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## Exploring Translation's Role in Community Development from the Perspectives of Language Researchers and Postgraduates

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### Abstract

This study aims to investigate the roles of translation in community development based on perceptions of researchers and postgraduate students in the context of Yemen. Using a quantitative research design, the data were collected through a questionnaire from a sample of 86 Yemeni researchers and postgraduate students majoring in applied linguistics and translation studies. The analysis of the data was processed in SPSS software (version 20). The results revealed that they hold positive perceptions about the roles of translation in community development. Concerning participants' gender, the results indicated that there were no statistically significant differences between male and female participants in perceiving the roles of translation in community development. Similarly, there were no statistically significant differences in the perceived roles of translation between participants majoring in applied linguistics and those majoring in translation studies. The educational dimension of community development was rated based on the perceptions of researchers and postgraduate students as the first rank, which was the most influenced by translation, followed by the cultural dimension and social dimension. It was also found that there were statistically significant differences in the perceived roles of translation across some pairs of dimensions of community development. These differences were particularly found in the pairs of the social dimension and the economic dimension; the cultural dimension and the economic dimension; and the cultural dimension and the environmental dimension.

Keywords: Translation, role, community, development, dimension

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## Introduction

It goes without saying that translation plays a pivotal role in the life of communities. It introduces services to human beings and communities at the national and global levels. It is no longer viewed as only a linguistic product resulting from transferring a text from a source language into another equivalent in the target language. Rather, it has been viewed as a dynamic process where its role has been highlighted as an active component in the social system of people's lives. As such, translation studies are not only limited to linguistic studies. Instead, they have been viewed from an interdisciplinary vantage point, aligning with cultural studies. In this regard, translation has been located within the broad sense of the socio-cultural paradigm. This development in translation history has been observed in the cultural turn of the 1990s (Shäffner, 2010). In this turn, translation has gained substantial popularity and overlooking position as a sociocultural practice. Thus, it has been viewed through a pragmatic lens with a focus on utility for community development. Rather than focusing on formal approaches to translation practices, a shift has been oriented towards functional approaches, which signify the dynamic role of translation and translators in the process in its broad and socialized sense. It is in this sense that translation and translators operate "as active agents in the construction of cultures and as social agents of social change" (Shäffner, 2010, p. 241). Focusing on this active role of translation in community development is considered a leading factor in establishing what is called "activism in translation" (Laver & Mason, 2020) and activating the role of the translator as communicator (Hatim & Mason, 1997).

Within the literature related to the role of translation in the community, some conceptual terms have come to the fore, including community translation, community interpreting, public service translation/interpreting, and so on. These terms have been conceptualized within a unified parameter of purposefulness towards serving communities (Laver & Mason, 2020; Taibi, 2018 & 2025). To ascertain the relationship between translation and community, Taibi (2025) pointed out that community translation plays the role of facilitating communication between public services and communities whose members do not use the language of these services. In this regard, Doherty (2016) stated that "translation has always played a crucial role in interlingual communication" (p.947), where human development is constantly enhanced. Through facilitating communication, community translation assists communities in getting access to services such as health, justice, and so on (García, 2018; Taibi, 2018).

Focusing on the relationship between translation and community development means focusing on translation in its broad sense as a system in the social context. Within such a context, translators and other stakeholders work together as driving forces or factors of constructing social practice, locating translation in the conceptualization of the sociology of translation (Wolf, 2010). In this regard, it "should be viewed as a subsystem of a larger social system" (Tyulenev, 2013, p. 163). It has larger effects on society as a whole (Chesterman, 2012). Though research has emphasized the view of translation in its broad sense as a social practice, it has been based on theoretical qualitative data. Empirically quantitative data have been scarcely analyzed to investigate the roles played by translation.

### Statement of the Problem

Though research has discussed aspects of the role of translation in community development through the emerging concepts of community translation/interpreting, it is still scant. As Taibi (2025) remarked, translation studies related to community translation have not been paid enough attention in terms of publishing research and in the processes of teaching and learning. For O'Hagan (2011), probably, community translation is not completely explored by either professional translators or by scholars in translation studies, as all the dimensions of the phenomenon are not fully explored. Moreover, most of the research conducted in community translation is theoretical and lacks empirical data, focusing on the perceptions of researchers in this aspect of translation studies. In the

context of Yemen, the roles of translation in community development were underexplored. To the researcher's best knowledge, perceptions of language researchers and postgraduate students on these roles in the context of Yemen were not investigated. Therefore, this study aims to fill this gap.

It aims to measure the extent to which Yemeni researchers and postgraduate students perceive the roles of translation in community development. It examines whether there are statistically significant differences in the perceived roles based on participants' gender and their major. It also compares the perceived roles of translation across the dimensions of community development and identifies whether there are statistically significant differences in the perceived roles of translation across the dimensions of community development.

### Research Questions

The study aims to answer the following questions.

1. To what extent do Yemeni researchers and postgraduate students perceive the roles of translation in community development?
2. Are there statistically significant differences in the perceived roles based on participants' gender and majors?
3. Which dimensions of community development are perceived as most influenced by translation?
4. Are there statistically significant differences in the perceived roles of translation across the dimensions of community development?

### Literature Review

Research on translation has witnessed a recent shift towards focusing on functionalist approaches. With this orientation of translation studies, translation as a practice performing a communicative function has received scholars' attention in the field. As such, it has been considered a means of communication between people across languages and cultures. Translation as a process has then appeared to involve purposeful activities (Nord, 2018). Focusing on translating as a process is considerably concerned with the role of translation practices in a society. Researching the role of translation activities in multicultural societies is a new area of interest that has been recently recognized (House, 2016).

In this research trend, translation is conceived to be a means of communication. House (2016) expounded that translation as communication is connected to various contexts and practiced for achieving different purposes through several tracks and approaches, such as translation as a political action, translation as a narrative practice, the eco-translation approach, translation as an intercultural communication, and so on. However, this variation of views on translation may provide insights into the multiplicity of roles translation plays in society for community development across all its dimensions. Thus, translation may contribute to social, cultural, economic, political, ecological, and educational development of communities. In this respect, translation and development are phenomena that are linked together in an underlying and effective relationship.

In connection with the development trajectory, translation is grounded in complexity theory, which is characterized by having inter-semiotic systems interacting with each other (Marais, 2014). With this orientation, translation is not viewed from a reductionist point of view that is confined only to the linguistic system. Rather, translation is conceptualized from an interdisciplinary perspective based on interactions with other systems towards human development. Thus, linking translation to developmental perspectives seems to be demanding in academia. As Marais (2018) puts it, pairing translation studies and development studies encompasses advantages for both research areas (translation studies and development studies), particularly in community development.

Regarding community development, it is considered a movement involving practices leading to improvement and growth in the life of communities. As Kenny et al. (2017) pointed out, it "is concerned with creating better lives globally and ensuring that human

beings can become agents of their own destinies" (p. xxiv). Community development is significant in that it addresses the needs of communities. It is valued to meet different rationales. Shaw (2017, pp. 27 - 28) presented these rationales as: improving decision-making, improving service delivery, reducing public expenditure, legitimizing policy, incorporating local politics, managing civic engagement, and building community resilience. In comparison with Shaw (2017), who presented specific rationales of community development, Westoby (2014) rationalizes community development in a more general view.

To frame the practices of community development within a theoretical framework, Westoby (2014) argued that it has a multidimensional basis. It is recognized as not only activities belonging to political and social systems, but also as practices involved in economic, cultural, and even emotional activities. Thus, community development comprises manifold practices. As such, the conceptual framework of community development is represented in engagement with the dimensions it holds (Westoby, 2014). In relation to the role of translation in community development, these dimensions are addressed at the social, economic, environmental, political, cultural, and educational levels. The current study is based on a theoretical background established by scholars in translation and development (e.g., Marais, 2014 & 2018; Westoby, 2014).

### **Translation and Social Development**

Pertaining to the social dimension of community development, research has emphasized that translation is inherently involved in social practices of communities (Heinisch, 2020; O'Hagan, 2011; Shäffner, 2010; Taibi, 2018 & 2025; Wolf, 2010). More recently, the theoretical and conceptual frameworks of translation have been based on the nature of translation as a social practice involving communication activities and highlighting the dynamic and active roles of translators and interpreters as mediators and agents (Shäffner, 2010). Apart from Shäffner's (2010) emphasis on mediation and agency of translation, the sociological view of translation establishes that it is deeply rooted in social practices (O'Hagan, 2011; Wolf, 2010). To be so, translation is used as a socialized practice. In this vein, translation studies tend to navigate the aspect of what Wolf (2010) referred to as the sociology of translation.

The emerging trend of community translation has also contributed to the social development of communities. Taibi (2018 & 2025) argued that community translation provides services to contribute to the social empowerment of the community. In addition, Heinisch (2021) investigated the role of translation in fostering social innovation in citizen science. She analyzed the factors that contribute to social innovation through translation. She focused specifically on aspects of agency, institutions, and social systems. The results of the study revealed that translation in citizen science may lead to supporting a change in social activities to bring about social innovations. Compared with Shäffner (2010), Wolf (2010), and O'Hagan (2011), who highlighted the role of translation from a more general perspective of social development, specific aspects were underscored as social empowerment in Taibi (2018 & 2025) and social innovation in Heinisch (2021).

### **Translation and Cultural Development**

At the cultural level, translation plays a fundamental role in the life of communities. The cultural turn in translation studies has located translation studies within the paradigm of cultural studies. Research on translation and its role in cultural development essentially reflects the underlying relationship between translation and culture. Bassnett (2007) is one of those scholars who delved into unveiling this underlying relationship. For instance, the literary system is considered one of the cultural systems of a community where translation plays a significant role. This role is represented in that "translation plays a major role in shaping literary systems" (Bassnett, 2007, p. 14). As such, translation is considered a pioneering determinant in reframing and shaping literature (Bassnett, 2011). It means that translation plays a significant role in literary and cultural development. From an ideological perspective of cultural development, it importantly shapes the beliefs and cultural values of communities (Gagnon, 2010). In addition, translation plays the role of constructing cultures

through exchange and intercultural communication (Leppihalme, 2011). It is through translation that communities communicate cultures across each other. This means that translation plays the role of facilitating cultural communication (Antonini, 2021). In a similar way to Bassnett's (2007 & 2011) arguments, Lathey (2020) highlighted aspects of literary cultural contributions of translation, such as the dissemination of children's literature all over the globe. Such an orientation would serve communities of children in different places around the world. This reflects that translation contributes to the cultural development of literary aspects.

To explore the cultural role of translation, one can delve into its function in professional, institutional, and religious settings. For instance, translation makes a significant contribution to religious and cultural development. Woodsworth (2013) highlighted the central role of translation and its services in the field of religion. It can be said that translation plays a vitally important role in the religious and cultural development of communities. Overall, community development at the cultural level can be gained through translation.

### **Translation and Political Development**

The relationship between translation and politics is one of the central topics in translation studies. It is a research trend that reflects how translation affects and is affected by politics. However, since the current study focuses on the role of translation in community development, a review of some research is confined only to how translation plays a role in the political development of communities. In relation to political and diplomatic concerns, translation works on global news production. Bassnett (2011) argued that translation plays a great role in the production of global news. It particularly transfers news all over the world.

In the political dimension, Baranyai (2011) investigated the role of translation and interpretation in diplomatic communication. Using the historical approach in the methodology of the study, the researcher reviewed the role of translation in peace treaties that occurred between Ramses II, Pharaoh of Egypt, and Hattusili III, the king of the Hittites, in the 12th century B.C., where the treaty text was originally written in the Akkadian language, and a translation of it was in the Egyptian language. The study reviewed how the Aramean language was the dominant language of diplomatic documents, and then the Aramean language became the *lingua franca* after that. It has also been shown that, historically, other languages such as Greek, Latin, and French were used for diplomatic and political negotiations and treaties between nations and communities in ancient times. The study also clarified the use of bilingual communication, adopting English and French for diplomatic contexts. The historical review revealed the utilization of other languages in the present time for diplomatic purposes. Among the examples of using language for diplomatic communication are Spanish between Spain and Latin America and Arabic between Maghreb and Mashreq countries. In general, the study emphasized the use of different languages in diplomatic and political negotiations. This necessitates the role of translation in diplomatic and political communication between communities, different nations, and countries.

Research has emphasized the significance of translation as a political and diplomatic mediation at the national and international levels. As Strowe (2013) reported, translation is a mediator between national practices and international relations as well. Patience (2016) explored the role of translation in national development. The study highlighted the importance of translation in multilingual contexts like Nigeria. It was shown that translation is fundamental for good understanding in life, where it brings peace. As a cornerstone of national development, the study also emphasized the role of translation as being tremendous and multidimensional in our lives. Rather than at the national level, translation has basically served diplomatically to enable effective communication at the international level to construct global relations (Shahmerdanova, 2025). Thus, translation plays a diplomatic and political role across languages and cultures. From a historical perspective, Shahmerdanova (2025) reviewed some treaties involving translation practices. She highlighted the different roles of translators as mediators in global diplomacy. She pinpointed the role of translators as linguistic experts, cultural mediators, and ethical

gatekeepers. In a particular focus on security as a political and diplomatic aspect, Dalol (2025) emphasized the role of translation in promoting security at the national and international levels through impactful transmission of security context across linguistic and cultural boundaries. Overall, translation is considered a means of political and diplomatic transactions leading to negotiations and reconciliations across linguistic and cultural boundaries.

### **Translation and Environmental Development**

The relationship between translation and the ecological system calls for emphasizing the role of translation in the environmental dimension of community development. Research has shown some interest in the new ecological perspective of the role of translation in community development. One of the issues discussed in this respect is the aspect of crisis translation, operating on translation at the time of environmental crisis (O'Brien, 2022; Olimat & Mahadin, 2022; Rouba, 2020). It appears that translation is used as a problem-solving practice. It represents a solution to linguistic barriers during times of crisis.

From the perspective of environmental health crises, Rouba (2020) investigated the role of translation in terms of world crises with reference to the dissemination of the COVID-19 pandemic. The study showed that translation remained the first mediator, helping people face and know each other in times of world crises. The study revealed the significance of translation as a social mediator, bringing nations together regardless of the linguistic and cultural differences between them. Similarly, Olimat and Mahadin (2022) conducted a study on the challenges and perspectives of Jordanian translators of crisis translation. One of the dimensions of the study was the role of translators and crisis translation in the era of the COVID-19 pandemic. Depending on a questionnaire survey conducted among 106 Jordanian translators, the results showed that translators perceived that they play a significant role in the pandemic through translating relevant materials to official committees and governmental bodies, translating information related to the pandemic for international organizations, and producing reliable translations related to the target audience (readers). The results also revealed that translators in the era of the pandemic perceived their role in offering voluntary translation services for keeping individuals and communities updated about the pandemic.

O'Brien (2022) examined the role of translation as a crisis communication tool. He emphasized the role of crisis translation at the time of environmental disasters and crises. He cited examples of crises and disasters where translation played a crucial role. Such examples included the Great East Japan Earthquake of 2011 and the Global COVID-19 pandemic in which translation is considered "a crisis-response, risk reduction and preparation tool" (p. 89). The study concluded with a snapshot of research topics that can be discussed in relation to crisis translation, including emergency management policy and translation, citizen translators, training and ethics, and technological issues. These topics are considered relevant to the study of the role of crisis translation in the time of environmental disasters.

### **Translation and Economic Development**

In the economic dimension of development, translation has served as an important factor in promoting the levels of economic activity within and across societies. It has played a crucial role in the global economy (Akpaca, 2023; Anvari, 2025; Cronin, 2010; Murtazo qizi, 2024; Pérez, 2025; Shiyab, 2021; Traduções, 2021). One of the manifestations that represents the impactful role of translation in the global economy is software localization. As Cronin (2010) considers, "software localization is one explicit manifestation of the role of translation in a global, informational economy" (p.135). It is through localizing software applications that people can get access to knowledge and information all over the globe. Thus, software localization as a translation application represents a resource supporting the global economy.

Another example where translation plays a causal role in economic development is the contribution of translators and interpreters in international marketing. Shiyab (2021)

explored the needs of translators and interpreters to upgrade their role in assisting global business. They must locate themselves as mediators to facilitate communication across different languages and cultures. They need to equip themselves with knowledge of aspects of companies' business. Shiyab (2021) concluded that translators and interpreters have become an essential factor to assist the business of any organization in the globalization era. For global marketing, Traduções (2021) pointed out that translation is important for facilitating the import and export of goods through translating documents such as invoices, certificates of origin, and so on. Economic translation is thus recognized as a facilitator of effective communication in transactions in economic contexts (Akpaca, 2023). In the same way, from a socio-economic perspective, Anvari (2025) reviewed the role of translation in a society. Based on previous theoretical background, he stated that translation plays an important role in the economy of societies, particularly in international trade. The study also clarified that translation facilitates business and investment between companies.

### **Translation and Educational Development**

Translation has been considered an influential factor in educational development. Research has shown the role of translation and the pressing need for it in educational contexts (Abbas & Noman, 2025; Antón, 2020; Doncel, 2020; House, 2016; Liu, 2025; Mezhoud & Benchiheub, 2023; Rascua, 2003). As is known, educational systems and schooling usually work with considerations of accessibility to other cultures across communities and nations. Thus, translation is usually required to contribute to such accessibility. As such, the significance of translation in education has received the attention of researchers in the field. Rascua (2003) carried out a project on how translation encourages intercultural education. The project aimed to transfer Canadian multicultural children's literature, particularly stories written in English and translated into Spanish. These Spanish translations were used in Spanish schools. The findings of the project revealed that translation leads to equipping children with intercultural understanding, where gaps are bridged between the native culture and other cultures.

With the advent of technology and the development witnessed in the digital age, translation has gained paramount importance in the realm of education and learning. The spread of electronic learning (e-learning) has resulted in a pressing need for translation. For House (2016), e-learning has increased the need for translation. Thus, translation has a crucial role to play in education by being incorporated into electronic learning in different domains. As such, e-learning is a turning point towards highlighting the contribution translation provides to education. Consequently, technological development has resulted in educational development, with the intermediating role of translation to bear in mind.

Acquiring competence in translation is vitally significant in higher education. Antón (2020) emphasized the significance of translation literacy in higher education. She viewed translation literacy as an academic skill, a process of raising linguistic and cultural awareness, and a discourse practice necessary to higher education at the international level. For her, translation literacy helps students to recognize the specific features of different genres and to perceive disciplinary discourse in historical, cultural, and linguistic contexts. It raises intercultural awareness towards multilingual contexts. It can be noted that Antón (2020) perceived the role of translation in education.

In today's world, translation has become a prominent way of solving problems in the educational context through overcoming language barriers. Thus, services introduced by translation contribute to the educational development of the community. According to the website TranslateSwift (2024), translation services contribute to education and learning. This can be manifested in improving accessibility to e-learning and translating educational documents across languages. Translation and interpretation can make educational and learning materials easy to understand and engage meaningfully. Translation has also been promoted to promote cultural diversity across generations through translating books. It has also been reported that translation services are significant for preparing students for a globalized world.

In terms of exploring the role of translation in language pedagogy, some studies have accounted for its effective use. Doncel (2020) designed a project of lesson plans including translation practices for teaching second language courses. The project aims at motivating the students to engage with target language input through translating from the target language into their first language. It argues about L1 use in the classroom. Mezhoud and Benchiheub (2023) investigated the use of translation as a method of learning in English language teaching. Using a quantitative design, the data were collected by using questionnaires distributed among students and their teachers at Abdelhafid Boussouf Mila University Center. The results showed that translation is an effective learning method for improving language proficiency. Abbas and Noman (2025) conducted a study on the role of translation in language teaching. The study used interviews with eight Pakistani lecturers in government colleges in Karachi. In addition, questionnaires were used to collect data from students. The study revealed that lecturers' and students' perceptions provided insights that reflect approval of using translation as a pedagogical tool in resource-constrained contexts. Liu (2025) investigated the pedagogical uses of audiovisual translation in language education. The study used a quantitative design for reviewing current research (162 studies) on the pedagogical use of audiovisual translation. Among the findings, the analysis revealed that translation plays a role in enhancing the integration and transfer of linguistic skills.

As can be captured in the literature review discussed earlier, previous research has provided significant insights regarding the role of translation in community development. Based on the review, there is a general agreement among the previous studies that translation plays a significant role in the development of communities. However, such studies varied in terms of the dimensional emphasis of development. Whereas some studies emphasized the role of translation in the social dimension of development (e.g. Heinisch, 2020; O'Hagan, 2011; Shäffner, 2010; Taibi, 2018 & 2025; Wolf, 2010), other research highlighted its role in the cultural dimension (e.g. Antonini, 2021; Bassnett, 2007 & 2011; Gagnon, 2010; Lathey, 2020; Leppihalme, 2011; Woodsworth, 2013). In addition, some studies focused on the role of translation in the political dimension of development (e.g., Baranayi, 2011; Dalol, 2025; Shahmerdanova, 2025; Strowe, 2013), while others centered on its significance in environmental development (e.g., O'Brien, 2022; Olimat & Mahadin, 2022; Rouba, 2020). The literature review also casts light on the role of translation in economic development (e.g., Akpaca, 2023; Anvari, 2025; Cronin, 2010; Murtazo qizi, 2024; Pérez, 2025; Shiyab, 2021; Traduções, 2021) and other studies on the contribution of translation to educational development (e.g., Abbas & Noman, 2025; Antón, 2020; Doncel, 2020; House, 2016; Liu, 2025; Mezhoud & Benchiheub, 2023; Rascua, 2003).

Overall, the literature review of previous research on the role of translation and translators unveiled outstanding insights towards translation efficacy in the development of communities. Though the existing literature presented above reviewed research related to the role of translation in the development of communities and societies in different dimensions, such as social, cultural, economic, environmental, political, and educational development, most of it depended on theoretical data. The current study is a survey based on empirical data about perceptions of Yemeni researchers and postgraduate students on the role of translation in community development. In addition, most of the research has methodologically employed a qualitative design of enquiry. However, this study is based on the use of a quantitative design to mainly measure the extent to which translation plays a role in community development.

## Method

This study is concerned with investigating perceptions of Yemeni researchers and postgraduate students on the roles of translation in community development. It followed the descriptive approach of research. It depended on the use of a quantitative research design. It was mainly contextualized in line with the objectives and questions of the study. The data were collected through a survey method. The survey was used for collecting data on the perceptions of Yemeni researchers and postgraduate students about the roles of

translation in community development in its different dimensions. The data were processed numerically using statistical procedures.

### Participants

The sample of the study consisted of 86 Yemeni researchers and postgraduate students. These informants were selected based on non-probability sampling. This selection depended on the convenience technique of sampling, where the researcher got access to the informants according to their availability and easiness to reach. They were reached through in-person and online participation in responding to the questionnaires. These informants represented a variety of places of work (see Appendix). The distribution of the sample based on some other demographic variables was presented in Table 1. The sample included 46 males and 40 females. 68.6% were more than 40 years old. More than half of them (60.5%) were Ph D. holders. In relation to the informants' major, 60.5% were majored in applied linguistics, whereas 39.5% were in translation studies.

Table 1. Distribution of the Sample Based on Demographic Variables

Variables	N	%
Male	46	53.5%
Female	40	46.5%
Less than 30 years	4	4.7%
30 - less than 40 years	23	26.7%
More than 40 years	59	68.6%
Ph D holder	52	60.5%
Ph D student	10	11.6%
MA holder	10	11.6%
MA student	14	16.3%
Applied Linguistics	52	60.5%
Translation Studies	34	39.5%

### Instrument

In line with the quantitative design of the study, a questionnaire was designed and used to collect data on perceptions of Yemeni researchers and postgraduate students on the roles of translation in community development. It included two sections. The first section was allotted for collecting data on the demographic variables of the informants, whereas the second section consisted of items surveying the informants' perceptions of the roles of translation in community development. Regarding the informants' perceptions, the second section included 24 items distributed across six parts representing the dimensions of community development in which translation plays a role. The first part of the second section contained six items concerning the social dimension, whereas the second part encompassed three items pertaining to the economic dimension. The third part consisted of five items related to the environmental dimension. The fourth part included four items concerned with the political dimension. Similarly, the fifth part consisted of four items representing the cultural dimension. The sixth part consisted of two items reflecting the educational dimension of development.

The questionnaire was designed in a structured format for the purpose of processing numerical data in compliance with the quantitative research design used in the study. A five-point Likert scale was used in the construction of the questionnaire. The scale points were formed to represent the degree of agreement on the perceived role of translation. They were phrased as options ranging from a full degree of agreement (strongly agree = 5) to a full degree of disagreement (strongly disagree=1). For construct validity, the questionnaire items were designed and categorized in line with the constructs of the dimensions of development. The questionnaire was also given to two Ph. D holders who have research experience in translation studies to check its validity. Their remarks were

considered. For reliability, Cronbach's Alpha for internal consistency was calculated using SPSS software (version 20) and was acceptable (0.87). It represented a high degree of internal consistency of informants' responses to the questionnaire items. It means that the perceptions of the informants were consistent and thus reliability was addressed.

### Data Analysis Procedures

For analyzing the data, some procedures were used. Data was tabulated and numerically coded for calculation using SPSS software (version 20). Descriptive statistical data, including frequencies (N), percentages (%), mean scores (M), and standard deviations (SD) were calculated. Standard scores (z-scores) were processed for ranking the mean scores (M) of the perceptions. Mean scores were categorized on a scale for measuring the extent of the perceived roles of translation. This scale included five categories representing extents as follows: 1.00 – 1.80 = a very low extent, 1.81 – 2.60 = a low extent, 2.61 – 3.40 = a moderate extent, 3.41 – 4.20 = a high extent, and 4.21 – 5.00 = a very great extent. For calculating inferential statistics, the statistically significant level of 0.05 was used for comparing mean scores and measuring the significance of the differences. Tests of normality were also utilized. Parametric tests, namely t-tests, ANOVA, and post hoc tests, were run to calculate the significance level (p-value).

### Results

The data were analyzed in line with the research objectives and questions determined beforehand. For measuring the extent to which the roles of translation in community development were perceived, the data were analyzed by calculating mean scores, standard deviations, and z-scores for ranking the perceived roles as in Table 2.

**Table 2.** Mean Scores, Standard Deviations, Z-scores, and Ranks of Researchers and Postgraduates' Perceptions of the Roles of Translation

Roles of translation	M	SD	z-score	Rank
Enhancing community spirit	4.33	0.62	0.35	12
Enhancing community cohesion	4.35	0.65	0.40	9
Enhancing community trust	4.31	0.64	0.29	13
Enhancing community participation	4.40	0.56	0.55	6
Fostering strong community networks	4.35	0.68	0.40	10
Fostering community cooperation	4.38	0.65	0.49	8
Enhancing income sufficiency	3.93	0.87	-0.80	19
Enhancing economic empowerment	4.03	0.80	-0.52	18
Enhancing sustainable local business growth	4.08	0.76	-0.37	17
Enhancing ecological sustainability	3.78	0.80	-1.23	22
Ensuring quality of the local environment	3.87	0.89	-0.98	21
Ensuring building infrastructures	3.43	1.02	-2.24	24
Assisting housing	3.47	1.03	-2.13	23
Ensuring public facilities that support community life such as healthcare and so on.	4.16	0.77	-0.14	16
Encouraging active civic engagement	4.20	0.70	-0.03	15
Promoting leadership	4.34	0.71	0.38	11
Influencing over decisions affecting residents' lives	3.93	0.88	-0.80	20
Enhancing local and international security	4.22	0.73	0.03	14
Enhancing cultural identity of communities	4.63	0.53	1.21	3
Enhancing cultural values	4.49	0.61	0.81	4
Maintaining cultural traditions	4.41	0.74	0.58	5
Promoting intercultural exchange between communities	4.70	0.62	1.41	2
Assisting teaching process	4.40	0.58	0.55	7
Facilitating access to knowledge and information in different disciplines	4.84	0.43	1.81	1

Overall mean score and standard deviation	4.21	0.35
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As can be seen in Table 2, the roles of translation in community development were perceived to a high extent and above. The highest rank ( $M = 4.84$ ,  $SD = 0.43$ ,  $z = 1.81$ ) of the perceptions was recorded for the role of translation in facilitating access to knowledge and information in different disciplines. Such a role was perceived to a very great extent among Yemeni researchers and postgraduate students. On the other hand, the lowest rank ( $M = 3.43$ ,  $SD = 1.02$ ,  $z = -2.24$ ) of the perceptions was recorded for the role of translation in ensuring the building of infrastructure. The overall mean score (4.21) indicated a very great extent of the role translation plays in community development according to the informants' perceptions.

To compare the mean scores of groups in the study, normality tests were run to decide the appropriate tests to be used for comparison. The results of normality tests are shown in Table 3. The results indicated that the data distribution is normal, and there were no statistically significant differences between the mean scores of the perceived roles of translation. This normality was represented in the p-value of Kolmogorov-Smirnov ( $p = 0.139 > 0.05$ ) and in the p-value of Shapiro-Wilk ( $p = 0.292 > 0.05$ ). Therefore, parametric tests such as the t-test and one-way ANOVA test were considered for comparing mean scores of groups in the upcoming statistical procedures.

Table 3. Tests of Normality of the Data Distribution

Kolmogorov-Smirnov			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0.155	24	0.139	0.951	24	0.292

For examining the differences between the informants' perceptions based on gender, the mean scores and the standard deviations were statistically calculated as in Table 4. As can be noted in Table 5, the mean score of the males' perceptions was 4.22 with a standard deviation of 0.36, whereas it was 4.20 with a standard deviation of 0.39 for the females.

Table 4. Mean Scores and Standard Deviations of the Perceptions Regarding Participants' Gender

Gender	N	M	SD
Male	46	4.22	0.36
Female	40	4.20	0.39

To test whether these differences were statistically significant at the 0.05 level, an independent samples t-test was used to compare the mean scores. There were no statistically significant differences between the score means of males and females. Thus, equal variances were considered in the results of the t-test for the independent samples of male and female informants. In this consideration, the p-value (0.763) was higher than 0.05, as the significance level depended on interpreting the results. Therefore, the results of the t-test indicated that there were no statistically significant differences between the male group and the female group in their perceptions of the roles of translation in community development. As far as the variable of informants' major is concerned, mean scores and standard deviations were calculated as in Table 6. In Table 6, the comparison between the mean scores of the informants majoring in applied linguistics and those majoring in translation studies showed a variance. The mean score for informants majoring in applied linguistics was 4.18 with a standard deviation of 0.38, whereas it was 4.26 with a standard deviation of 0.36 for those majoring in translation studies.

Table 5. Independent Samples t-test Regarding Gender Variance in the Perceived Roles of Translation

Variance Assumptions	Levene's Test for Equality of Variance		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2tailed)
Equal variances	0.499	0.482	0.302	84	0.763
Unequal variances			0.300	79.763	0.765

Table 6. Mean Scores and Standard Deviations of Participants' Major

Major	N	M	SD
Applied Linguistics	52	4.18	0.38
Translation Studies	34	4.26	0.36

However, a t-test for independent samples was employed to examine whether this difference was statistically significant, as in Table 7. There were no statistically significant differences between the mean scores of the informants majoring in applied linguistics and those majoring in translation studies. Thus, equal variances were considered in the results of the t-test for the independent samples of the two groups of informants. In this consideration, the p-value (0.316) was higher than 0.05 as the significance level depended on interpreting the results. Therefore, the results of the t-test indicated that there were no statistically significant differences between the group of applied linguistics majors and the group of translation studies majors in their perceptions of the roles of translation in community development.

Table 7. Independent Samples T-test Regarding Participants' Major Variance in the Perceived Roles of Translation

Variance Assumptions	Levene's Test for Equality of Variance		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances	0.083	0.774	-1.009	84	0.316
Unequal variances			-1.017	72.580	0.313

To compare the perceived roles of translation across the dimensions of community development, descriptive statistics were calculated. These included mean scores, standard deviations, and z-scores for ranking the dimensions of development in which translation plays a role, as in Table 8. The dimensions that were most influenced by the perceived roles of translation were the educational dimensions, followed by the cultural dimension and the social dimension. These dimensions were influenced by translation to a very high extent ( $M > 4.20$ ).

Table 8. Mean Scores, Standard Deviations, Z-scores, and Ranks of Researchers and Postgraduates' Perceptions of the Roles of Translation Across the Dimensions of Community Development

Dimensions of community developments	M	SD	z-score	Rank
Social dimension	4.35	0.03	0.32	3
Economic dimension	4.01	0.08	-0.69	5
Environmental dimension	3.74	0.30	-1.49	6
Political dimension	4.17	0.17	-0.21	4
Cultural dimension	4.56	0.13	0.95	2
Educational dimension	4.62	0.31	1.12	1

To analyze whether there were statistically significant differences across the dimensions of community development in terms of the perceived roles of translation, one-way ANOVA was used, and the results are shown in Table 9. There were statistically significant differences across the dimensions of community development in terms of the perceived roles of translation.

Table 9. Analysis of Variance of the Perceived Roles of Translation Across the Dimensions of Community Development

Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.159	5	0.43	12.549	0.000
Within Groups	.619	18	0.03		
Total	2.779	23			

To examine the dimensions between which these differences were statistically significant, the Games-Howell test was employed as a post hoc test. The results were shown in Table 10. There were statistically significant differences between some dimensions of community development in terms of the perceived roles of translation. These significant differences were found between the perceptions on the social dimension and the economic dimension; the cultural dimension and the economic dimension; and finally, the cultural dimension and the environmental dimension. However, the differences between the other dimensions were insignificant.

Table 10. Multiple Comparisons of the Perceived Roles of Translation Across the Dimensions of Community Development by Using the Post Hoc Test of Games-Howell

Community dimensions	(J) Community dimensions	Mean Difference (I-J)	Sig.
Social dimension	Economic dimension	0.34*	0.043
	Environmental dimension	0.61	0.057
	Political dimension	0.18	0.463
	Cultural dimension	-0.20	0.218
	Educational dimension	-0.27	0.817
Economic dimension	Social dimension	-0.34*	0.043
	Environmental dimension	0.27	0.487
	Political dimension	-0.16	0.617
	Cultural dimension	-0.54*	0.008
	Educational dimension	-0.61	0.468
Environmental dimension	Social dimension	-0.61	0.057
	Economic dimension	-0.27	0.487
	Political dimension	-0.43	0.200
	Cultural dimension	-0.82*	0.014

	Educational dimension	-0.88	0.269
Political dimension	Social dimension	-0.18	0.463
	Economic dimension	0.16	0.617
	Environmental dimension	0.43	0.200
	Cultural dimension	-0.39	0.087
	Educational dimension	-0.45	0.604
Cultural dimension	Social dimension	0.20	0.218
	Economic dimension	0.54*	0.008
	Environmental dimension	0.82*	0.014
	Political dimension	0.39	0.087
	Educational dimension	-0.06	0.999
Educational dimension	Social dimension	0.27	0.817
	Economic dimension	0.61	0.468
	Environmental dimension	0.88	0.269
	Political dimension	0.45	0.604
	Cultural dimension	0.06	0.999

### Discussion

The results of the current study have unveiled important aspects related to the roles of translation in community development. The overall assessment of the perceptions has shown that the roles of translation are highly significant to a very great extent. It means that encouraging translation projects and leveraging the practice of translation in community activities may contribute to promoting multidimensional community development. In this regard, translation is called upon to be used for different purposes, aiming at the overall role of what House (2016) designates as translation as communication across languages and cultures. Therefore, the current study goes in line with Taibi (2018 & 2025) in that community translation is significant for facilitating communication between public services and communities. In line with House (2016) and within the paradigm of communication, the current study emphasizes the usability of translation in different practices, such as translation as a political action, translation as a narrative practice, translation in the ecosystem, translation as an intercultural communication, and so on. To this end, and like Marais (2018), the study puts emphasis on the importance of conducting studies on translation and development since pairing these research areas is perceived to have impactful and beneficial results for both translation studies and development studies, particularly in community development.

As far as variables of gender and major are concerned, no statistically significant differences have been recorded in the perceptions of the Yemeni researchers and postgraduate students. In terms of gender, the results implied that there was consistency in the perceptions across genders. As such, the roles of translation remained, preserving a coherent and harmonic agreement among the perceptions regardless of the participant's gender. This implies that translation is holistically perceived to have a dynamic and agentive role in altering community development in the Yemeni context. Therefore, extensive practice and training on translation need to be activated. Pertaining to the informants' major, the results revealed that there were no statistically significant differences between the perceptions of Yemeni researchers and postgraduate students majoring in applied linguistics and those majoring in translation studies. This also reflected a consistency in terms of perceptions of participants from both fields. Though the difference was insignificant, those majoring in translation studies had disclosed perceptions highlighting the roles of translation more than those majoring in applied linguistics. This might indicate that those majoring in translation studies had more sense

and feeling of the roles of translation based on close disciplinary belonging to the field of translation compared to those majoring in applied linguistics.

Delving into the study of the roles of translation in community development across its multidimensional perspectives, the informants' perceptions showed a high level of significance of translation in social, economic, environmental, political, cultural, and educational dimensions. The perceptions indicated that the most influential dimensions of community development were the educational dimension, the cultural dimension, and the social dimension, respectively. However, the rating of educational development as the most influenced by the role of translation in the first rank might be interpreted in terms of its perceived position as the gateway through which the other development dimensions are advanced. Depending on the informants' perceptions, the rating of cultural development in the dimensions most influenced by translation reflects the strong relationship between translation and culture. Social development was perceived in the third rank of the dimensions most influenced by translation. The other dimensions, including political development, economic development, and environmental development, were rated, according to perceptions, in the fourth, fifth, and sixth ranks, respectively. Regardless of these ranks and the differences between these dimensions, perceptions of Yemeni researchers and postgraduate students have shown that translation plays a significant role in community development across educational, cultural, social, political, economic, and environmental dimensions.

From an educational perspective, the study agrees with some other previous studies, such as those by Antón (2020), Doncel (2020), Mezhoud and Benchiheb (2023), Abbas and Noman (2025), and Liu (2025), which emphasized the role of translation in higher education and in language pedagogy. In terms of the role of translation in cultural development, the study coincides with Bassnett (2007 & 2011), Gagnon (2010), Leppihalme (2011), Lathey (2020), and Antonini (2021), where translation was accounted for facilitating intercultural communication, cultural exchange and transformation, shaping cultural literary systems, and enhancing cultural values and traditions. From a social perspective, the study aligns with Shäffner (2010), Wolf (2010), O'Hagan (2011), Taibi (2018 & 2025), and Heinisch (2021), where translation works as a social practice for social empowerment, engagement, and facilitating social innovations and so on. In the political dimension, the results of the study fall in agreement with Baranyai (2011), Patience (2016), Shahmerdanova (2025), and Dalol (2025), where translation plays a role in enhancing political and diplomatic development regarding maintaining relations and security issues at the national and international levels. In relation to ecological development, the study reflected upon issues of environmental crises where translation plays an important role, as it was similarly raised by Rouba (2020), O'Brien (2022), and Olimat and Mahadin (2022). The results of the study have also revealed the role of translation in economic development in tandem with similar previous studies, such as those conducted by Shiyab (2021) and Anvari (2025).

## Conclusion

Focusing on the relationship between translation and community, this study delved into investigating perceived roles of translation in community development. Based on perceptions of Yemeni researchers and postgraduate students, the study revealed that translation plays a significant role in community development to a great extent. It was found that there were no statistically significant differences in the perceived roles of translation based on participants' gender and academic major. The results also showed that educational, cultural, and social dimensions of community development were perceived as the ones most influenced by translation. According to the perceptions, the educational dimension was rated as the first rank of being influenced by translation, followed by cultural and social dimensions, respectively. Statistically significant differences were reported in the perceived roles of translation across dimensions of community development. These differences were particularly found between the perceptions of the social dimension and the economic dimension; the cultural dimension and the economic dimension; and the cultural dimension and the environmental dimension. Therefore, the

perceived importance of translation and the services it introduces for the development of communities are highlighted across several dimensions representing educational, cultural, social, political, economic, and environmental development.

These results may contribute to the existing literature highlighting, supporting, and emphasizing the significance of translation in the development of communities. However, the study is related to perceptions of a convenience sample of researchers and postgraduate students in the Yemeni context. This, in turn, may reflect issues of limitations and generalizability of the results. Thus, further research is suggested to account for additional or broader contexts surveying perceptions, using sampling techniques other than convenience sampling, in the Arab or other foreign contexts. To address these limitations, it is also proposed that researchers conduct research involving perceptions from different points of view, such as views of professional translators or other stakeholders in the field of translation practice and community development. Since the study is based on perceptions, it is suggested to triangulate the methodological perspective by collecting data through other methods, such as ethnographic observations, to address limitations regarding the impacts of translation on development.

#### Disclosure Statement

I (the author of this paper) hereby declare that research ethics and citation principles have been considered in all stages of this paper. I take full responsibility for the content of the paper in case of a dispute. I confirm that the manuscript has been created by the author(s) and not an AI tool/Large Language Model (LLM).

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## Appendix. The participants' place of work

Place of Work	N	%
Al-Farooq Secondary School - Abyan	1	1.2%
Al-Nawrus School - Aden	1	1.2%
Alkhamilah Boys School - Abyan	1	1.2%
Community College - Aden	1	1.2%
Freelance	6	7.0%
Ibb University	2	2.3%
Lahej University	14	16.3%
Najran University - KSA	1	1.2%
Sana'a University	2	2.3%
Taiz University	1	1.2%
UN Organization	1	1.2%
University of Abyan	22	25.6%
University of Aden	18	20.9%
University of Hadhramout	3	3.5%
University of Hajjah	1	1.2%
University of Hodeidah	2	2.3%
University of Science and Technology - Aden	1	1.2%
University of Science and Technology - Hodeidah	2	2.3%
University of Shabwah	4	4.7%
University of Saba Region - Marib	2	2.3%
Total	86	100%