SD = strongly disagree. N = 200.

Figure 4
Students Views on 'Quality of the Translated Texts Available in the Market'



The figures given above show a very positive response from the students to all the hypotheses considered for the research based on FGD. For hypotheses 1, 2, and 3, the mean scores are 3.98, 3.48, and 4.06, respectively, but the median and mode scores are 4 for the first two, and in the case of the third one, the median score is 4, and the mode is 5. The standard deviations are .93,

1.12, and 1.16, respectively. The respondents were consistent for hypothesis 1, but for 2 and 3, it was not so consistent, but the mean and median score clearly shows the central tendency toward a positive response, i.e. the market for good translators is an opportunity for the students for their future.

Statement-3: Students' views on the 'quality of the translated texts available in the market.' The survey data on students' views

on the 'quality of the translated texts available in the market' are shown on the Likert Scale below:

Table 7
Descriptive Statistics of the Data

Hypotheses	M	SD	Mdn	Mode
Translated texts lack Cultural references, connotative meanings, adaptation	3.96	1.02	4	4
Translating a text is a very difficult job	3.06	1.20	3	2
You prefer reading the original text to the translated text	3.94	0.91	4	4

Note. N = 200.

Table 8
Detailed Analysis of 'Students' Views on Quality of the Translated Texts Available in the Market'

Aspects of evaluation	SA	A	NAOD	D	SD	Combined mean
Translated texts lack Cultural references, connotative meanings, adaptation	68	80	36	8	8	3.65
Translating a text is a very difficult job	28	48	48	60	16	
You prefer reading the original text to the translated text	52	104	28	12	4	

Note. SA = strongly agree, A = agree, NAOD = neither agree nor disagree, D = disagree, SD = strongly disagree. N = 200.

The figures given above show a positive response from the students in all the hypotheses considered for the research based on FGD. For hypotheses 1, 2, and 3, the mean scores are 3.96, 3.06, and 3.94, respectively, but the median and mode scores are 4 for 1 and 3, and in the case of the second one the median score is three and mode is two which means a good number of students opined in the negative as well. The standard deviations are 1.02, 1.20, and 0.91 respectively. The respondents were consistent for hypotheses 1 and 3, but for 2, it was not so consistent. The mean and median score clearly shows the

central tendency toward the positive response for hypotheses 1 and 3, but 76 students did not consider the tasks of a translator very difficult. It also foreshadows that they would do well in this field, provided they are given sufficient training. Overall, it shows that the quality of the translated texts available in the market cannot be considered very good. There is room for more improvement in this field.

Statement 4: Students' views on 'university's focus on translation studies.' The survey data on students' views on the 'university's focus on translation studies' are shown on the Likert Scale below:

Figure 5
Students Views on 'University's Focus on Translation Studies'

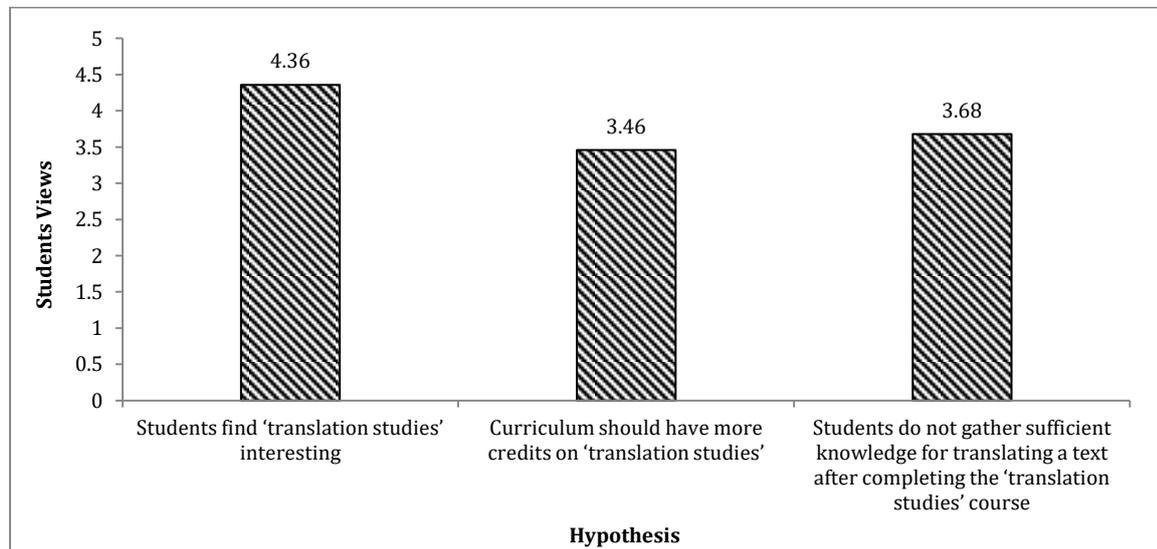


Table 9
Descriptive Statistics of the Data

Hypotheses	M	SD	Mdn	Mode
You find 'translation studies' interesting	4.36	0.63	4	4
The curriculum should have more credits on 'translation studies'	3.46	1.05	4	4
Students do not gather sufficient knowledge for translating a text after completing the 'translation studies' course	3.68	1.03	4	4

Note. N = 200.

Table 10*Detailed Analysis of 'Students' Views on 'Quality of the Translated Texts Available in the Market'*

Aspects of evaluation	SA	A	NAOD	D	SD	Combined mean
You find 'translation studies' interesting	88	96	16	0	0	3.83
Curriculum should have more credits on 'translation studies'	36	64	60	36	4	
Students do not gather sufficient knowledge for translating a text after completing the 'translation studies' course	44	80	52	16	8	

Note. SA = strongly agree, A = agree, NAOD = neither agree nor disagree, D = disagree, SD = strongly disagree.
N = 200.

The figures above show a positive response from the students to all the hypotheses considered for the research based on FGD. For hypotheses 1, 2, and 3, the mean scores are 4.36, 3.46, and 3.68, respectively, but the median and mode scores are 4. The standard deviations are .63, 1.05, and 1.03 respectively. The respondents were very consistent with hypothesis 1. However, for 2 and 3, they were inconsistent. However, the mean and median score clearly shows their central tendency toward a positive response i.e. students want the universities to have more emphasis on translation studies.

Overview of the Analyzed Data

The research project starts with an FGD. From the findings of the FGD, four hypotheses were developed, and a questionnaire was prepared for students. In the questionnaire, there were three factors for each of the hypotheses. It is also to be noted that all the hypotheses are closely connected to each other, and so the findings of the data complement and support each other. The findings of the data show a general tendency toward positive responses, which fulfills the objectives of the paper. For hypothesis 1, i.e. 'there is a good demand for translation in the market', they want more awareness about translation and 'translation studies' among the educated people (especially the students) and more prestige for translators in the market. They do not doubt that the future is bright for the discipline, but they want improvement in the present scenario. Still, most people consider 'translated text' as an 'unoriginal' work or a derivative from the original text, which is untrue. Hypothesis 3, i.e. 'quality of the translated texts available in the market, in general, is not satisfactory' is supported by this view of the participants. Their opinion in this case is that, at present, most of the translated text available in the market lack more or less the central concepts of translation, e.g. cultural references, connotative meanings, adaptation of the setting of the text etc. Thus, if they have one original text and its translated text side by side, they will prefer reading the original text. During the interview session, one writer said that he would prefer reading the translated text only if the translator is well-known and has a good reputation for translation.

For hypothesis 2, almost everyone among the participants agreed that the market for translators is good, and positive responses from the entities for having practical experience of translating a text- support the hypothesis. Then, a unanimous positive response was found for hypothesis 4, i.e. 'universities should give more focus on translation studies', which indicates- all the entities support the idea that universities can play a vital role in this aspect. The researchers found many universities where no course on 'translation studies' is offered. Even the students at those universities want to have this course added to the curriculum; especially at present, when universities are adapting newly introduced OBC by the UGC of Bangladesh. Universities where translation studies is taught through a course offer only three credits and a Lion's share of the respondents believe more credits should be added soon. As the universities prepare a student for his future career in professional life, 'translation studies' can be a vital subject that can make experts for the future in the job market. So, from the findings of the data and interviews, it is clear that all the hypotheses, along with the factors that were tested, gave positive results as a whole, which validates the hypotheses. So, the objective of the study i.e. 'increasing relevance of translation studies' from the perspective

of Bangladesh and 'the prospects of translation and translation studies' in Bangladesh, which looks bright and has potential for the students- are established.

Discussion

The findings of this study underscore the growing relevance and potential of translation studies in Bangladesh, particularly from the perspectives of university students. This aligns with global trends where translation has become a critical discipline, bridging linguistic and cultural divides in an increasingly interconnected world (Bassnett, 2002). The positive outlook expressed by students regarding the future of translation studies and its applicability in the job market is a significant indicator of its expanding role in Bangladesh, reflecting global patterns identified by scholars like Snell-Hornby (1988), who noted the discipline's rapid development into an independent field of study.

The survey data revealed a general consensus among students about the bright future of translation studies, with mean scores suggesting a strong belief in the discipline's career potential. This is consistent with the assertion by Munday (2001) that translation studies have become more prominent, especially with the proliferation of specialized courses designed to prepare students for professional translation careers. Students' recognition of the practical impact of translation on the job market (mean = 3.98) and their interest in pursuing translation as a profession further emphasize the increasing demand for skilled translators in Bangladesh.

However, the findings also highlighted some areas of concern. For example, students expressed dissatisfaction with the quality of translated texts available in the market, particularly in terms of cultural references and connotative meanings ($M = 3.96$). This is in line with Bassnett's (2002) discussion on the complexities of translation and the frequent loss of nuanced meanings during the process. This gap underscores the need for improved training and a more robust curriculum in translation studies, which students strongly advocated for in their feedback. The desire for more credits and comprehensive content in translation studies courses reflects the participants' recognition of the discipline's importance and their aspiration for a more in-depth learning experience.

The students' call for universities to enhance their focus on translation studies resonates with Munday's (2001) observation about the expansion of translation studies programs worldwide. Moreover, the suggestion to increase translation from Bangla to English to promote Bangladesh's culture aligns with the findings of Askari (2019), who emphasized the role of translation in making cultures intelligible to each other, thereby fostering global unity. Enhancing the visibility and accessibility of translated works can play a crucial role in positioning Bangladesh in the global cultural and literary landscape.

Furthermore, the need for national awareness and structured training programs is evident, as highlighted by students' responses during the focus group discussions and surveys. The recommendation for national and institutional efforts to promote translation aligns with the strategic importance of translation studies in fulfilling the objectives of the Outcome Based Curriculum (OBC) prescribed by the University Grants Commission (UGC) of Bangladesh. This approach not only addresses the immediate educational needs but also prepares students to meet the evolving demands of the job market, as outlined by Sharma (2011).

In conclusion, the study confirms the increasing relevance of translation studies in Bangladesh, driven by both student interest and market demand. By addressing the highlighted gaps in quality and educational focus, and by fostering a supportive environment for translation professionals, Bangladesh can significantly enhance the role of translation studies in academia and the broader job market.

Conclusion

Translation studies is the new academic discipline related to studying the theory and phenomena of translation. By its nature, it is multilingual and also interdisciplinary, encompassing languages, linguistics, communication studies, philosophy, and a range of types of cultural studies. Because of this diversity, one of the biggest problems in teaching and learning about translation studies is that much of it is dispersed across a wide range of books and journals. Recent interdisciplinary research has combined linguistic methods of literature analysis with a cultural-theory angle, enabling the study of the social and ideological environment that conditions the exchange. This research also tries to shed a clear light on the present scenario of translation studies and, at the same time, tries to show the discipline's future from the perspective of Bangladesh. Now, with the growing relevance and significance of translation studies, it is high time, especially the universities, acted on it.

Recommendations

After analyzing the findings of data, the researchers offer the following recommendations:

1. National awareness regarding translation and translation studies should be increased through arranging seminars, workshops, and festivals. Both the government and universities should arrange regular programs related to translation.
2. Universities should arrange training programs to enhance the proficiency level of the students.
3. Translation of non-fiction should be increased.
4. As we are going more global every day, translation from Bangla to English should be increased so that the world learns more about the culture and people of Bangladesh.
5. Remuneration for translators should be increased to encourage them to translate, investing more time and labor, and thus the quality of the translation will automatically develop.
6. The famous and best-seller books should be translated with more care so that the readers do not get the wrong impression about the people and culture of the foreign land.
7. The national library system should be developed. If the libraries around the countries buy translated books, the publishers will also be encouraged by that, and in the end, thus a translator will benefit, and this whole system will also develop the quality of the translated books. And eventually, that will help increase the number of readers as well.
8. A well-structured database system about the translated books should be maintained. In Bangladesh, in some cases, 3 or 4 translated books can be found of the same original text. Translators have no easy way to know which books have already been translated.

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