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Difficulties of High School Arabic Learners in Translation and Their Solutions: A Case Study of Selected Schools in Malard County

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- Arabic learners
- secondary education
- translation problems
- Malard region

Abstract

Teaching translation, as one of the categories of acquired learning, requires the use of experts' knowledge and expertise. Among the problems of teaching Arabic language in Nongasht books (2013) is related to the translation section, which includes things such as morphological and syntactic problems, vocabulary, incorrect reading of texts by students, and lack of facilities. The present study aims to help learners to translate texts correctly by providing suggested solutions, introducing them to the translation of standard texts, and encouraging them to study various types of texts. Also, by teaching in a game style and using group and workshop-based translation methods and appropriate exercises, an effective step was taken in the direction of teaching translation techniques. The current research method was descriptive-analytical with a field approach and the research tool was a questionnaire. The statistical population of the research was selected high schools of Malard in Tehran province, where the people were selected using a purposeful sampling method based on the criterion technique. The results of the research showed that the main translation problems of students in Malard region were related to morphological and syntactical rules, lack of teaching facilities, lack of attention to modern teaching methods, and incorrect reading of texts by students.

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1. Introduction

Teaching translation, as a component of acquired learning, necessitates the expertise of specialists. Among the issues in teaching Arabic in the newly published textbooks (2013) is the translation section. According to observations and the employment of one of the researchers in the schools of Malard region during the academic year 2021-2022, the translation difficulties students faced included problems with Arabic grammar, incorrect placement of diacritics, derivative weights, and more. Therefore, this study, using a descriptive-analytical method with a field approach, aims to answer the following questions:

Research Questions

1. What are the main problems of students in the Malard region in translating Arabic texts?
2. What are the solutions to these problems?
3. How effective can group work and collaborative teaching be in helping students with translation?
4. How impactful can correct reading of texts and playing audio files by the teacher be?

2. Literature Review

Translation has different definitions and has always been one of the means and tools of human communication. There are various types of translation: There is literal or semantic translation, where the translator remains faithful to the text, believing that altering, removing, or changing any word betrays the original author and text. In addition, there is free translation, which involves rearranging the main phrases of each sentence as the translator desires and often adding or omitting elements not present in the original text. Emphasis in free translation is not on preserving or removing words strictly, but rather on the necessary additions and omissions without complete freedom.

3. Methodology

This research, using a descriptive-analytical approach and field method, identifies the translation problems of second-grade high school students in selected boys' schools in Malard in the "Arabic, Language of the Quran" textbook across three disciplines: mathematics and physics, experimental sciences, and literature and humanities. Utilising questionnaires, it monitors these problems in public schools. Information is collected through document-library methods for the theoretical and previous concepts related to the research variables (translation problems of secondary-level Arabic learners). Moteghi Zadeh, et al. (2009) in their article, "Examining the success of the 'Translation Workshop' section in textbooks from the perspective of teachers and students in Dorud city", found that this section successfully achieved its goals. The present study aimed to investigate the translation problems of second-grade high school students in selected schools in Malard and their solutions using a descriptive-analytical method and a field approach.

4. Results & Discussion

Results of the first hypothesis: According to the preliminary predicted data, the main translation problems of students in the Malard region relate to Arabic grammar, particularly in translating vocabulary statistically. Compared to the hypothesis about Arabic grammar, the impact of translating vocabulary is less significant, thus dismissing it as a major translation issue. These findings align with Fazeli, et al. (2000), showing the importance of Arabic grammar in accurate translation.

5. Conclusion

Hypothesis 2 suggests that developing an effective program to operationalise and adapt these structures during the educational process, along with appropriate exercises, can improve students' grammar skills in translation. Data analysis showed that the effectiveness of the teacher's explanations was more impactful than teaching facilities, which had minimal impact and was dismissed as a solution.

Hypothesis 3 suggests that the lack of group work and collaboration in class translation and reading contributes to students' lack of motivation. Group work was found to be more effective than teaching facilities, dismissing the latter as a significant factor.

Hypothesis 4 suggests that one challenge in translation is the lack of proper text reading.

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