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## A New Tone in ELT – Positive Uses of Translation in Remedial Teaching and Learning

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### Abstract

This research paper tries to bring out the status of the higher secondary students' language ability and translation skill. It is an outcome of the result of an experiment work conducted with a view to developing the learner's translation skill.

Language is essentially a tool for communication. The prime need of the learner is to acquire an ability to understand and be understood in his mother tongue as well as in the second language.

### 1. Error Analysis

Error analysis is a tool teachers may use to facilitate remedial learning. Error analysis helps the teacher to enrich his or her method of teaching. The teacher can understand the problem faced by the students and he or she can go in for remedial measures so that the students do better in subsequent attempts. The behaviorists warn teachers against allowing the learners to practice their mistakes.

Learners' mistakes should be corrected and the correction should not be delayed or postponed. Otherwise such errors will be fossilized. The errors committed by a group of students can be collected and they can be categorized. The reason for these errors can be thought over. Finally a solution for remedial work can be chalked out.

## **2. Remedial Teaching**

Successful teachers correct the errors of the students when they occur. Learning strategies must arrange for appropriate teaching situations so as to prevent errors. The principle of early detection, prevention and remediation should be followed to accelerate the process of language development.

It is prudent on the part of the teacher who performs remedial teaching to boost the students' morale and help them gain and improve self-confidence. Their success should be emphasized and failure minimized and corrected with a positive attitude.

Translation exercises done by the students can be exploited by the second language teacher for error analysis and remedial teaching.

## **3. Translation**

Transferring the ideas found in the first language into the second language is translation. This requires a sound knowledge of L1 and L2.

The minimal elementary requirement is the ability to read and comprehend a language called "Source Language" (SL) from which the translation is made into the "Target Language" (TL). One must have some mastery of the mother tongue, and a fairly adequate mastery of the second language. One must also have what is called a 'feel for the language, language sensitivity'. In other words, the translator must have flair and feel for both the languages.

The translator must know the different techniques involved in the art of translation. Translation has a crucial role to play in aiding an understanding of the world. The translator is a traveler engaged in a journey from one source to another.

## **4. Project**

The students at the higher secondary level were given exercises in their translation classes. Their performance says something about their achievement in learning L1 and L2.

From the errors the teacher can come to a conclusion about the method of teaching he has to follow.

Hence, a research was conducted in this connection with students drawn from different schools.

The research was conducted to assess to the ability of the students at the higher secondary level to translate from Tamil to English. This was done by administering questionnaires. The students were found to make many mistakes such as:

1. Phonological errors
2. Morphological errors
3. Syntactical errors and
4. Semantic errors

## 5. Inference

The students were found to commit errors at phonological, morphological, syntactical and semantic level.

The mistakes are listed below:

1. Using a wrong word.
2. Using wrong/missing inflected ends.
3. Using wrong/missing preposition.
4. Possessive, apostrophe error.
5. Tense shift.
6. Unnecessary shift in person.
7. Using wrong tense or verb form
8. Mistakes in subject verb agreement
9. Pronoun agreement error
10. *Its* versus *It's* error.

The reasons for their mistakes were discussed and suggestions made to improve their achievement.

Examples of the mistakes committed by the students:

S.NO	SL	TL	Student's Translation	Remarks
1	ஐந்து பாடங்கள்	Five subjects	Five subject	Singular-plural concept confusion
2	ஒவ்வொரு பாடத்திலும்	In every subject	In every subjects	Singular –plural concept confusion
3	அதனுடைய சமுதாய பொருளாதார நிலை	Its social economic status	It's social economic status	Confusion in using apostrophe

4	அங்கு அதிக வசதிகள் உள்ளன	There are more facilities	There more facilities	Omission of be form verbs
5	அவர்கள் தேர்ந்தெடுத்தனர்	They chose	They choosed	Adding ed to irregular verb
6	அவன் உடைத்தான்	He broke	He broken	using past participle instead of past form of verb
7	மனப்பாடம் செய்தான்	Memorized	memoried	Using a word wrongly
8	தீவிரென்று சில விக்கட்டுகள் விழுந்தன	Suddenly some wickets fell	Suddenly some wickets were fall down	Using the verb form wrongly
9	எயிட்ஸ் என்ற சொல் நான்கு ஆங்கில சொற்களின் முதலெழுத்துகளின் தொகுப்பாகும்	The word AIDS is formed by collecting the first letters of the four English words	AIDS are is a word four English words	Unnecessary use of be form verbs- preposition missing
10	மாணவர்களாகிய நீங்கள் ஆறாம் வகுப்பிலிருந்து பத்தாம் வகுப்பு வரை ஐந்து ஆண்டுகள் பள்ளியில் படித்துள்ளீர்கள்	Students you have studied in school for five years from sixth to tenth class	Student were read in sixth class to tenth class in five years of school	Wrong use of verb, preposition missing
11	இது அனைத்து மாணவர்களுக்கும் ஒரே அளவினதாக இருக்குமா?	Is it equal for all the students?	Is the hole class students why?	Inability to make interrogative sentences

## 6. Word Order

‘Tamil is a verbal final language’. The normal word order of a sentence in Tamil is: SOV (subject+ object+ verb). The word order in English is SVO (subject+ verb+ object). In Tamil, the adjective precedes the noun and adverb precedes the verb. In English, verb precedes adverb. This point has to be taught to our students so that they can do translation without mistakes.

Contrastive analysis deals with the act of bringing out the differences of two systems. A successful teacher employs contrastive analysis to explain the differences between the first language and the second language.

## **7. Recursiveness**

Language development does not occur in isolated classrooms. All school activities should be properly mobilized to acquaint the child with acceptable patterns of speech and there should be insistence upon the child to produce utterances with acceptable patterns of speech and there should be insistence upon the child's using language as a means to self and social communication.

In every language we find the same pattern being repeated. Linguists call this "recursiveness". It is because of the recurrence of the basic elements we are able to produce an infinite set of sentences.

Hence, the language teacher must teach the learner the basic patterns which will facilitate the production of similar sentences.

This enables the students to understand and produce different sentences. Learners are able to acquire this creative aspect by acquiring the set rules.

## **8. Arousing Motivation**

Like any other teaching strategy, arousing motivation and interest of learners is the first important step on the road to success which is the key work of any remedial programme. Most language disordered children suffer from lack of confidence and tend to do more errors than the normal children.

## **9. Exercise**

The errors committed by the students are to be corrected immediately. The learners are to be given a lot of mechanical drills for the purpose. Since focus must be on linguistic communication, learners' errors are to be taken care of through various steps. The rules involved should be explained and exercises should be given to eradicate the errors. Attempt should be made to consolidate as well as reinforce the learner's learning. This does not mean that our effort to correct the errors should come in the way of fluency. We must certainly seek fluency first, and then slowly and steadily introduce steps to correct the errors. Without such correction, student writing may not easily communicate what the student really wanted to communicate.

## **10. Curriculum and Remedial Teaching**

Neglect of remedial teaching has disastrous results. If incorrect habits are allowed to persist, they become so firmly established as to cut off their victims from all chance of ever using the language acceptably. Very often remedial teaching is more urgently required at a period in the course where there seems to be the least time for it.

## 11. Suggestions

On the strength of the observation and analysis, the following suggestions are made.

The four skills of language and translating ability of the student could be improved by:

1. Improving their vocabulary
2. Improving the basic knowledge of English grammar.
3. Giving the students more translation exercises.

This could be done by

4. Teaching the students the use of a bilingual dictionary.
5. Giving a refresher course to the students in English grammar.
6. Giving training to teachers to train the students in translation.
7. The activities in the language class should involve as much of oral translation as possible.

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