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I-RoLE 2023

INTERNATIONAL CONFERENCE OF
RESEARCH ON LANGUAGE EDUCATION 2023

**EMBRACING CHANGE:
EMANCIPATING THE LANDSCAPE
OF RESEARCH IN LINGUISTIC,
LANGUAGE AND LITERATURE**

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TRANSLATION OF ABQORIE'S FARDHU AIN MODULE FOR SMART TAHFIZ & TRANSIT ABQORIE

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ABSTRACT:

In both domestic and foreign settings, the use of English is crucial for efficient communication. It should be used as a teaching tool at colleges and universities, while also utilised in every school. All current educational institutions must offer ESL (English as a Second Language) classes as one of the core subjects, and should not be avoided by the students. Despite the complexity of its usage, language is a necessary means of communication and essential for human interaction. Technology development has made it possible for individuals worldwide to connect with one another using standard languages like English. Therefore, it is important to instil the necessity to learn English, and early exposure to it should be given as early as possible to the children. This project involved translating, proofreading, and editing an existing module into a bilingual version to assist in adding vocabulary to 5 to 12 years old children. It employed a qualitative research method that required us to go to the school itself to collect data in the form of observing and interviewing the students in Smart Tahfiz & Transit Abqorie. Apart from that, we also use sources from Google Scholar and ResearchGate. The finding reveals that students in that school show genuine interest in learning the English language but make no attempt to use it in their daily conversation as they are unconfident and shy. In contrast, some are indifferent to learning the language. The conclusion focuses on the importance of early exposure to English as a Second Language to children in order to avoid causing problems related to speaking and understanding English in the future.

Keywords: Teaching tool, ESL, Early exposure, Translating a module

1. INTRODUCTION

Nowadays, it is typical for people of various ages to use more than one language when speaking with one another, including English. This can be applied to people in Malaysia, too, as when the level of education increases, students use English more than their mother tongue, the Malay language. However, some of these students experienced difficulties in using English as they did not have a solid vocabulary which caused them to dislike and have low motivation to learn English. Some research has been done where many students often experience difficulties with their confidence in speaking and are concerned that they are speaking English poorly as a result of their limited experience and vocabulary. Additionally, they were also hesitant, shy, and awkward when asked to speak in English. There are also some who lack the motivation to learn the language itself, even in class (Ahmad Zuki et al., 2022; see also Mohd Nor et al., 2019).

These problems stated are the same ones encountered by the students from Smart Tahfiz & Transit Abqorie. Hence, why this project is made to ease and increase the student's understanding and vocabulary of the English language. The students come from different backgrounds and have different levels of knowledge. When we had a site visit to the school, we noticed that they also lacked the materials needed to learn and study English. Therefore, we decided to develop their current learning module into a bilingual module consisting of Malay and English language that can help improve the student's language skills. Multiple colourful pictures and shapes were inserted into the module to help draw the student's attention and pique their interest in learning.

1.1 Project Objective / Purpose

The target audience for this project is 5 to 12 years old students from various schools who go to Smart Tahfiz & Transit Abqorie. The project objectives are as follows:

- To create a bilingual Fardhu Ain Module for Smart Tahfiz & Transit Abqorie
- To help the students to learn and master the English language as their second language

1.2 Entrepreneurial Opportunities

This project, in particular, is a collaboration with the Smart Tahfiz & Transit Abqorie, where they appointed us to translate, edit, and proofread their current Malay Fardhu Ain Module to a new bilingual version. This was done in the hope of assisting their students in acquiring the English language, as they had shown interest in learning and expanding their English vocabulary but were restricted due to a lack of study materials. The fee agreed by both parties to undertake the project was RM1,250 in total. The money paid by the school was then used for the completion of the module, including the translation, proofreading, editing and printing.

In the long run, Smart Tahfiz & Transit Abqorie can also sell this module to other schools, as we had helped them obtain a copyright for this module. This means that we can acquire a passive income for every purchase of this module. Therefore, it can be concluded that we managed to use our talents and skills in translation, proofreading, and editing to generate proper income.

2. METHODOLOGY

As we had no prior knowledge of the levels of English language proficiency for the students of Smart Tahfiz & Transit Abqorie, we first had to do a site visit to do a qualitative survey of the participants of the research, which are students. A few questions were asked to the students to identify how much they understand English and how well they can speak using English. We also found that no English study materials were available at the school; hence decided to translate their existing module into a bilingual version which was supported entirely by their teachers.

In translating the module, we use Vinay and Darbelnet translation theories which involve a method that replicates the identical circumstance as in the original but uses entirely new phrasing. When this method is used in a translation, it will maintain the stylish effect of the source language text in the translated language text, hence why this method was chosen. The translation techniques used for this project include direct techniques; borrowing, and literal translation, as well as oblique techniques; transposition, modulation, and adaptation. Some of the examples are as below:

TECHNIQUES	SOURCE TEXT	TRANSLATED TEXT
Borrowing	solat, qiam, rukuk, thoma'ninah, sujud	salah, qiam, ruku', tuma'ninah, sujud
Literal Translation	Berdiri menghadap ke kiblat dan meluruskan dua tapak kaki ke kiblat.	Stand facing the qibla and straighten both feet to the qibla.
Transposition	<u>Berkemampuan</u> zahir dan syarie.	Physically and syarie <u>capable</u> .
Modulation	Bersiwak selepas <u>gelincir matahari</u> .	Siwak after <u>Zuhr</u> .
Adaptation	Haid, <u>nifas dan wiladah</u>	Menstruation and <u>childbirth</u>

Figure 1: Sample of the Techniques Used.

Next, we prepared a Gantt chart as a planning preparation before we fully indulged ourselves in researching a few trusted websites on the jargon used in the module and how to translate them into the English language, as the module used many Islamic jargons.

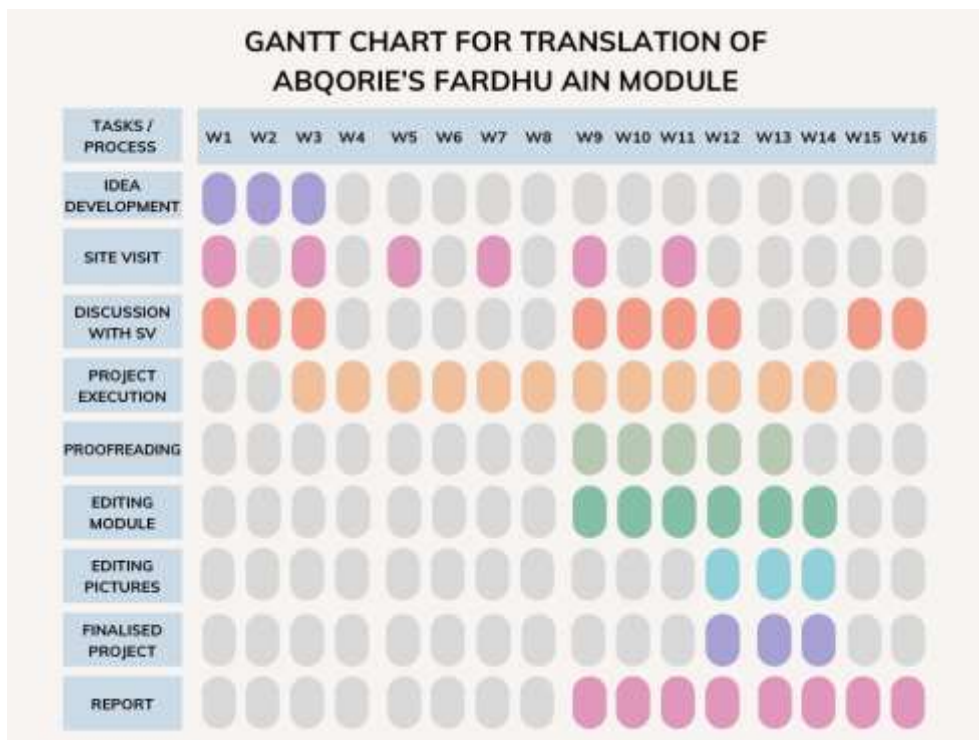


Figure 2: Gantt Chart of the Project.

We then proceed to use Canva to create visual materials to include in the module, such as posters and images. As we completed the module translation, we sent them to professionals; a Quranic and Sunnah Studies graduate, the school teacher, and supervisor, to review the module we translated. A few consultations were done with the teachers and supervisor to create an excellent version of the translated module. Once the people involved were satisfied with the end product, we printed the module into a physical book.



3. RESULTS AND DISCUSSION

Based on the data collected from the teachers and students of Smart Tahfiz & Transit Abqorie, we discovered that some of the teachers did help in developing the English acquisition of the students by talking to them in English. However, some students were actually having a hard time understanding what the teachers were saying and decided to just listen and let their friends talk instead. This shows that these students are not introduced to the English language earlier in their life, which causes them to be timid when facing people who can speak in English. After some discussions with the teachers, we unanimously decided that in order to help these students get used to learning English, we would translate their module into a bilingual version where they can see both the Malay and English words side-by-side.

3.1 Results of Interviews with the Teachers

NO.	QUESTIONS	ANSWERS
1.	What do you think about the interest of the students in regard to the English language?	I think that they are actually interested to learn it, but we do not have the materials needed to teach them as the materials are all in Malay.
2.	How would you say the level of proficiency in English for these students?	I would say that some of them are quite proficient and I can converse with them in English. However, some of them do not understand and cannot speak English. But, there are also some that can understand English but are too shy to speak in case they made a mistake.
3.	Do you think that if this module is to be translated into English, it can help increase the student's proficiency in English?	I believe so, yes.

From the results above, it is clear that the teachers had tried to instil the interest to learn English in the students, but some are not cooperating in making this possible. There was also a case of not having materials to use to teach these students. Hence, a suitable solution was given to them which was by making a bilingual version of their existing module.



3.2 Results of Interviews with the Students

NO.	QUESTIONS	ANSWERS
1.	What do you think of the English language?	<ul style="list-style-type: none"> - I think that it is hard and there are too many things to memorise like the tenses. - I think it is fun, but I don't know many words.. - I'm not sure.. - I like speaking in English, especially with Teacher Wani.
2.	Do you want to try speaking in English with me?	<ul style="list-style-type: none"> - No.. - Shakes head - I'm shy.. - I don't want to - Yes!

According to the results above, it is apparent that most of the students are actually interested in learning English. But, there are circumstances where they are not confident and shy in speaking in English. Despite that, we believe that when they are taught properly using proper materials, surely their interest in the English language will eventually increase.

3.3 Discussion with Lecturers

There are a few feedbacks we received after discussing the overall production of this module. An Arabic lecturer from UiTM Bandaraya Campus pointed out a few mistakes in translation and advised that we use the same font for the Arabic words. Apart from that, he was very satisfied with the outcome of the module. A few other lecturers from UiTM Alor Gajah also offer congratulatory words and improvements for us to be made such as the overall design and the layout of the module.

4. CONCLUSION

In conclusion, it is essential for students to acquire a strong command of the English language since they are small, given how frequently it is used in the world nowadays. Early exposure to the English language must be given priority, especially by the parents, so that the children can get themselves used to the language before getting more intense and thorough lectures at school. Based on the research done, we believe that children who are exposed to the English language since they were young will have a greater desire to learn English and will be more engaged when they are asked in English. However, when they are not given the opportunity to familiarise themselves with the language from a young age, it will cause a lot of problems for them in the future.

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