

## **DEVELOPING ENGLISH SPEAKING SKILLS IN ADULT LEARNERS USING TRANSLATION**

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**Dr V.V.Subba Rao<sup>1</sup>**

Associate Professor,

Chalapathi Institute of Technology,

Mothadaka, A.P., India

**G.Kalpana Devi<sup>2</sup>**

Asst. Professor,

Vignan's Lara Inst. Of Tech. & Sciences,

Vadlamudi, India

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### Abstract:

The English Language occupies a predominant role when the world turns into a Global village. The demand of the English language is increasing not only in the professional area but also in daily life. In the case of English language speakers, they never find it as a difficult because as it is the base of their communication, but in the case of second language learners it is a bit difficult to learn or to use it. Various factors like individual, social, economic and cultural problems come to life in the process of learning a second language. Apart from the above, age level and purpose or need for learning also plays an important role. When we compare the young learners to adult learners, active learning can be identified in young learners than adult learners. The main difference is in exposure to the language and the way of learning and using it. In the case of young learners, their exposure to the language is high when it is compared to adult learners. Adult learners have exposed to their mother tongue for many years they prefer to use the process of translation while learning a second language. The main aim of the paper is the use of translation to enhance English speaking skills in adult learners. As second language learners' especially as adult learners, they have a good command in their Mother Tongue (MT/L1). The knowledge of their mother tongue is used to enhance the knowledge of Target language (TL/L2).

**Key Words:** Target Language (TL), Translation, Mother Tongue (MT), Adult Learners, English Speaking Skills.

#### Introduction:

Language is the base for human communication to express one's thoughts and feelings. A human language which makes indifference to animals' language is attached vocal sounds and signals. So, the main feature of language is the production of meaningful sounds. According to Dwight Bolinger, "Language is species-specific. It is a uniquely human trait, shared, unlike one another..." So, the English language plays a vital role not only in mother tongue speakers but also second language speakers. The learning English language is different in both cases. In the case of non-native speakers of English, the language cannot be imbibed like their mother tongue learning. Deliberate effort is to require in the case of second language learning.

But surviving with single language may limit the opportunities to everyone in the present scenario especially in the case of students, academicians, job holders, professional members or in any need situation. In the process of digitalization, everyone transforms their lives into an advanced one using the internet for various purposes, mobile phone or any advanced machine. In this process, the English language plays a vital role in every step. Not only gaining knowledge in the institutions but also in the workplace and daily needs of life. Learning the English language becomes the need to know the world. Adults (Above 25 years) also prefer to learn English for specific purposes. The purpose may vary from one to another. For instance, housewives to update their knowledge or as a symbol of status or to reach the expectation of their children or many other reasons. Some of the adult learners prefer to use technology in their job or to upgrade their position. Earlier most of the work has been done manually but with the development of technology, the work becomes digital. Computer-based work or internet based work interlinked with the English language. This creates a real need to learn and use English language for various purposes.

#### Learning Process:

To understand the learning process of a language, one needs to understand how a child exposed to the environment and acquires mother tongue through imitation. It comes to the natural process of learning. A child can learn single, double or multiple languages depend on the environmental exposure the process of acquiring the same irrespective of the number. But in the case of adult learners, it may not possible to learn as quickly as the child acquires. Children can learn a language easily when it compared with adult learners. It makes the difference between learning and acquisition process.

So, the exposure gives a better result in the process of learning a language. D.A. Wilkins adds, "one year in the classroom provides the equivalent of from one to three weeks' contact in a language acquisition situation." The role of the teacher is to create a kind of learning environment where the students exposed to the target language continuously. Because continuous exposure of the second language at off the classroom is not possible in the case of each learner.

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In Newson's words (1988) the use of translation leads to four problems. Those are

- 1) The intervention takes place when it is recalled in one language and transferred to another language.
- 2) The concentration of the two languages leads to less impact on single language.
- 3) The misconception on getting command on the languages.
- 4) Less emphasis on the Spoken skills.

Carreres (2006) adds the points related to disadvantages of using translation as a tool in teaching.

1. The translation comes to restrictive practice. It never provides a natural learning process.
2. Translation increases the dependency on the L1. It never gives a natural flow to L2.
3. Translation never gives a chance to real-world exposure
4. Using translation leads to making mistakes and never gives a chance to improve accuracy
5. Translation is a method for advanced learners, not for average learners.

Marsh (1987) mentioned that translation required equal command on both the languages not in one language. So, it is not suitable for beginners. In the words of Owen (2003), less productive opportunities because spending time on both languages rather than on Target language. Equally strong points can be listed to support the use of translation in teaching the second language. Here, teaching methodology is the main problem, not the translation. It exposed to the real environment and also the natural way of learning. In the words of Duff (1989: 6), "translation happens everywhere, all the time, so why not in the classroom?" Learners "translate silently" in the process of acquiring L2 (Titford 1985: 78). With this, the mechanism of translation helps the learner in learning L2.

Many researchers used translation as a motivational tool to encourage and support the learners in the process of learning L2. Carreres (2006) conducted research and confirmed that translation occupies a vital in the process of learning a new language. Lavault (1985) adds that students find pleasure while doing exercises using translation in their classroom. So, translation can be used for both positive and negative. Here, Translation used as a tool to enhance English speaking skills in adult learners. As they exposed many years to their MT and they have enough knowledge in their mother tongue. That knowledge helps the learners to get command on the second language that is English and also fulfil their specific purposes.

It is a big question that whether a translation can be useful or not in the process of teaching or learning a second language. With the past experiences, one thing is very clear that the result is depended on the ability to use and implement it for the development of the target language. Both the views are as discussed below. As a second language learner, it is not that easy to practice or learn, unless the learner feels it is the need or compulsory. It also depends on the various factors like social status, passion to learn and many others.

Learning the English language as a second language is not an easy task. It is interlinked with the need, serious preparation, environment exposure, support from society and culture, the

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social status of the learner and many other criterions comes to play in the learning process. Cognitive competence is varied when we compare to young learners to adult learners. Another important aspect which makes varies from young learners to adult learners i.e. cognitive abilities of the learners.

To differentiate the difference between the learning and acquisition in the words of Roberts (1959) that children could recover language functions after injury in the speech areas while adults rarely did so. Recommended age for learning a new language is between 4 and 10. Seliger (1978) introduces "multiple critical period hypotheses", as an indication that there is a continual process of specialization of some language functions in specific areas of the brain which may continue through one's lifetime. It is very difficult to find the answer, who are the better learners of a new language whether adult or children.

According to the research result given by Mark Patkowshi (1980) concluded that before puberty age learners can learn with full capacity like native learning but after puberty age, the achievement is not the same like young learners. Learning a language is not always attached with age. It also depends on influence as mention as multiple critical periods. Based on the research carried out by Bailey, Madden and Krashan (1974), Dulay and Burt (1973) that the order of learning in adults is similar to the young. Meisel, Clahson and Pienemanrm (1981) mention that learning strategies are the same in learning a language whether adult or children irrespective of age.

So, language learning or acquisition is depending on various factors like comprehension, cognitive abilities, aptitude, motivation and suitable learning environments. Age is not the factor to consider the learning abilities. Learners can meet their requirements with the support of other factors. The individual needs to make changes in learning a language in the learners apart from age. Consequently, the same problems arise when handling adults to young learners. We can understand that it is very difficult to assess or understand the acquisition process of a language with the analysis given by Skinner's behavioural model to Chomsky's theory of Universal grammar. The handling class and treatment towards the learners are different from adults to young learners.

The attention of the teacher makes much very to get the attention of the learner. Motivation, special attention, opinions and selective methodology work well in both. That will help the learner more interactive. Besides, translation also helps the learners to get confidence and to enhance English language skills. Cummins (1981) adds that "Adult learners can have an ability to learn more efficiently than young learners". During these years, different kinds of methods were used in the teaching of English as a second language like the grammar-translation method, direct method, the audio-lingual methods, the silent way, communicative language learning and teaching and many more. Using translation not only grammar

translation, but it also depends on the need of the learners. i.e. may be a word, sentence, structure or usage (Grammar).

#### Practice and Findings:

Learners' Age group:	Above 25
No. of Learners:	30
Background of the learners:	Different
Duration:	15 Days
Purpose:	Specific (To be trained as facilitators)

#### Observations in the Class:

In general, no much difference in passion to learn the English language between young learners to adult learners. As the learners are above 25 years, observation on the attitude of the learners plays a vital role. The below are the few more observations to enhance speaking skills.

1. Understanding the learners' past knowledge and their interest.
2. Praise them, if they did well in the activities.
3. The class should be taught in bilingual MT & TL (English) to create a comfortable environment.
4. Introducing more examples and clarification of doubts with patiently.
5. Treat them as champions/achievers to motivate them.
6. Collecting opinions at the end of each session that indicates giving priority to their ideas.
7. Conducting activities to get active involvement.
8. Identify different kinds of learners (Passive, active, arrogant, hyper and Proactive)
9. Create a need to use language in the class.
10. The purpose should be specific, not for the general.

In the end, the learners are able to perform well compared to the starting of the session. As they have a capability of recalling, translating the ideas and reproducing the words or sentences, their progress is inclined. Language development depends on the practice of the four skills. Initially, the priority is given to one of the active skills that are Speaking along with other skills.

#### Conclusion:

Translation plays a vital role in the process of learning the English language as a second or foreign language. Not only adult learners even young learners whose exposure is less they too prefer to learn a second language using translation. Role plays, discussions and activities help the learners to enhance English language speaking skills in the classroom.

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