

Fostering Translating Skills to Young Learners: A Case Study

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ABSTRACT

This case study explores strategies for fostering translation skills in young learners at MI Miftahul Huda Ngadireso, Malang, Indonesia. It delves into the importance of language acquisition during the early stages of education and examines specific methodologies used to enhance translation abilities. The study assesses the impact of interactive and immersive approaches on linguistic development, providing insights into effective pedagogical practices for nurturing basic translational proficiency in young language learners. This study indicates that Shobahul Lughah (*morning language learning*) effectively improves students' translating skills. Furthermore, the study emphasises the value of constant practice and exposure to varied language inputs in developing fluency and accuracy in translation tasks. Moreover, the study emphasises the importance of taking a balanced approach to language training that includes both explicit and implicit learning possibilities. While explicit education offers learners systematic guidance and unambiguous explanations of linguistic topics, implicit learning experiences promote inquiry, discovery, and subconscious internalisation of language patterns and conventions. Finally, by embracing novel pedagogical approaches and establishing a supportive learning community, educators may help young students become efficient interpreters and communicators in an increasingly interconnected global world.

Keywords: Translating; Young Learner; and Skills.

INTRODUCTION

Translation is crucial for young learners for several reasons. It enhances their language proficiency by requiring a deep understanding of vocabulary (M. Al Tameemi & A. Farhan, 2020), grammar (Nguyen, 2021), and context in both source and target languages (AlEnezi & Alkhaleefah, 2023). This process not only reinforces linguistic skills but also fosters cognitive development (Apriyanti et al., 2017; Nurlaila & Irlina, 2021; Rohim & Putra, 2022).

Nugraha, (2013) has asserted that translation promotes cross-cultural awareness and communication. By engaging with different languages, young learners gain insights into diverse cultures, fostering a more inclusive worldview (Arono & Nadrah, 2019; Hutahaean et al., 2023; Rahayu, 2021). This skill becomes increasingly valuable in our interconnected global society (Phan et al., 2022; Simanjuntak, 2019).

Additionally, translation aids in the development of critical thinking and problem-solving abilities (Fransiska & Arifin, 2021; Yang, 2018). It challenges learners to convey ideas accurately and creatively (Nur Najibah Koman et al., 2019), fostering intellectual growth (Al Salem et al., 2023). Moreover, as a practical skill, translation prepares young learners for future academic and professional endeavours, where multilingual competence is often an asset (Dikec & Sarac, 2016; Gu & Li, 2022; Wongranu, 2017). In summary, translation for young learners is integral for linguistic, cognitive, cultural, and practical development, equipping them with versatile skills for the future (Adawiyah, 2022; Neithanantan & Hua, 2023; Putri & Rustipa, 2023; Sari, 2018; Widyastuti et al., 2022). For example, in MI Miftahul Huda implemented a program to foster translation skills for young learners. Based on the explanation above, the researcher stated that translation is one of the crucial points in learning English specifically for EFL learners. This is because the students will easily understand the meaning of English sentences especially for young learners.

Logically, when it is implemented, there are barriers or challenges specifically for young learners. Fransischa & Syaifei, (2016) has asserted that young learners may face challenges in managing the cognitive load associated with translation, as it requires simultaneous processing of two languages. This can lead to mental fatigue and hinder comprehension (Imawanti et al., 2020; Setyaningrum et al., 2022). This is related to (Goriot et al., 2021) who stated if translation activities are not made engaging or relevant to young learners' interests, they may lack motivation, resulting in disinterest and limited participation.

Meanwhile, Suseno & Purwati, (2020) have stated that insufficient proficiency in either the source or target language can impede effective translation. Young learners may struggle with complex vocabulary or grammatical structures (Camó & Ballester, 2015; Robinson, 2010). In addition, translating involves understanding cultural (Nguyen, 2021). Young learners might face difficulties in accurately conveying cultural subtleties, leading to potential misunderstandings (Anggarini et al., 2023; Octaberlina & Anggarini, 2020).

Apriyanti et al., (2017) in their paper also asserted the alternatives of opportunities that utilize interactive and age-appropriate language learning apps that incorporate translation exercises. These platforms often use gamification to make the translation process enjoyable and effective (M. Al Tameemi & A. Farhan, 2020; Nurlaila & Irlina, 2021). This is related to the English learning process by combining technology to promote the outcomes (Apriani et al., 2022; Fatimah et al., 2019; Santiana et al., 2021; Santiana, Santiana, 2021; Fatimah & Santiana, 2017; Santiana Santiana et al., 2023). Another suggestion by Anggarini et al., (2023) stated that integrate storytelling and role-playing activities to encourage young learners to express themselves creatively in both languages. This fosters language development in a contextually rich manner (Rahayu, 2021). On the other hand, implement peer collaboration by organizing group translation projects (Hutahaean et al., 2023).

This allows young learners to support each other, share ideas, and learn collaboratively, reducing the cognitive load on individual students (Fransiska & Arifin, 2021; Nur Najibah Koman et al., 2019; Simanjuntak, 2019).

Nguyen, (2021) has stated that using culturally relevant content in translation exercises to make the learning experience more engaging. This approach helps young learners connect with the material and understand cultural subtleties. Somehow, gradually exposes young learners to increasingly complex language structures and vocabulary (M. Al Tameemi & A. Farhan, 2020). This progressive approach ensures that they build on their skills at a pace that matches their developmental stage (Rohim & Putra, 2022). The last one, create scenarios that simulate real-life situations where translation skills are valuable (Rahayu, 2021). This helps young learners understand the practical applications of their language skills in everyday contexts (Al Salem et al., 2023). Based on the literature above, the researcher stated that by addressing these barriers and incorporating alternative strategies, educators can create a more inclusive and effective environment for young learners to develop their translation skills.

Nurlaila & Irlina, (2021) has stated effectively implementing translation for young learners involves a thoughtful approach such as contextual relevance. This means integrate translation activities that are contextually relevant to the young learners' experiences. This makes the learning process more engaging and meaningful (Hutahaean et al., 2023). Meanwhile, use interactive and immersive methods, such as games, role-playing, or multimedia, to make the translation process enjoyable and foster active participation (Hardiyanti & Herda, 2023; Rahmadan et al., 2023; Trota et al., 2022).

Anggarini et al., (2022) stated that emphasize the cultural aspects of languages during translation exercises. This not only enhances linguistic skills but also promotes cross-cultural understanding. For instance, translation begin with simple texts and gradually increase the complexity as learners progress (Santiana et al., 2023). This ensures a smooth development of translation skills without overwhelming the young learners (Nguyen, 2021). Provide constructive feedback on translations, encouraging learners to reflect on their choices. This reflective practice enhances their analytical and self-assessment skills (Nurlaila & Irlina, 2021).

Moreover, Trota et al., (2022) have stated that utilize technology to enhance the learning experience. Online tools and language learning apps can provide interactive platforms for practicing translation in a modern context (Octaberlina & Rofiki, 2021). In addition, connect translation exercises to real-world scenarios. This helps young learners see the practical value of their language skills and how translation is used in everyday life (Rahmadan et al., 2023).

Further, foster a collaborative learning environment where students can work together on translation projects. This encourages peer-to-peer interaction, communication, and shared learning experiences (Rahmadan et al., 2023). This includes a variety of text types for translation, such as stories, poems, or informational texts. This diversification helps learners adapt their translation skills to different genres and purposes (Rahmadan et al., 2023). Also, integrate assessments that evaluate both accuracy and creativity in translations. This encourages learners to strive for linguistic precision while also expressing ideas creatively (Apriyanti et al., 2017; Nguyen, 2021).

The researcher stated that by incorporating these strategies, educators can create an effective and enriching environment for young learners to develop their translation skills. Based on the explanation previously the researcher has conducted the research entitled *Fostering Translating Skills to Young Learners: A Case Study*.

METHOD

This is qualitative case study method (Creswell, 2020). Chu, PH. and Chang, (2017) has stated that qualitative research – case study is detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research. Meanwhile, the focuses are understanding the strategies employed for fostering translation skills in young learners, evaluating the effectiveness of these strategies, and exploring the impact on linguistic development. This have chosen the educational institution (MI Miftahul Huda Ngadireso, Malang) as the site for the case study, considering its relevance to the research topic and the availability of data (C. Bogdan, 2006).

Further, the participants identify and select young learners as research participants. Consider factors like grade, language proficiency, and cultural background to ensure a representative sample (Rademaker, 2011). This around 120 participants started from the first grade to the sixth grade. The data are collected through observations, observe translation activities in and out the classroom to understand the dynamics of the teaching and learning process specifically in translation skills. Interviews, conduct interviews with teachers, students, and possibly parents to gather insights into perceptions, experiences, and attitudes toward translation education in Madrasah. Then, document analysis which analyse relevant documents such as curriculum materials, lesson plans, picture, and student work to gain a comprehensive understanding of the translation education program (Morgan, 2022).

Furthermore, data analysis, analyse qualitative data thematically, looking for patterns and themes related to effective strategies for fostering translation skills use triangulation which means employ triangulation by cross-referencing data from multiple sources (observations, interviews, document) to enhance the validity and reliability of the findings (Aspers & Corte, 2019).

RESULTS AND DISCUSSION

MI Miftahul Huda is one of the Madrasah in rural area which implemented several programs to improve the quality of language learning.



Figure 1. MI Miftahul Huda

In fact, this school uses the interactive methods, such as games and role-playing, was observed to be highly effective in engaging young learners during translation activities (Octaberlina & Rofiki, 2021). Nguyen, (2021) & Nurlaila & Irlina, (2021) have asserted that interactive approaches not only captured the students' interest but also contributed to a more dynamic and participatory learning environment, fostering a positive attitude toward translation.

Furthermore, the integration of technology-mediated learning aids, such as language learning applications and digital platforms, has enhanced the interactive learning experience by allowing students to explore independently and practice language in a personalized manner. Based on the research of Octaberlina & Rofiki (2021), Nguyen (2021), and Nurlaila & Irlina (2021), it is clear that the combination of interactive methodologies and technology-enhanced resources helps students understand, retain, and apply translation principles in a variety of contexts. Using students' intrinsic motivation and curiosity, educators can use gamification and role-playing activities to create authentic learning scenarios that mirror real-world communication situations, empowering students to apply their translation skills with confidence and creativity.

In addition, the collaborative aspect of interactive learning encourages peer-to-peer contact and cooperative problem-solving, allowing students to exchange ideas, negotiate meaning, and co-create knowledge together. This social dimension of learning not only improves students' linguistic abilities, but it also develops important socio-emotional skills like empathy, cooperation, and cultural sensitivity. As educators explore new pedagogical approaches and use emerging technologies to improve language instruction, ongoing research and professional development initiatives are critical in shaping effective teaching practices and promoting pedagogical excellence in translation education.



Figure 2. Morning Language Learning – Vocabulary in Group

Moreover, translation exercises that incorporated cultural elements resulted in a better understanding of language among young learners. This is in line with (Anggarini, 2022; Anggarini et al., 2022) who asserted that integrating cultural context in translation not only improved linguistic accuracy but also enhanced cross-cultural awareness, promoting a more comprehensive language learning experience.



Figure 3. Integrating English Class and Islamic Values

Base on the data, some young learners experienced challenges in managing the cognitive load associated with simultaneous translation. Based on the observation, this caused by they are unfamiliar with the English itself. They feel difficult to understand and pronounce each sentence. Recognizing the cognitive demands, Nugraha, (2013) has stated that educators may consider implementing strategies to gradually increase complexity, providing additional support for learners to build cognitive skills over time (Hutahaeen et al., 2023; Rahayu, 2021).

On the contrary, collaborative translation projects positively influenced the development of translation skills among young learners. This fosters the competitiveness of the students to do the best and understand the sentence provided by the teacher. Simanjuntak, (2019) has stated that peer collaboration not only reduced the cognitive load on individual students but also promoted a sense of shared learning, allowing for the exchange of ideas and mutual support.



Figure 4. Collaborative Learning

Based on the observation, the researcher found the motivation of young learners in translation activities was influenced by the relevance of content to their interests. This is appropriate with Fransiska & Arifin, (2021) who asserted that educators can enhance motivation by incorporating content that resonates with the students' experiences, ensuring a meaningful and enjoyable translation learning process. The researcher understood the most interesting theme for female students is related to food and vegetable. Moreover, for the boy is animals. Also, reward is the key for young learners.



Figure 5. Reward for the Most Stand Out Group

The researcher's interview data revealed the substantial impact of the "Shobahul Lughah" programme on the school's instructional landscape. It is clear that the implementation of this programme has contributed significantly to the school's success in English competitions such as speech and narrative events. These accomplishments demonstrate the program's success in developing students' language competency and promoting an environment of excellence in English language acquisition.

Furthermore, the "Shobahul Lughah" initiative has a transformative impact that transcends beyond competitive endeavours by dramatically improving students' translation skills. The students' capacity to interpret fundamental sentences independently, without the use of dictionaries, demonstrates the program's effectiveness in building linguistic autonomy and proficiency.

Nur Najibah Koman et al.'s (2019) findings support the good benefit of focused language study time in the morning. Their findings imply that incorporating structured language learning activities into the morning routine can provide concrete benefits for young learners, particularly in terms of translation skills development. Schools can foster language acquisition and skill development by including specific language learning sessions, such as the "Shobahul Lughah" programme. The planned nature of these sessions enables students to participate in targeted language practice while receiving timely feedback from educators, encouraging incremental growth and mastery of language skills.

Furthermore, the success of the “Shobahul Lughah” programme demonstrates the value of strategic planning and curriculum design in promoting holistic language development. Educators can maximise the success of language learning programmes by aligning instructional practices with research-based approaches and pedagogical principles, empowering students to become excellent communicators and translators in multicultural environments.

Overall, incorporating dedicated language learning time in the morning is a promising opportunity for schools looking to foster a language-rich atmosphere and provide students with the tools they need for academic and professional success. As educators continue to investigate novel approaches to language instruction, initiatives such as the “Shobahul Lughah” programme serve as models for best practices in encouraging linguistic variety and proficiency among young learners.

Here, the following sentence that can be translated independently, have been listed as follows.

Table 1. Sentence

No	Sentence
1.	Nawang goes to the school by car
2.	Hilmi looks so handsome today
3.	His favorite food is meatball and her favorite beverages is apple juice
4.	Let’s study hard every day, dude!
5.	Hello Mey Hwa, how are you today?
6.	Is there Miss Ida in this office?
7.	Excuse me, Mom. May I go to the toilet, please?
8.	It’s time for English task, open your bag.
9.	Close the door, please?
10.	Do your best and let God do the rest

Based on the result, recommendations include implementing interactive approaches, integrating cultural elements, providing gradual complexity, fostering peer collaboration, and considering motivational factors in designing translation learning activities. Discuss limitations of the study, such as the specific context of the case study, and propose areas for future research, such as exploring the long-term effects of different translation methodologies. Also, by presenting these findings and engaging in a comprehensive discussion, the research contributes to the broader understanding of effective strategies for fostering translation skills in young learners, offering practical insights for educators and researchers alike.

Based on the data in Table 1, which includes numerous English sentences, it is clear that translation efforts include a wide spectrum of language structures and communication functions. These sentences cover a variety of situations and language registers, demonstrating the complexities inherent in translation jobs.

Sentence No. 3 presents a challenge owing to grammatical inconsistency, as it mixes pronouns and possessive determiners in an unconventional manner. Sentence 5 introduces informal language and a conversational tone, but Sentence 10 provides a motivational message using cultural and idiomatic terms.

When constructing translation learning activities, educators should take into account the language diversity and cultural nuances encoded in the source text. The study recommends interactive ways for involving young learners in the translation process.

Educators can construct immersive learning environments that encourage active engagement and meaningful connection with the target language by include activities such as role-playing, group discussions, and multimedia tasks.

Furthermore, incorporating cultural factors into translation tasks helps students develop cultural awareness and sensitivity, allowing them to manage cross-cultural communication more effectively and respectfully. Gradual complexity in task design allows students to scaffold their learning over time, progressing from simple sentence patterns to increasingly sophisticated language constructions.

Peer cooperation improves collaborative learning by allowing students to discuss ideas, clarify doubts, and negotiate meaning together. Educators can build a positive attitude towards translation by creating an inclusive environment in which students feel empowered to take risks and make mistakes.

However, it is critical to recognise the study's limitations, particularly its specific context and sample size. The findings may not be applicable to other educational contexts or language learners from diverse sociocultural backgrounds. Future research projects could look into the long-term consequences of different translation approaches on students' language ability and translational competence.

By publishing these findings and engaging in scholarly conversation, the study leads to a better understanding of successful ways for developing translation skills in young learners. The study's practical observations provide helpful assistance for instructors looking to improve their teaching techniques and students' language learning experiences in multicultural classrooms.

CONCLUSION

This case study sheds light on the multifaceted landscape of fostering translation skills in young learners, with a specific focus on the context of MI Miftahul Huda Ngadireso, Malang. The findings underscore the importance of adopting interactive and culturally integrated approaches to engage learners effectively. The positive impact of "Shobahul Lughah" (Morning Language Learning) on translating skills emphasizes the significance of dedicated language learning time in shaping linguistic proficiency. Despite challenges related to cognitive load, collaborative efforts and peer support emerged as valuable strategies to navigate these hurdles.

The recommendations derived from this study provide actionable insights for educators, suggesting the incorporation of interactive methodologies, cultural context, and motivational factors in designing translation activities. Additionally, the gradual introduction of complexity and the encouragement of peer collaboration are highlighted as beneficial practices. As we move forward, it is imperative to acknowledge the limitations of this study, rooted in its specific context. Future research endeavours could explore the broader applicability of these findings across diverse educational settings and delve into the long-term effects of various translation methodologies on young learners.

In essence, this case study contributes to the evolving discourse on language education for young learners, emphasizing the need for holistic and engaging approaches to foster translation skills. The journey of language acquisition among young minds is dynamic, and by continuously refining our pedagogical practices, we can ensure a more enriching and effective learning experience for the linguists of tomorrow.

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