

Translation is only a Means not an End in Achieving Target Language - A Study on the Literary Perspective

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Translation should be like the tongue in the midst of the teeth which carefully, confidently and courageously goes about its task, without getting bitten. Some places in the US implement bilingual education (dual language immersion program), but not all the people (teachers/parents/education department) agree and support bilingual education. In contrast, some parents do not like bilingual education. They think their children should only learn the dominant language (English), because the parents think English is the language of doctors and lawyers.

Parents believe their children can be doctors or lawyers if they only learn English. My claim is that it is not that we should not use bilingual method but achieving target language through target language will foster the learner and benefit him/her in learning. I am of the opinion that certain things cannot be translated as it would kill the charm of the original piece of literature. At the end, teachers have challenges in bilingual system, some teachers may not know two languages and they do not know how to balance the two languages, because the teachers lack professional training in bilingual teaching. Teachers have no idea what strategy or theory conduct into bilingual education program. Teachers run bilingual education program relying on their previous experience.

Translation is nothing but recreation of comparable content. It is a well-known fact that mother tongue interference is the greatest setback for learners of L2 . When such is the state of affairs how come bilingual method will yield the desired effect on learning L2. A work of art should stand the test of time and all great literary work had stood the test of time so only because it is best viewed and enjoyed in its own language. How is it possible to bring the authors intention for the phrase “Frailty thy name is women” by Shakespeare, how is it feasible to visualize the concept in which this was uttered by Hamlet unless we go by the Shakespearean use of language. Edgar Allan Poe’s philosophy of composition is something that has to be taken by its style and not by content.

T.S. Eliot's poem Love song for James Alfred Prufrock opening lines "Lets go You and I the evening is spread before us like a patient etherized upon a table" This You and I Refer to whom is still a point of discussion and if You is taken as reader then the poen gives a different connotation and if it is taken for author it is yet another idea so how bilingual teachers if they don't stick to the target language alone be able to accomplish the beauty of the literary work.

All these claims can't be brushed aside with an excuse that the world is not looking at literature but the language teaching, it is just a brutal murder that a language teacher can do as no language teaching is possible with out the touch of literature in it. One of the most important and significant shifts in the field of Applied Linguistics in recent years has been from looking at the teacher as the controller of language learning towards a more learner-centered view which stresses the learners' active role in managing their language learning for their communicative needs. One major result of such a shift of attention has been the increasing concern in the monitoring and analysis of the learners' language. This interest in the learners' errors stems from the significant and useful information and data that studies of errors provide for a better understanding and explanation of the process of second/foreign language acquisition, which, in turn, have stimulated major changes in teaching practices (Dulay, et al. 138).

Early on, Corder (1967) introduced the concept "transitional competence" into EA literature followed by "idiosyncratic dialect" (ID) in 1971 marking the beginning of a new paradigm in studying learners' language. He argues that all language learners, during their learning careers, develop a special sort of dialect which is shared by learners having similar L1 and is different from dialects of learners from different L1 backgrounds (Corder, 1971: 158).

In the same year, however, Nemser (1971:55) suggested that learners employ an approximative *deviant linguistic system* in their attempt to utilize the target language. Such approximative systems vary in character in accordance with proficiency level. They are transient and represent the current stage of the learners' stage of proficiency in the TL.

By the late 1970s, researchers began to view learners' interlanguage as a continuum stretching from MT to TL, but the case for such a continuum has been largely theoretical (Ellis, 1986: 54). Generally speaking, there are two types of studies that have been devised to investigate learners' interlanguage: longitudinal and cross-sectional.

Many language teachers, especially those who are just beginning their career, express anxieties about using the target language in the classroom. Often, teachers find it difficult to strike a balance between using local language (or language used at home) and the TL in the classroom. Although using the TL can cause some stress, it is very important to do so for the process of language learning. Firstly, the use of the TL in the classroom greatly increases the

students' exposure to the target language. This is very important, especially in foreign language classrooms where the TL is not heard outside of the classroom context. The goal is to make the context as close to a second language context (where the TL would be heard outside of the classroom) as possible in order to give students maximum exposure to the language. Secondly, by using the TL in the classroom, students are receiving more comprehensible input (Krashen) thus leading to more complex language structures. By using the TL, students are not only learning 'about' the language but also learning 'through' the language.

Certain classroom commands or common expressions can be acquired through routine use. In this regard I would like to quote Peter Dickson a renowned language expert "target language promotes natural acquisition and that use of the mother tongue (L1) undermines this process by diverting attention from the object of pupils' learning" Lastly, using the TL in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude toward the language. If the teacher is able to show proper use of the language daily, students can use that teacher as an example or model for production.

In addition, if the teacher treats the language as more than just a subject for study but shows the value of the language by using it, students will be more likely to gain a better appreciation for the language. By using the target language an ideal atmosphere intended by the author can be retained in the class room. Learners for sure subconsciously will develop strategic and discourse competence by hearing how communication is sustained in real contexts.

There are plenty of ways to increase the use of target language like Developing a routine, Giving necessary support to learners by the teachers to ascertain communication, By using gestures, body language, circumlocution and paraphrasing not only will you be facilitating student learning but also modeling how to use strategies for communication.

Literature is authentic material. Literature can act as a beneficial complement to such materials, particularly when the first "survival" level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

It is important for learners to realize from the beginning that they can respond in the target language, albeit simply at the word-level or with comprehensive gestures. This can be supported by educators by giving lots of choices using visuals and repetitive phrases that can be easily modified. As confidence builds, learners should be encouraged to mix and match their language chunks to create their own messages.

Learners who apply their learned vocabulary and/or structures in new contexts are beginning the transition from Novice to Intermediate. I do accept that there are some challenges in using target language like teachers have no extra time to give clarifications and it would be time consuming, it would be much more difficult for teachers who have learnt Target language as L2 and occasionally one would feel that he/She might be in adequate in the range of vocabulary that is used in the class room and might be wondering how to balance with the target language and the L1 language of the learner.

Life is but a challenge and language teachers have their greatest source which the “Language” is so achieving target language through Target language is the real achievement. The need for the target language as the language of class room is obvious so let’s strive to seek to find but not to yield.

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