AN ANALYSIS OF TRANSLATION ERRORS MADE BY MATTAYOMSUKSA 6 STUDENTS

A THESIS

BY

SOMBOON POJPRASAT

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

April 2007

AN ANALYSIS OF TRANSLATION ERRORS MADE BY MATTAYOMSUKSA 6 STUDENTS

A THESIS

BY

SOMBOON POJPRASAT

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

April 2007

Acknowledgements

I wish to express my heartfelt gratitude to Dr. Prapaipan Aimchoo, my chair and Mrs. Tuanta Laosooksri, my co-advisor, for their kind assistance, useful suggestions warm encouragement and support, patience and valuable time.

I would also like to thank Asst. Prof. Penny Diskaprakai and Ajarn Dominic Bree, my readers, for their thoughtful advice and kindness as well as Dr. Walaiporn Chaya for her suggestions especially on analysis of data.

I am very grateful to Asst. Prof. Tipa Thep-Ackrapong for her sincere encouragement and Dr. Supaporn Yimwilai for her assistance and patience.

Many special thanks also go to my teachers, friends, colleagues and relatives for their support, kind assistance and valuable comments.

Finally, I am indebted to my parents, sister and brother for their endless love and encouragement.

Somboon Pojprasat

TABLE OF CONTENTS

TABLE OF CONTENTS (continued)

LIST OF TABLES

LIST OF FIGURES

Figure Page

LIST OF FIGURES (continued)

Figure Page

LIST OF FIGURES (continued)

Figure Page

สมบูรณ์ พจน์ประสาท (2550). *การวิเคราะห์ข้อผิดพลาดการแปลภาษาอังกฤษเป็นภาษาไทยและภาษาไทยเป็นภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 6* ปริญญานิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. คณะกรรมการควบคุม: อาจารย์ ดร.ประไพพรรณ เอมชู อาจารย์ เตือนตา เลาสุขศรี ผู้ช่วยศาสตราจารย์ เพ็ญณี ดิสกะประกาย

การวิจัยครั้งนี้มีจุดประสงค์เพื่อวิเคราะห์ข้อผิดพลาดการแปลภาษาอังกฤษเป็นภาษาไทยและภาษาไทยเป็นภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โดยศึกษาข้อผิดพลาดสำคัญสองประเภท คือ โครงสร้างภาษา กับความหมาย กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนศึกษานารีวิทยา ปีการศึกษา 2550 จำนวน 40 คน แบ่งออกเป็นสองกลุ่ม กลุ่มละ 20 คน ตามระดับความสามารถภาษาอังกฤษสูง-ต่ำ นักเรียนแปลประโยคภาษาอังกฤษเป็นภาษาไทย 30 ประโยค และภาษาไทยเป็นภาษาอังกฤษ 30 ประโยค จากนั้นนำงานแปลของนักเรียนมาวิเคราะห์หาข้อผิดพลาดแต่ละประเภท รวมถึงความถี่และสาเหตุของข้อผิดพลาดนั้น

จากการศึกษาพบว่า ในการแปลภาษาอังกฤษเป็นภาษาไทย นักเรียนมีข้อผิดพลาดด้านโครงสร้างภาษาดังนี้ คำขยาย (modifier) (76.67%) คำนำหน้านาม (article) (64.17%) กริยาต่อเนื่อง (serial verb) (60.83%) กาล (tense) (60%) กริยาไม่แท้ (participle) (40%) วิเศษณานุประโยค (relative clause) (38.33%) และกรรมวาจก (passive voice) (33.75%) ข้อผิดพลาดด้านความหมาย ได้แก่ คำสับสน (confusing word) (54.17%) คำบุพบท (preposition) (54.17%) กริยาวลี (phrasal verb) (51.25%) และ คำยืม (loanword) (43.33%) ส่วนการแปลภาษาไทยเป็นภาษาอังกฤษ ข้อผิดพลาดด้านโครงสร้างที่พบคือ ประโยคเงื่อนไข (if clause) (100%) กาล (tense) (82.50%) คำขยาย (modifier) (75%) คำนำหน้านาม (article) (60.83%) กริยาต่อเนื่อง (serial verb) (53.33%) ประโยคความหลัก ความนำเสนอ (topic-comment) (51.25%) ความที่ละไว้ฐานเข้าใจ (ellipsis) (43.33%) และ กรรมวาจก (passive voice) (34.17%) ตามลำดับ ข้อผิดพลาดด้านความหมาย ได้แก่ คำยืม (loanword) (85.83%) คำสับสน (confusing word) (74.17%) และคำบุพบท (preposition) (33.75%)

จากผลการวิจัย สรุปว่าสาเหตุของข้อผิดพลาดดังกล่าวมาจากอิทธิพลของภาษาไทย การไม่ตระหนักถึงความแตกต่างระหว่างภาษาไทยกับภาษาอังกฤษ ความรู้ด้านหลักภาษาและความหมายของภาษาอังกฤษไม่สมบูรณ์ และการอ่านประโยคแปลไม่รอบคอบ

Somboon Pojprasat. (2007). *An Analysis of Translation Errors Made by Mattayomsuksa 6 Students*. Thesis, M.A. (English). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Dr. Prapaipan Aimchoo, Mrs. Tuanta Laosooksri, Assist. Prof. Penny Diskaprakai

This study aims to analyze errors in English-to-Thai and Thai-to-English translation made by Mattayomsuksa 6 students with an emphasis on investigating errors of syntax and semantics. The participants were 40 Mattayomsuksa 6 students at Suksanareewittaya School in the academic year 2006. The participants were divided into two groups, 20 students each, according to their low and high English language proficiency. The students translated 30 English sentences into Thai and 30 Thai sentences into English. Then the researcher analyzed their translations to identify each type of error as well as its frequency and occurrence. The findings showed that the most frequent syntactic errors that the students made in English-to-Thai translation were modifier (76.67%), article (64.17%), serial verb (60.83%), tense (60%), participle (40%), relative clause (38.33%), and passive voice (33.75%), respectively. As for the semantic errors, the students mostly made mistakes on confusing word (54.17%), preposition (54.17%), phrasal verb (51.25%), and loanword (43.33%). In Thai-to-English translation, the syntactic errors found were if clause (100%), tense (82.50%), modifier (75%), article (60.83%), serial verb (53.33%), topic-comment (51.25%), ellipsis (43.33%), and passive voice (34.17%). The semantic errors were loanword, (85.83%), confusing word (74.17%), and preposition (33.75%). Based on the research findings, the explanations of the occurrences of the errors were Thai language influence, unawareness of linguistic differences between English and Thai, incomplete knowledge of English syntax and semantics and carelessness in reading the source texts.

CHAPTER 1

INTRODUCTION

Background

In the world of globalization, English is very important as it is used as an international language for a number of purposes ranging from academics, news, business, diplomacy, profession to entertainment. Kitao (2000) confirms that "English is used not only for communication between native speakers and nonnative speakers of English but also between nonnative speakers, and it is the most widely used language in the world, and it will be used by more people in the future." The Thai Ministry of Education therefore included this globalized language to be a compulsory subject taught at every educational level, primary to tertiary. Particularly, in the secondary level English is taught both as a fundamental and concentration subject. Regarding the English for concentration, the subjects offered include *Listening-Speaking*, *Reading-Writing*, *Critical Reading*, *Creative Writing*, *Project Work*, and *Introduction to English Translation*.

The course on translation is offered for secondary students on the belief that translation serves as an effective tool for them in acquiring a wide range of information written in English. Moreover, the Ministry has an opinion that the students can improve their language skills as well as understand English culture through translation. Hence, the course *Introduction to English Translation* is put in the secondary school curriculum in order to be in accordance with the rationale described.

In addition to its usefulness aforementioned, translation is one of the most employed traditional teaching methods called grammar-translation. Fromkin; Rodman; & Hyams (2003: 384) explain that in the grammar-translation method the student memorizes

words as well as syntactic rules and uses them to translate from a foreign language to their mother tongue and vice versa. Surprisingly, although the students are accustomed to this approach and have an ample opportunity to translate English to Thai and vice versa in English class, the students still make mistakes in translation according to a number of studies. This proves that this teaching method also has weaknesses to a certain extent.

In order to comprehend the current study precisely, the term “translation” must initially be defined. In fact, the term has been variously defined by lots of linguists and language experts. The researcher thus selected the most related ones to this study.

Newmark (1988:7) describes that “translation is a craft consisting in the attempt to replace message and/or statement in one language by the same message and/or statement in another language.” Like Newmark, Nida; & Taber (1982: 12) explain that “translation consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style.”

In addition, Saibua (2540: 15-18), Thai translator and teacher of translation, suggests that a good translator has to be proficient in language, intuitive with subject knowledge of the text to translate, well-capable of text interpretation, and skillful in writing.

According to the theorists and educators above, it can be concluded that translation is a process of transferring a text from one language (source) into another (target) with an aim of keeping the meaning and style of the two texts equivalent. The translator is therefore required to be good in not only linguistic performance but also in the subject knowledge. However, keeping the meaning and style of the source text equivalent to the target one is a difficult task because the translator needs to master both languages. And translation itself poses many problems because of linguistic and non-linguistic factors inherent.

Thai students have difficulties translating English to Thai and even more when translating Thai to English. This is because they do not achieve a good level of language knowledge and cannot apprehend the linguistic differences between English and Thai. Thep-Ackrapong (1997: 85-122) explains that the translation problems stem from different concepts of the English and Thai languages such as topic, pronoun, particle, tense, modifier, and verb.

Upon this claim, translation can be one of the most effective tools in assessing the students' proficiency of English and in detecting the weaknesses or failures of their English acquisition as well. This study therefore speculated that the students who did not understand the English language precisely would make translation errors both in language structure and word meaning.

The reason why this study aimed to investigate the translation errors of secondary school students was because the researcher hoped that if the secondary students' mistakes were found out and corrected before they moved on to a higher level of education, their English ability would be better and the teachers could also employ a more appropriate teaching method.

Objectives of the Study

The objectives of the study were as follows:

1. To investigate the errors of language structure and meaning that occurred both in English-to-Thai and Thai-to-English translation.

2. To find out the types of errors in English-to-Thai and Thai-to-English translation made by Mattayomsuksa 6 students.

3. To compare the frequencies of errors between students with high and low English proficiency.

4. To provide plausible explanations for the occurrence of the errors.

Significance of the Study

The research findings were expected to be beneficial in the following respects:

1. The results would show the types of errors as appeared in the students' translations.

2. The teacher would become more aware of the students' errors in English-to-Thai and Thai-to-English translation.

3. The study would be helpful for teachers of English in employing an effective teaching method.

4. The study would be a guideline for further related research.

Definition of Terms

1. **Errors** refer to mistakes both in English-to-Thai and Thai-to-English translation. There are two types of errors, syntactic errors and semantic errors.

2. **Syntactic errors** refer to mistakes on language structure. The syntactic errors in this research specify the errors in the following: modifier, article, serial verb, tense, participle, relative clause, passive voice, if-clause, topic-comment, and ellipsis.

3. **Semantic errors** refer to mistakes in choosing an appropriate word for certain contexts. The semantic errors in this research limit the use of confusing word, preposition, phrasal verb and loanword.

Scope of the Study

The study analyzed the translation works by 40 Mattayomsuksa 6 students, who took the course *E 40211: Introduction to English Translation 2* in the second semester of the academic year 2006 at Suksanareewittaya School. The subjects were divided into two

groups, high and low English proficiency, based on their average five-term grades of English subject. Each group equally consisted of 20 students. The students translated 30 English sentences into Thai and another 30 Thai sentences into English, totaling 2,400 sentences analyzed. Then the students' translated sentences were analyzed to investigate the errors both in terms of language structure and meaning. With regard to language structure, the researcher investigated overall grammar and sentence structures with an emphasis on the mistakes of modifier, article, serial verb, tense, participle, relative clause, passive voice, if-clause, topic-comment, and ellipsis. As for the analysis of meaning, mistakes on confusing word, loanword, phrasal verb and preposition were focuses of the study.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of literature is divided into three main topics. First, the theory of second language acquisition is described. Second, the overview of translation problems is presented. The third section presents a review of related research.

Theory of Second Language Acquisition

The theory of second language acquisition is relevant to the present study in that it provides a good explanation why secondary school students make translation errors both in language structure and meaning. O'Grady; Dobrovolsky; & Katamba (1996: 504-511) explain that both first and second languages have a strong influence on learners' second language acquisition. The second language learner always "develops their own version of the second language which they speak as they learn called interlanguage" (Spratt; Pulverness; & Williams. 2005: 44). As a consequence, errors are unavoidable and necessary to language learning. There are two main reasons why learners make mistakes. The first reason is influence from their first language called mother tongue interference. The learners usually transfer the sound patterns, vocabulary and grammatical structures to produce the target language. Most of the time, this transfer causes errors since the two languages do not have exactly the same linguistic elements. The second reason is because the learners are experimenting or working out the language. This process is not yet complete so the errors naturally come up. This is called a developmental error which also happens to learners of the first language and disappears when they develop more with the language. One example of this error is overgeneralization, where learners apply rules of one language item to another item. For example, learners write *goed* instead of *went.*

Overview of Translation Problems

After studying a lot of translation literature, the researcher came to a conclusion that both Western and Thai educators agree that there are three main perspectives involved in translation – culture, syntax and semantics. The errors of translation derive from a lack of profound understanding of these three perspectives.

Culture

According to Oxford Advanced Learner's Dictionary, culture refers to "the customs and beliefs, art, way of life and social organization of a particular country or group." One can see that language cannot separate from culture as it is used to express the elements in culture. Accordingly, translation – a form of language – is absolutely culture-intertwined. Both Western and Thai theorists have similarities and differences on the impact of cultural differences on translation as the following.

Baker (1992: 21-26) states that one culture has unique or specific concepts that cannot be found in another language. In a Thai-English dictionary, Tongsopit (2001: 25-26) defines a Thai word *เกรงใจ* /kreeng-jai/ "not want to take advantage of someone's kindness or to have regard for others and their feelings." This word is difficult to translate into English since the English culture does not have the idea of such word. Instead, English people express politeness and frankness by using certain sentence structures to convey that Thai meaning. Therefore, this word is likely to cause a translation error.

Even when the word appears in the other culture, the difference can be seen in physical or interpersonal perspective. The directions of *come*/*go*, for instance, are used in English to indicate the directions toward and outward the speaker respectively. In contrast, the same pair refers to the directions of the place not the speaker when used in Thai. In addition, the cultural difference involves the status of discourse participants and it

exhibits in language level or register. For example, Thai has various words for *eat*, depending on who you speak to: *กิน* /kin/, *ทาน* /tan/, *รับประทาน* /rab-pra-taan/, *ฉัน* /chan/, *เสวย* /sa-woei/. The first three words are used with common people from least formal to most formal respectively while the fourth word is reserved for monks only, and the last for royal members. Lastly, Baker points out that cultural difference can be frequency and purpose of using specific grammatical structures or terms. The passive voice structure, for instance, does exist in English and Thai, but the pattern is used more frequently in English than in Thai especially in academic and scientific writings.

Supol (1992:65), Thai educator, adds that translation is largely dependent upon interpretation of culture. If the translator misinterprets culture, meaning is readily distorted. He illustrates this notion by giving an example of the word *liver* in the Eskimo language, of which meaning is related to the state of mind. If the translator does not understand Eskimo culture, he/she may mistranslate *liver* in the sentence – His *liver* is heavy. In fact, this sentence means "he is sad."

Next, Wimonchalao (1994: 186) identifies certain cultural differences between English and Thai that trigger incorrectness in translation. First, she discusses the use of *yes* in translation. In English, this word is not usually in the negative sentence but Thai students usually do it since Thai culture permits them to do so. The other difference is terms of address. Thai people often use family terms to call others who are not their real relatives, which is unnatural in English.

Thep-Ackrapong (1997: 7) discusses the cultural aspect of translation in terms of background knowledge of the text. She asserts that this kind of knowledge is culture-based and very crucial to the correctness and quality of translation. The students usually make errors because they lack this knowledge. For example, Thai students translate *the*

Hilton, a name of a hotel as a road, department store, or cinema since they do not have any idea of what the word is.

In conclusion, culture plays a vital role in translating a foreign text. Those who are little exposed to the culture of the source language are much likely to make errors. Culture involves meaning of the word, using sentence patterns, and understanding register. Because Thai students have very limited knowledge on and exposure to English culture, their translation is incorrect and unacceptable.

Syntax

The second perspective of translation is involved with language structure or syntax. Each language has its own syntax and this uniqueness requires translators to gain a thorough understanding in order to interpret the source text and reduce mistakes. Below are the distinctive syntactic explanations proposed by renowned translation theorists.

Baker (1992: 87-111) points out that the difference in form is the most common problem in translation. The form difference can be categorized into six areas, number, gender, person, tense and aspect, voice, and word order. Regarding number, the concept of singularity/plurality is important in English but not in Thai. The English language has specific plural morphemes such as book*s*, child*ren*, *men*. On the other hand, Thai does not have these morphemes for indicating the number of nouns. Unaware of this syntactic difference, Thai students do not put those morphemes in English plural words. With regard to tense and aspect, it is a drawback for Thai students. This is because English clearly details tenses of present, past and future and explains how they are interrelated whereas The Thai language talks roughly about these tenses without much relation between them and do not have any specific patterns. Therefore, it is very common that Thai students make mistakes on tense use in translation. Another difference is voice of sentence. The idea of active/passive voice in English and Thai is not the same. Apart from

its different purposes, the students have difficulties making correct passive sentences in various tenses. The last drawback is word order. It appears that word order is one of the highest mistakes. English modifiers come before nouns while the Thai counterparts are after nouns. Word order becomes more complicated when the position of certain adverbs and adjuncts are involved.

Wimonchalao (1994: 78), educator and translator, asserts that if students lack structural knowledge, their translation cannot be correct. Like Baker, her main emphasis is the understanding of modifiers. The following structure can mislead Thai students to understand that the word *bad* modifies the verb *created*. In fact, it modifies the noun *men*.

	All men are created bad.
Incorrect translation	มนุษย์ถูกสร้างมาอย่างไม่ดี
	(All men are created badly.)
Correct translation	พระเจ้า (หรือธรรมชาติ) สร้างมนุษย์มาให้มีนิสัยเลว
	(God (or nature) made us to be bad.)

Similarly, Supol (1992:66) proposes that language structure is a drawback for Thai students. He also places importance on word placement since he claims that it can confuse the students. For example, the sentence *John talked about the murder last night* is ambiguous. The word *last night* may modify either the verb *talked* or the noun *the murder* and if without correct interpretation, a mistake can be made.

The last theory of difference on syntax is posited by Thep-Ackrapong (1997: 86-122). This study applied her theory to analyze the errors on language structure both in English-to-Thai and Thai-to-English translations. She points out ten different language structures that lead Thai students to make a mistake. These include ellipsis, topic, particle,

pronoun, there be, article, participle, serial verb, modifier, and tense. However, the study explains only the main topics explored in this research.

Article is such a problematic area that mistakes on it are frequently found. It is because the concept of article in Thai is not as evident as in English. English has two categories of article, definite and indefinite. The first one (*the*) is used to describe a particular person or thing while the second one (*a* and *an*) is employed to mention a person or thing in general. Sometimes general things do not take any article. This concept is completely different from Thai so the students ignore its importance. The example below shows errors on article use.

เมื่อวาน ฉันไปซื้อพจนานุกรม ที่ร้านขายหนังสือแถวโรงเรียน

* Yesterday I bought Ø dictionary at Ø book store near Ø school.

(Yesterday I bought *a* dictionary at *the* book store near *the* school.)

Participle, a special form of verb, poses another problem to Thai students. English has three kinds of participle, present (verb-ing), past (verb-en), and perfect (having+verb-en). Each form performs a different task. This study investigated only the first two kinds as the perfect participle is rarely used by the participants. The sample sentence – The furniture **importing* from Europe is quite expensive – can serve as a good evidence in incorrect use of participle.

Serial verb is another distinctive grammar rule between English and Thai. All Thai verbs follow each other without changing their forms but there are some strict rules in using English verbs. Its verb pattern is classified into five groups. First, the base form verbs follow most modal auxiliaries such as *can, could, may, might, shall, should, will, would*, etc. Second, the infinitive verbs are used after certain verbs like *want, need, would like, would love,* etc. Third, another group of verbs that precede the verb-ing includes

avoid, can't help, enjoy, finish, mind, postpone, quit, resist, and *suggest*. Fourth, a group of verbs that can be followed either by infinitives or verb-ing include *advise*, *allow*, *begin, continue, like, love*, *plan*, *prefer,* and *start*. Nevertheless, there is little difference in meaning. Last, the verbs which can be followed either by the base form or verb-ing include *feel*, *hear*, *notice*, *observe*, *see*, *watch,* and *smell*. The difference of using either verb form lies in the progressiveness of the action. Because of its complicated form and use, Thai students surrender to the English verb patterns, so their mistakes in serial verbs are found frequent.

Modifier is definitely a big problem for Thai students. The mistake usually takes the forms of misplacement or misinterpretation of modifiers.

Tense makes it one of the most found errors. The idea of *tense* in Thai is indicated lexically while that in English is expressed by both lexically and syntactically. That is, the Thai tense is only marked by adverbs of time while in English it is marked by both adverbs of time and verb forms. The verb forms cause trouble since Thai students are not familiar with them and do not understand the meaning of each tense. They just focus on the form on the language not the meaning, so their interpretative skill is poor.

In sum, all of the above theorists agree that the different language structures are difficulties for Thai students. Those who do not reach a good level of English grammar are most likely to make syntactic errors in translation. One interesting point which stands out is that all the theorists discuss the difference of word order, which was one area this study explored. This study speculated that secondary school students' translation mistakes were derived from the fact that they tried to translate the text word by word without realizing that English and Thai have different language structures.

Next, the more complicated perspective of translation that becomes a central issue is semantics or word meaning.

Semantics

Semantics deals with words and their meaning. It is true that culture has impact on words, so the meaning should be very intricate. Thai students have difficulties selecting a word for a translation task since their exposure to the English culture and knowledge of semantics at their level are very limited. The following information presents certain semantic problems that trigger translation errors.

First, Baker concludes that the semantic problems in translation come from five causes.

1. The source language concept is not lexicalized in the target language

This means that the source language word is well understood in the target language but has no ready equivalent for it. The meaning of the word *frostbite* has to be paraphrased in Thai because there is no such word in the language. A paraphrase of this word can be really difficult or incorrect when the student does not have the concept of such word.

2. The source language word is semantically complex

It is obvious that if the word is too complicated to understand in a target language, it readily poses a translation problem. For instance, the word *เลี้ยงต้อย* /liang-toi/ in Thai, which means to bring up a girl until she grows up and is made his wife, is hard to translate in English because of its complicated meaning (Tongsopit. 2001 : 357).

3. The target language lacks a superordinate or hyponym

It is that the target language has no general word for specific lexicons in the source language or, conversely, the target language has no specific terms for general

words in the source language. For instance, the general word *cutlery* in English and Thai specific terms such as *โขลก* /klook/, *ตำ* /tam/, *บด* /bod/, *ทุบ* /tuub/, *สับ* /sab/, *รวน* /ruan/, *เชื่อม*/chuam/, *กวน* /kuan/, *พล่า* /phlaa/, *ยำ* /yam/ cannot match any exact equivalents in the other language. Therefore, the students are much likely to make mistakes when translating these words.

4. Differences in expressive meaning

This problem deals with the evaluation of word meaning. In other words, each culture has its own attitudes toward the words. The source culture may find a word positive while the target culture considers the same word negative.

5 The use of loan words in the source text

Loanwords poses a problem in translation since their grammar, meaning and prestige are already adapted to suit the borrower's tongue. This adaptation is related to culture and often not realized by second language learners.

Kemmer (2003) also has a strong statement that loanwords are troublesome to their users. Once the word is borrowed, its meaning is changed. This meaning adaptation always causes an error in translation.

Besides the western theorists, Thai educators give more concrete information of translation mistakes of the students when translating English into Thai and vice versa. Supol reveals that the connotative meaning, style, register, technical terms and dialects are underlying in translation. The secondary school students often make mistakes on these areas since they do not possess this specialized knowledge. For instance, the word *rose* in the sentence – My love is like a red red *rose*, that's newly sprung in June – can be interpreted variously subject to the context. Note that the student needs to know the connotative meaning of the word before they translate it. In terms of style, the distinction

between *I think she is wrong* and *I don't think she is right* cannot be perceived by secondary students. They do not know that the first sentence sounds more direct than the second one. Consequently, when they encounter this kind of sentence, they cannot translate it precisely.

Alternatively, Wimonchalao (1994: 59) attributes semantic mistakes in translation to a lack of vocabulary and idiom knowledge. She describes that the students have difficulty understanding what words should fit in a given context. Even worse, the students do not realize that many English words have various meanings, depending on where and how they are used. Moreover, misinterpretation of noun and pronoun reference can cause a mistake. The students cannot refer nouns or pronouns in a sentence correctly, so they mistranslate the text wholly. One evident example shows that Thai students refer the word *her* and *she* in the sentence below to Queen Elizabeth, not knowing that both pronouns refer to the *ship* in this context. The situation is that Queen Elizabeth is attending the opening ceremony of a glorious British ship. The news reporter says "Look at *her*, *she* is very big."

Another major semantic problem of Thai students is the use of wrong word choice. This kind of error occurs when the student feel unsure with the words that have similar meaning or does not know to which context the word belongs. According to a lot of studies and based on the participants' past writing assignments, there are a large number of English words that confuse Thai students such as affect/effect, alive/living, cost/price, custom/habit, delay/postpone, deny/refuse, say/speak, suggest/advise etc. Like Baker and Kemmer, the last problematic feature Wimonchalao points out is using loanwords. She finds that the students misuse or mistranslate loanwords because they do not know their original meaning. These English loanwords include *fit*, *percent*, *diet*, *franchise*, *anti*, etc.

In conclusion, the semantic problems are due to cultural differences. This makes words lexicalized in one language but not another or too complicated to translate. Regarding technical terms, the students need to have enough knowledge in the filed of the text. The meaning change of loanwords also poses a problem to Thai students. Word choice makes a frequent mistake among the students who do not understand its specific use or the context a word can fit in.

Of the three translation perspectives discussed above, this study aimed to investigate translation errors in only two perspectives, syntax and semantics. The cultural perspective is too complicated for secondary school students and they are not much exposed to English culture. In order to provide more useful information to teachers of English, the study explored the syntactic and semantic errors both in English-to-Thai and Thai-to-English translations. Thep-Ackrapong's theory of language structure was applied to investigate the syntactic errors while Wimonchalao's concept of wrong word choice and loanwords was used to analyze the semantic errors.

Related Research

The following related research could be categorized into two groups. The first group is the study on syntactic errors only. This includes the studies by Yam-Im (2002), Lawan (1999), and Noojan (1999). The second group is the study both on syntactic and semantic errors. This includes the studies by Yodnil (2006), Abdulsata (2000), Songjiarapanit (1985), and Kerdpol (1983).

Yam-Im's (2002) study on syntactic errors in business letters written by Thai students at a vocational school showed that syntactic errors were pronoun, sentence fragment, preposition, part of speech, tense, article, run-on sentence and word order.

Another in-depth study on the translating abilities between Thai and English was conducted by Lawan (1999). The findings showed that the errors found in translating from Thai into English included passive voice, relative clause, serial verb, ellipsis, subject-verb agreement and tense.

Noojan (1999) analyzed the errors in English thesis abstracts. She found that the mistakes occurred both at word and sentence levels. At the former level, the errors were adverb, adjective, article, preposition, diction, and misspelling. At the latter level the errors were tense, subject-verb agreement, relative clause, parallelism, past participle, fragment run-on, and punctuation.

Yodnil (2006) studied the translation errors in formal letters. The study revealed that the most frequent translation mistakes were word choice (21.30%), redundancy (9.76%) and modifier (9.31%). It also indicated that the errors were derived from six problems: lexical differences, structural differences, lexical and structural differences, Thai language influence, textual differences and cultural differences.

Like Yam-Im, Abdulsata (2000) found that six major types of errors in the students' compositions included relative clause, tense, singular and plural nouns, punctuation, subject-verb agreement, fragments and run-on sentence. Also, the errors at word level were article, preposition, word choice and adjective.

Songjiarapanit's (1985) analysis of errors in technical report translation showed different findings. She applied Lococo's theory to analyze the syntactic and semantic mistakes. The results revealed that the structural errors were classified into intralingual errors, dual errors, interlingual errors and lack of transfer. Regarding the semantic errors, the most frequent errors were wrong choice of words (64.71%), wrongly translated words (20.59%) and commonly confused words (14.71%) respectively.

Kerdpol (1983) studied on error analysis of free English composition written by upper secondary school students. The results showed that the lexical errors were concerned with misused meanings and functions.

According to the above research, the researcher found two restrictions. First, most previous studies on translation error analysis were done with university students and the results were quite the same. Second, the past researchers made a one way investigation; that is, they tried to analyze translation errors either in English-to-Thai or Thai-into-English translation. To provide more details, the present study thus explored the same errors by secondary school students both in English-to-Thai and Thai-to-English translations. It was expected that the study would show significant difference and help the secondary school teachers in preparing better teaching to enhance Thai students' English performance.

CHAPTER 3

METHODOLOGY

This study was aimed at investigating translation errors in English-to-Thai and Thai-to-English translation made by Mattayomsuksa 6 students. The study looked specifically at the errors of language structure and meaning and tried to provide plausible explanations of those errors. In order to give more useful for teachers of English to improve their students' English ability, the study also compared the frequencies of errors between the students with high and low English proficiency.

This chapter describes research participants, research instrument, data collection, data analysis, and data presentation and statistics.

Research Participants

The participants of the study were 40 Mattayomsuksa 6 students from the math-English program at Suksanareewittaya School in the second semester of the academic year 2006. On average, most of the participants studied English for 12 years. At their present level, 12^{th} grade, the participants studied three English subjects: *Fundamental English, Thematic English* and *Introduction to English Translation 2*. Pertaining to the last subject, they attended the class two hours a week, altogether 40 hours per semester.

The participants were divided into two groups, high English proficiency and low English proficiency, based on their average five-term grades of English subject. The first was the high English proficiency group comprising students with grades between 3.20 and 4.00. The second was the low English proficiency group comprising students with grades between 1.90 and 2.50.

The course description of *Introduction to English Translation 2*: E 402011 (*การแปลอังกฤษเบื้องต้น 2: อ 40211*) consisted of the contents of theory of translation, and text interpretation and analysis. The students were given ample opportunity to practice translating texts from English into Thai and vice versa. The level of translation practice included vocabulary, phrases, idioms, and sentences from various publications.

The course contents were divided into nine units covering vocabulary analysis, meaning of the word, meaning of the phrase, translation of pronouns, analysis of simple sentences, analysis of compound and complex sentences, translation of word and sentence, literal translation and free translation.

Three main textbooks used by the teacher were 1) *Principles of Translation* (1995) (*หลักการแปล*) written by Sunchawi Saibua, 2) *Translation from English to Thai: Concepts and Approaches* (1996) (*การแปลอังกฤษเป็นไทย: แนวคิดและวิธีการ*) by Preeya Unrat, and 3) *A Guideline of Teaching Translation* (1994) (*คู่มือสอนแปล*) by Woranart Wimonchalao.

Research Instrument

The research instrument used to investigate the participants' translation errors both in English-to-Thai and Thai-to-English translation was two translation tests taken from Wimonchalao's (1994) and Thep-Ackrapong's (1997) textbooks. Some of the sentences were adapted to be appropriate for the participants' level.

2.1 The researcher developed two tests, one consisting of 30 English sentences and the other consisting of 30 Thai sentences.

2.2 The tests were evaluated by language experts and an English native speaker to check whether or not the sentences were grammatically correct and appropriate for the participants' English ability before the researcher administered the tests to the students.

In order to assure that the translation tests contained validity, a table of specification was used. Tables 3.1 and 3.2 show the details of the sentences, their types of errors and specific parts tested in English-to-Thai and Thai-to-English translations respectively.

Table 3.1 Sentences and Errors Tested in English-to-Thai Translation

Types of Error	**Translation Sentences**
Modifier (syntax)	1. Did you see the pupil near the teacher in *the front row* in the lecture hall? 2. When father got drunk, men from *the corner saloon* would drag him home. 3. *The 19-year ruler* denied any involvement in his rival's assassination.
Article (syntax)	1. *The homeless* need more help from the government. 2. *The author and lecturer* is giving a speech in the auditorium at the moment. 3. He was *in office* for five years.
Tense (syntax)	1. By the time Jane *went* to bed, she *had finished* her homework. 2. When the final exam *came*, he wished he *hadn't been* absent from class. 3. By the end of this year he *will have been teaching* in this school for five years.
Participle (syntax)	1. *Bitten* by a mad dog, the boy was immediately sent to hospital. 2. *Crossing* the street, he was knocked down by a fast car. 3. Two thieves have been captured, *convicted* of the crime and *sentenced* to four years in prison.

Serial verb (syntax)	1. My mom still *remembers giving* some coins to that beggar. 2. Mastering a new language doesn't always *mean wading* through thick books. 3. Up until now, John has not been *used to eating* spicy food.
Passive voice (syntax)	1. He *was given* a refrigerator for free. 2. In 1995, Michael Jackson *was hospitalized* after collapsing from exhaustion at a New York theater while rehearsing for a TV special.
Relative clause (syntax)	1. The girl *whom you met* at the theater phoned you a few minutes ago. 2. There are many books in the library, *most of which are* about literature.
Phrasal verb (semantics)	1. Many of the employees of the company are worried; they have heard a rumor that the company is going to *lay off* a number of employees. 2. He is working hard because he really wants to *get ahead* in his career.
Confusing word (semantics)	1. An ideal politician should put public interest before his own *party*. 2. Daughters should *nurse* their parents in their old age. 3. You can sit because there's still *room* for one more person.
Loanword (semantics)	1. He was given a refrigerator for *free*. 2. I like these shoes very much but they don't *fit* me well. 3. The women who are much obsessed with their looks try to measure the calories in every *diet* they have.
Preposition (semantics)	1. The teddy bear is a child's toy, a nice soft stuffed animal suitable *for* cuddling. 2. I have never considered Jack *as* a problem. 3. Immigration officials arrested two foreign nationals *for* using fake qualification certificates to teach at a Bangkok school.

Table 3.2 Sentences and Errors Tested in Thai-to-English Translation

Types of Error	**Translation Sentences**
Modifier (syntax)	1. *เสื้อแขนสั้น*ตัวนี้ซื้อมาจากห้างดังแถวประตูน้ำ 2. บริษัทเรากำลังมองหา*คนที่ขยันและซื่อสัตย์* 3. ฉันอายุอ่อนกว่าพี่สาว *2 ปี*
Article (syntax)	1. *แม่น้ำเจ้าพระยา*เป็นแม่น้ำที่สำคัญที่สุดในประเทศไทย 2. เขาไปที่*คุก*เพื่อไปเยี่ยมเพื่อนสนิท 3. ช่วยหยิบช้อนให้*คัน* จะเอามากินน้ำเต้าหู้
Tense (syntax)	1. ระหว่างที่เขา*นั่งรอ*รถไฟ เขา*อ่านหนังสือพิมพ์จบ*ไปสองฉบับ 2. *เมื่อเช้า*เขา*ไปทำงาน*สาย เพราะ*ดูทีวี*อยู่ถึงตีสอง 3. คุณ*เคยทาน*อาหารญี่ปุ่นไหม
Topic-comment (syntax)	1. *หนังสือ*เล่มนี้ *หน้าปก*สวยดีนะ 2. *ร่ม*คันนั้น *แม่*ซื้อที่บางลำพู
Serial verb (syntax)	1. แม่*ปล่อย*ให้ลูกชาย*ทำ*งานบ้านอยู่คนเดียว 13. ฉัน*เห็น*เด็กๆ*เล่น*อยู่ตรงสนามเมื่อตอนเที่ยง 14. แม่*ตัดสินใจเลิกสูบ*บุหรี่
Passive voice (syntax)	1. ข้าราชการที่คอรัปชั่น*ควรได้รับการลงโทษ* 2. เขา*ถูกรีไทร์*จากมหาวิทยาลัยตอนอยู่ปี 4 3. เขา*ถูกสอน*มาไม่ให้เถียงผู้ใหญ่

Ellipsis (syntax)	1. พูดกันว่าสูบบุหรี่มากทำให้ดูแก่ก่อนวัย (The object is omitted.) 2. คืนนี้จะกลับบ้านกี่โมง (The subject is omitted.) 3. หมู่นี้ไม่ค่อยไปตลาด เลยไม่รู้ราคาของ (The subject is omitted.)
If-clause (syntax)	1. *ถ้าผมเป็นลูกคนเดียว พ่อแม่ก็คงจะรักผมมากกว่านี้* 2. *ฉันไม่น่าตื่นสายเลย ไม่งั้นตอนนี้ก็คงนั่งดูหนังในโรงไปแล้ว*
Confusing word (semantics)	1. ครู*ลืม*แว่นตาไว้ในห้องสมุด 2. ช่วย*เตือน*ให้ฉันติดร่มไปด้วยนะ 3. ชายคนนั้น*ปฏิเสธ*ทุกข้อกล่าวหา
Loanword (semantics)	1. เธอจะขึ้นรถ*แอร์*กลับบ้านหรือเปล่า 2. เขาถูก*รีไทร์*จากมหาวิทยาลัยตอนอยู่ปี 4 3. กระโปรงตัวนี้*ฟิต*จังเลยนะ
Preposition (semantics)	1. นักศึกษาสาววัย 20 ปี ถูกรถเมล์ชน*ย่าน*รังสิต 2. พ่อแม่พาฉันไปเที่ยวดรีมเวิลด์เมื่อวานนี้

N.B. The italic parts indicate where particular types of errors were investigated.

Data Collection

1. The students completed the two tests at the end of the second semester of the academic year 2006.

2. The students were given one hour to translate English sentences into Thai and another one hour to translate Thai into English with permission of using a textual and/or electronic dictionary.

3. Finally, the papers were collected and the researcher began to analyze the translation errors in each category as shown in Tables 3.1 and 3.2

Data Analysis and Presentation

In order to analyze the data, the students' papers were compared with the original texts. Regardless of other mistakes, each error type in the sentences as illustrated in Tables 3.1 and 3.2 was mainly investigated whether or not the students made a mistake on each error. Individual student's incorrect translation accounted for one frequency of each type of errors. Then plausible explanations for each translation mistake were provided.

In terms of data presentation, the overall number of all the errors occurring in English-to-Thai and Thai-to-English translation was calculated into percentage applying the following formula and tabulated.

$$\frac{\mathbf{N} \times 100}{\mathbf{T}}$$

N = Number of each type of translation errors

T = Total number of all types of translation errors

Then each of the error types was provided with explanations of their patterns, frequencies together with examples and was illustrated again in figures.

CHAPTER 4

FINDINGS

This research aimed at examining the translation errors in Thai-to-English and English-to-Thai translation made by secondary school students and comparing the frequencies of each error type between students with low and high English proficiency, as well as providing plausible explanations of the occurrences the errors. The subjects were Mattyomsuksa 6 students in the math-English program at Suksanareewittaya School taking *Introduction to English Translation 2: E 402011 (การแปลภาษาอังกฤษเบื้องต้น 2: อ 40211)* in the second semester of the academic year 2006. The high English proficiency group comprised 20 students with grades between 3.20 and 4.00. The low English proficiency group comprised 20 students with grades between 1.90 and 2.50. The subjects translated 30 English sentences into Thai and 30 Thai sentences into English, in which a particular error type was investigated. Then the students' papers were analyzed to figure out the numbers of the errors and explanations of the occurrence of the errors were provided.

This chapter presents the findings of the errors in English-to-Thai and Thai-to-English translations followed by in-depth information of each error type and explanations of the occurrences of the errors.

Frequencies of Overall English-to-Thai Error by Low and High Proficiency Students

In an attempt to investigate the errors of language structure and meaning in English-to-Thai translation, the students' papers were analyzed to find out a mistake of

each error type as well as its frequency. Table 4.1 shows the results of the number of errors in terms of frequencies found in students' works, and the percentage of the errors was calculated.

Table 4.1 Frequencies of Overall English-to-Thai Translation Errors by Low and High Proficiency Students

Types of Translation Errors	Frequencies of Errors	Percentage
1. Modifier (syntactic)	92	76.67
2. Article (syntactic)	77	64.17
3. Serial verb (syntactic)	73	60.83
4. Tense (syntactic)	72	60.00
5. Confusing word (semantic)	65	54.17
6. Preposition (semantic)	65	54.17
7. Phrasal verb (semantic)	41	51.25
8. Loanword (semantic)	52	43.33
9. Participle (syntactic)	32	40.00
10. Relative clause (syntactic)	46	38.33
11. Passive voice (syntactic)	27	33.75

As illustrated in Table 4.1, the results revealed that of all 1,200 sentences tested in English-to-Thai translation the most frequently found errors were ranged from modifier (76.67%), article (64.17%), serial verb (60.83), tense (60%), confusing word (54.17%), preposition (54.17%), phrasal verb (51.25 %), loanword (43.33%), participle (40%), relative clause (38.33%), and passive voice (33.75%) respectively.

Additionally, in order to investigate the errors of language structure and meaning in Thai-to-English translation, the low and high proficiency students' papers were analyzed to figure out the frequencies of each error type. Table 4.2 shows the results of the errors in the form of frequencies found in students' translation, and the percentage of the errors was provided.

Table 4.2 Frequencies of Overall Thai-to-English Translation by Low and High Proficiency Students

Types of translation errors	Frequencies of errors	Percentage
1. If-clause (syntactic)	80	100
2. Loanword (semantic)	103	85.83
3. Tense (syntactic)	99	82.50
4. Modifier (syntactic)	90	75.00
5. Confusing word (semantic)	89	74.17
6. Article (syntactic)	73	60.83
7. Serial verb (syntactic)	64	53.33
8. Topic-comment (syntactic)	41	51.25
9. Ellipsis (syntactic)	52	43.33
10. Passive voice (syntactic)	62	34.17
11. Preposition (semantic)	27	33.75

As shown in Table 4.2, the findings of the Thai-to-English translation showed that the most frequent errors in 1,200 sentences were if-clause (100%), loanword (85.83%), tense (82.50%), modifier (75%), word choice (74.17%), article (60.86%), serial verb

(53.33%), topic-comment (51.25%), ellipsis (43.33%), passive voice (34.17%), and preposition (33.75%), respectively.

Occurrences of Errors in English-to-Thai Translation

To specifically figure out the types of errors in English-to-Thai translation occurring in the students' papers, the pattern of each error type , the number of errors as well as their occurrences were provided in each figure. The plausible explanations for the occurrences were also discussed.

1. Modifier

Modifiers accounted for the highest percentage among the other error types. Its frequency was 92 and the incorrect pattern was mainly concerned with word order. As aforementioned, the English modifier usually precedes the word it modifies while the Thai counterpart comes after the word. The results indicated that the mistake was not derived from the subjects' lack of this syntactic knowledge but from their unawareness of the syntactic difference instead. However, it could be affected by the Thai language influence, as shown in Figure 4.1

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Word order	92	**Source text**: When father got drunk, men from the corner saloon would drag him home. **Student's translation**: เมื่อพ่อเมาผู้ชายจากมุมร้านเหล้าลากพ่อกลับบ้าน **Back translation**: When father got drunk, men from the corner of the saloon would drag him home. **Correct translation**: ตอนที่พ่อเมาผู้ชายจากร้านเหล้าตรงหัวมุมหิ้วพ่อกลับบ้าน

Figure 4.1 Pattern and Frequency of Error on Modifier in English-to-Thai Translation

2. Article

Since the concept of article is not so evident in Thai, the participants almost always ignored its importance in the given English texts. In fact, the English article plays a crucial role in identifying nouns and its appearance or non-appearance in a sentence produces different meaning. The study implied that because the students were not sensitive to article, the errors readily occurred. Its frequency was 75. From their translations, the mistakes could be developmental errors as the participants did not have enough knowledge of the article use (here including zero article, too) especially in certain expressions. For instance, *in office* was translated as *in the office*.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Misinterpretation	75	**Source text**: The author and lecturer *is* giving a speech in the auditorium at the moment. **Student's translation**: ผู้แต่งกับอาจารย์กำลังบรรยายในห้องประชุมตอนนี้ **Back translation**: The author and the lecturer *are* giving a speech in the auditorium at the moment. **Correct translation**: นักเขียนที่เป็นอาจารย์ด้วยท่านนั้นขณะนี้กำลังบรรยายอยู่ในห้องประชุม

Figure 4.2 Pattern and Frequency of Error on Article in English-to-Thai Translation

3. Serial verb

The occurrence of errors on serial verb was dependent on the sharp distinction of verb patterns between the two languages. English verbs have different forms and each form has its own rules to follow one another, producing different meaning. In contrast, Thai verbs have only one form and do not have such rules. The meaning relies solely on the context. The students mistranslated the serial verb since they did not understand its

rule and meaning. For example, they translated *remember giving* as *remember to give*, indicating that they could not distinguish the meaning of these two verb patterns. This mistake was also regarded as a developmental error.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Misinterpretation	73	**Source text**: My mom still remembers giving some coins to that beggar. **Student's translation**: แม่จำได้ว่าจะต้องให้เงินแก่ขอทานคนนั้น **Back translation**: My mom still remembers to give some coins to that beggar. **Correct translation:** แม่ยังจำได้ว่าให้เหรียญขอทานคนนั้นไปแล้ว

Figure 4.3 Pattern and Frequency of Error on Serial Verb in English-to-Thai Translation

4. Tense

The error could best explain that the students did not apprehend the English tenses precisely although they had studied them very frequently and extensively. Their errors were perceived as misuse of the verb form as well as meaning affixed in each tense. The study results specifically showed that they did not understand the future perfect continuous and past perfect tenses. Their translation almost always lied in present and past simple tenses. Its frequency was 72.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Misinterpretation	72	**Source text:** When the final exam came, he wished he hadn't been absent from class. **Student's translation**: เมื่อสอบปลายภาคมาถึง เขาหวังว่าจะไม่ขาดเรียนเลย **Back translation**: When the final exam comes, he wishes he would not be absent from class. **Correct translation**: ตอนสอบปลายภาคที่ผ่านมา เขาหวนคิดว่าไม่น่าขาดเรียนเลย

Figure 4.4 Pattern and Frequency of Error on Tense in English-to-Thai Translation

5. Participle

This type of error indicated that the subjects did not know purposes of participle, which is used to describe a head noun. The present study tested them on two kinds of participle, present and past. The results showed that the errors of present participle were made more by the participants. It was because they could not see a difference between the present participle and gerund, both of which have the same form. Some of them mistranslated it as a gerund. Others considered it as a main verb of the sentence. The reason why the students made fewer mistakes on past participle was because the contexts helped them to interpret the source texts. Altogether the error on participle was found 25 times.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Misinterpretation	25	**Source text:** Crossing the street, he was knocked down by a fast car. **Student's translation**: เขาถูกรถที่วิ่งเร็วชนที่ทางข้ามถนน **Back translation**: He was knocked down by a fast car on the crossing lane. **Correct translation**: เขาถูกรถที่วิ่งด้วยความเร็วชนขณะกำลังข้ามถนน

Figure 4.5 Pattern and Frequency of Error on Participle in English-to-Thai Translation

6. Relative clause

According to the figures, relative clause was not a major problem, accounting for the frequency only 24. However, there were some mistakes on it because some of the students did not know what in the sentence a given relative clause referred to. Others could not make a relation in their translation. Their mistakes thus were seen as incorrect antecedents or separate units of the sentences.

Patterns of Error	**Number of Errors** ***N* = 80**	**Examples**
No connection	24	**Source text:** There are many books in the library, most of which are about literature. **Student's translation**: มีหนังสือมากมายในห้องสมุด ที่นิยมมากที่สุดคือวรรณคดี **Back translation**: There are many books in the library. The most popular ones are about literature. **Correct translation**: ในห้องสมุดมีหนังสืออยู่มาก (ซึ่ง)ส่วนใหญ่เป็นหนังสือประเภทวรรณคดี

Figure 4.6 Pattern and Frequency of Error on Relative Clause in English-to-Thai Translation

7. Passive voice

The mistake on passive voice was the least frequently found with its frequency at 65. This meant that the students comprehended and practiced it correctly to a certain extent. However, very few students mistranslated the passive voice sentences into active voice. I concluded that this mistake came from the students' carelessness in reading the source text.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Wrong voice Active-Passive Voice	65	**Source text**: He <u>was given</u> a refrigerator for free. **Student's translation**: เขาให้ตู้เย็นไปฟรี (โดยไม่คิดเงิน) **Back Translation**: He <u>gave</u> someone a refrigerator for free. **Correct translation**: เขา<u>ได้</u>ตู้เย็นมาฟรี (โดยไม่เสียเงิน)

Figure 4.7 Pattern and Frequency of Error on Passive Voice in English-to-Thai Translation

8. Confusing word

In this study, confusing words in the English-to-Thai translation referred to the words with different senses. Although the students did know that English words have various meanings, they usually selected the meaning which was the most familiar to them. Therefore, when translating these words in English sentences, they did not select other meanings of the word regardless of their contexts. For instance, the words *party*, *nurse*, and *room* were tested. For the first word, it referred to a political party, but the students translated it as an event of enjoyment. Regarding the second word, it was a verb which meant " to look after", but it was translated as a noun. As for the last word, it was an

uncountable noun meaning “space”, but the students perceived it as a countable noun which had another meaning. These errors indicated that the students did not recognize the part of speech of the word, which seemed to be another drawback for them. The participants were unaware of the concept of countability, which affects English meaning. The researcher agreed with Wimonchalao (1994: 57) who proposes that this problem is partly derived from lack of good skills in consulting a dictionary. This error could also be a developmental error as most students did not know the other meanings of the words.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Context meaning	65	**Source text:** An ideal politician should put public interest before his own party. **Student’s translation**: นักการเมืองในอุดมคติควรใส่ใจงานสังคมก่อนงานเลี้ยงของตน **Back translation**: An ideal politician should put public interest before he throws a party. **Correct translation**: นักการเมืองในอุดมคติควรคำนึงถึงส่วนรวมก่อนพรรคตนเอง

Figure 4.8 Pattern and Frequency of Error on Confusing Word in English-to-Thai Translation

9. Preposition

According to a number of studies, preposition is one of the most frequent errors. In this study its frequency was 66. It is that Thai students usually employ the word-for-word translation strategy in translating prepositions. However, some English prepositions require thorough understanding before being translated. The incomplete knowledge of certain prepositions is also the factor. For example, almost all of the participants could not translate *as* in the given sentence correctly, as shown in Figure 4.9.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Misinterpretation	66	**Source text:** I have never considered Jack as a problem. **Student's translation[1]:** ฉันไม่เคยคิดถึงปัญหาของแจ๊ค **Back translation:** I have never considered Jack's problem. **Student's translation[2]**: ฉันไม่เคยคิดว่าแจ๊คจะมีปัญหา **Back translation**: I have never thought that Jack will have a problem. **Correct translation**: ฉันไม่เคยคิดเลยว่าแจ๊คเป็นตัวปัญหา

Figure 4.9 Pattern and Frequency of Error on Preposition in English-to-Thai Translation

10. Phrasal verb

Since a study of phrasal verbs is not paid much attention to in the secondary level, the participants were much likely to make a mistake on this topic. They were unaware of idiomatic meaning of phrasal verbs. Some translations indicated that they could not distinguish between common verbs and phrasal verbs. Others showed that they could not select the best equivalent for it. However, its frequency (40) was lower than the other types because the context may have helped the participants in translating them. The phrasal verbs in this test were *lay off* and *get ahead*. The subjects' marginal knowledge on phrasal verb was the cause of the mistake.

Patterns of Error	**Number of Errors** ***N* = 80**	**Examples**
Word-by-word translation	40	**Source text:** He is working hard because he really wants to get ahead in his career. **Student's translation**: เขาทำงานหนักเพราะเขาต้องการเป็นหัวหน้างานในอาชีพของเขา **Back translation**: He is working hard because he really wants to be the head in his job line. **Correct translation**: เขาทำงานอย่างขันแข็งเพราะต้องการประสบความสำเร็จในอาชีพ

Figure 4.10 Pattern and Frequency of Error on Phrasal Verb in English-to-Thai Translation

11. Loanword

There have been a great number of studies on loanword literature. Most studies conclude that once the loanwords are borrowed into a host language, their meanings are usually adapted because of certain linguistic and cultural reasons of that borrowing language. Upon this claim, the loanword was used to test whether they could recognize the semantic adaptations of the English loan. Not all the English loanwords in Thai undergo semantic change e.g. *free*. Therefore, only few students made a mistake on this word but still translated *fit* and *diet* incorrectly. The explanation is that the meaning of "fit" is deviated from the original; it means "too small" when used in Thai. As for "diet", its meaning is narrowed down to "be on diet". This sort of meaning change is exactly what Hall-Lew (2001: 4) describes that the semantic adaptation of loanword can be seen in three ways: broadening, narrowing and deviating. According to this study loanword in English-to-Thai translation accounted for its frequency at 53.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Altered meaning	53	**Source text**: I like these shoes very much but they don't fit me well. **Student's translation**: ฉันชอบรองเท้าคู่นี้มาก แต่มันเล็กเกินไป **Back translation**: I like these shoes very much but they are too small. **Correct translation**: ฉันชอบรองเท้าคู่นี้มาก แต่มันไม่เข้ากับฉัน

Figure 4.11 Pattern and Frequency of Error on Loanword in English-to-Thai Translation

Occurrences of Error in Thai-to-English Translation

In the meantime, the findings in Thai-to-English translation showed other significant patterns and frequencies of the errors investigated. Syntactic errors on tense, modifier, article, serial verb, passive voice, if-clause, topic-comment and ellipsis as well as semantic errors on confusing word, loanword and preposition were explained and supported with examples in detail as the following.

1. If-Clause

The astounding results illustrated that none of the participants were able to translate Thai conditional sentences into English at all with the frequency at 100. The students extensively studied if clause, however. It appeared that all the participants used the incorrect pattern of conditional sentences. This was because they memorized only the patterns not meaning of each conditional sentence type. So, they could not use the correct form of the language at best. Some could not see that it required a conditional sentence in English because there were no obvious if-clause markers given in the source text at worst. This finding indicated that if-clause was a weakness of their English performance.

Patterns of Error	**Number of Errors** ***N* = 80**	**Examples**
Incorrect verb form	80	**Source text:** ถ้าผมเป็นลูกคนเดียว พ่อแม่ก็คงจะรักผมมากกว่านี้ **Student's translation[1]**: If I am a single child, my parents will love me more. **Student's translation[2]**: If I was the only child, my parents will love me more. **Correct translation**: If I were the only child, my parents would love me more.

Figure 4.12 Pattern and Frequency of Error on If-Clause in Thai-to-English Translation

2. Tense

This type of error in the Thai-to-English translation emphasized that the participants did not apprehend English tenses precisely. Their patterns of errors were seen as incorrect verb form, subject-verb agreement and tense selection. For instance, most of them translated Thai *past tense* into English *present tense*; *present perfect* to *present simple* or *past tense*.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Incorrect verb form Subject-verb agreement Incorrect tense	99	**Source text:** ระหว่างที่เขานั่งรอรถไฟ เขาอ่านหนังสือพิมพ์จบไปสองฉบับ **Student's translation[1]**: During he wait for the train, he finished read two newspapers. **Student's translation[2]**: Between he waiting the train, he reads two newspapers. **Correct translation**: While he was waiting for the train, he finished (reading) two newspapers

Figure 4.13 Pattern and Frequency of Error on Tense in Thai-to-English Translation

3. Modifier

Like those in the English-to-Thai translation, the errors on modifier mostly involved the word order. In some cases the incorrect form of modifier was shown. Its frequency was 89. The participants significantly exhibited lack of knowledge on the position of English modifiers. That is to say, they always used the Thai modifier position in translating the English counterparts. The cause of wrong word order was the mother tongue interference while the cause of modifier form derived from their incomplete knowledge, as shown in Figure 4.14.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Word order Incorrect form	89	**Source text:** *เสื้อ*แขนสั้นตัวนี้ซื้อมาจากห้างดังแถวประตูน้ำ **Student's translation[1]**: This *shirt* short arm was bought from a famous department store in Pratunam. **Student's translation[2]**: This short arms *shirt* was bought from a famous department store in Pratunam. **Correct translation**: I bought this short-sleeved *shirt* at a famous department store in Pratunam.

Figure 4.14 Pattern and Frequency of Error on Modifier in Thai-to-English Translation

4. Article

The results of the errors on article in Thai-to-English translation correlated with those in English-to-Thai translation. The subjects did not have a complete knowledge of article use. Additionally, the results in this translation illustrated that another cause of the mistake was mother tongue interference as the participants preferred not to use any article. For instance, the proper noun the Chaopraya River, was translated by many students without *the*.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Wrong/No article	73	**Source text:** แม่น้ำเจ้าพระยาเป็นแม่น้ำที่สำคัญที่สุดในประเทศไทย **Student's translation**: Jao praya river is the most important river in Thailand. **Correct translation**: The Chaophaya River is the most important river in Thailand.

Figure 4.15 Pattern and Frequency of Error on Article in Thai-to-English Translation

5. Serial verb

The mistake on serial verb was more obvious in Thai-to-English translation and had the frequency of the errors at 64. The finding has revealed that the students could not choose the correct verb forms when they were placed either before or after other verbs. Some avoided using them by translating the given source text into two sentences.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Incorrect verb form	64	**Source text:** แม่ตัดสินใจเลิกสูบบุหรี่ **Student's translation**[1]: Mother decide stop smoking. **Student's transla**tion[2]: Mother decided to stop smoke. **Student's translation**[3]: Mother decides to break up to smoke. **Correct translation**: Mom decided to stop smoking.

Figure 4.16 Pattern and Frequency of Error on Serial Verb in Thai-to-English Translation

6. Topic-comment

Due to the fact that English is subject-comment but Thai is topic-comment, the students were ready to make a mistake if employing the word-by-word translation

strategy. Their errors were perceived as language transfer, where they often used the Thai syntactic structure in translating the source text albeit not all the cases. It appeared that their translations had double subjects placed adjacent to each other, which is unacceptable in English.

Patterns of Error	**Number of Errors** ***N* = 80**	**Examples**
Double subject	41	**Source text:** หนังสือเล่มนี้ หน้าปกสวยดีนะ **Student's translation**: This book the cover is beautiful. **Correct translation**: The cover of this book is beautiful.

Figure 4.17 Pattern and Frequency of Error on Topic-Comment in Thai-to-English Translation

7. Ellipsis

Thep-Ackrapong (1997) explains that ellipsis or word omission is commonly found and acceptable in Thai, but it is unacceptable in English. The students who were unaware of this distinction often omitted grammatical words. Take notice that the participants omitted the words functioning both as the subject and object of the sentence. The latter case accounted for twice more errors than the first one. This is because the ellipsis of Thai objects requires more thorough understanding and better knowledge of English language structure. The cause of this error was Thai language influence.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Word omission (subject - object)	52	**Source text:** หมู่นี้ไม่ค่อยไปตลาด เลยไม่รู้ราคาของ **Student's translation**: Rarely go to market, so don't know the price of the things. **Correct translation**: Recently I haven't gone shopping so I don't know the price of the goods.

Figure 4.18 Pattern and Frequency of Error on Ellipsis in Thai-to-English Translation

8. Passive Voice

According to the results, passive voice was a minor problem for Thai students. The errors merely involved the verb form required, past participle. For example, they wrote *teached* instead of *taught*. This particular area of the error is called overgeneralization and was derived from their working out with the language which can disappear when they develop more. The serious problem however was that the students sometimes could not interpret that the given sentence matched a passive voice in English.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Incorrect verb form Overgeneralization	63	**Source text:** เขาถูกสอนมาไม่ให้เถียงผู้ใหญ่ **Student's translation**: He is teached not to argue adults. **Correct translation**: He was taught not to argue adults.

Figure 4.19 Pattern and Frequency of Error on Passive Voice in Thai-to-English Translation

9. Loanword

It was interestingly found that the error on loanword in Thai-to-English translation accounted for much more percentage than that in English-to-Thai translation (103). It could be explained that when the students looked up the meanings of loanwords in a

dictionary, their original meanings are still kept. On the contrary, when translating those loanwords back into English, the students could not find them in a Thai-English dictionary, so they chose the adapted meaning they were accustomed to. They did not know that *air*, *fit* and *retire* in Thai originally meant "air-conditioned", "be right in size or suitable", and "leave a place, position in order to go somewhere quieter" in English respectively (Macmillan English Dictionary for Advanced Learners, 2002). Accordingly, using the adapted meaning of the loans made their translations incorrect.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Distorted meaning	103	**Source text:** กระโปรงตัวนี้ฟิตจังเลยนะ **Student's translation**: This skirt is very fit. **Correct translation**: This skirt is quite tight.

Figure 4.20 Pattern and Frequency of Error on Loanword in Thai-to-English Translation

10. Confusing word

Based on the findings, the confusing word became a translation drawback when the students always selected the most familiar word they knew in translating Thai into English. The lack of knowledge on context-based meaning and word-for-word translation strategy also contributed to this error. The findings could tell us that they had very limited knowledge of collocation, where specific terms are required to make a natural sense, and of context in which different situations need different terms. For example, the students used *forget*, *warn* and *refuse* in place of *leave*, *remind* and *deny*, respectively.

Patterns of Error	**Number of Errors** ***N* = 120**	**Examples**
Collocation Context meaning	89	**Source text:** ชายคนนั้นปฏิเสธทุกข้อกล่าวหา **Student's translation[1]**: That man refused all the charges. **Student's translation[2]**: That man rejected all the charges. **Student's translation[3]**: That man negative all the charges. **Correct translation**: That man denied all the charges.

Figure 4.21 Pattern and Frequency of Error on Confusing Word in Thai-to-English Translation

11. Preposition

Preposition was by far the least found error. The small number of this error (27) was due to an interesting fact that the students were unable to interpret Thai prepositions. In rare cases, they did not write a preposition in their translation only because the Thai text did not have it. The incorrect selection of preposition was sometimes expected.

Patterns of Error	**Number of errors** ***N* = 80**	**Examples**
Incorrect use of or no preposition	27	**Source text:** นักศึกษาสาววัย 20 ปี ถูกรถเมล์ชนย่านรังสิต **Student's translation**[1]: The female student, 20, was crashed by a bus near Rungsit. **Student's translation[2]**: The female student, 20, was crashed by a bus at Rungsit. **Correct translation**: The 20-year-old women university student was crashed by a bus in Rungsit.

Figure 4.22 Pattern and Frequency of Error on Preposition in Thai-to-English Translation

The comparison of Percentage of the Errors in English-to-Thai and Thai-to-English Translation between Low and High Proficiency Students

In order to compare the frequencies of errors between the high and low English proficiency students in depth, the percentages of errors of syntax and semantics were separately presented. In English-to-Thai translation, Figures 4.23 and 4.24 compare the overall percentages of syntactic and semantic errors found respectively. In Thai-to-English translation, the overall percentages of syntactic and semantic errors are compared in Figures 4.25 and 4.26.

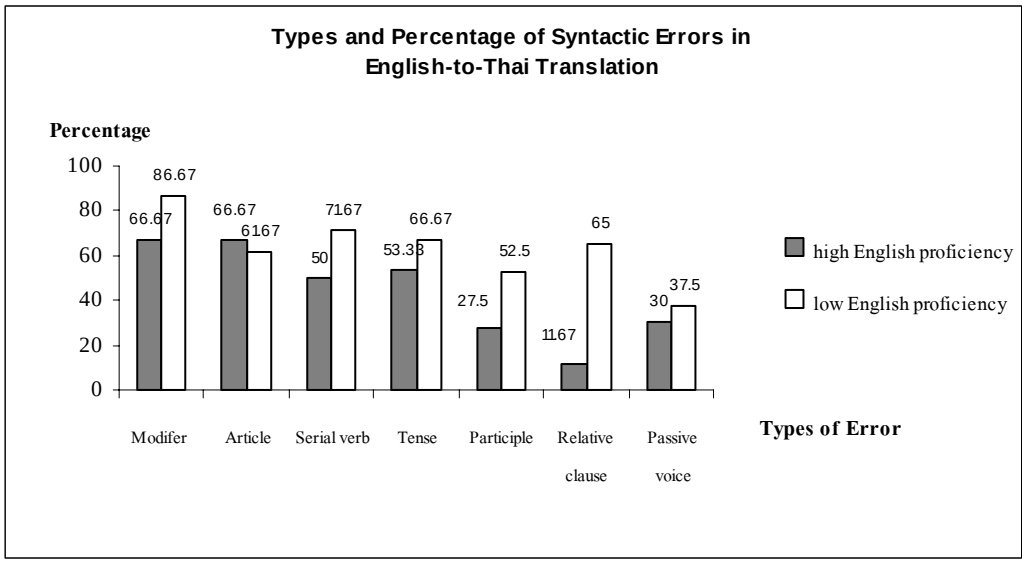

Figure 4.23 Types and Percentages of Syntactic Errors in English-to-Thai Translation by High and Low English Proficiency Groups

As shown in Figure 4.23, the low English proficiency group had more percentages of the syntactic errors than did the high English proficiency group except the errors of article. The results also indicated that the most to least different percentages were relative clause (53.33%), participle (25), serial verb (21.67%), modifier (20%), tense (13.34%),

passive voice (7.5), and article (5%). This showed that the students with low English proficiency needed more instruction on relative clause and participle than the other topics.

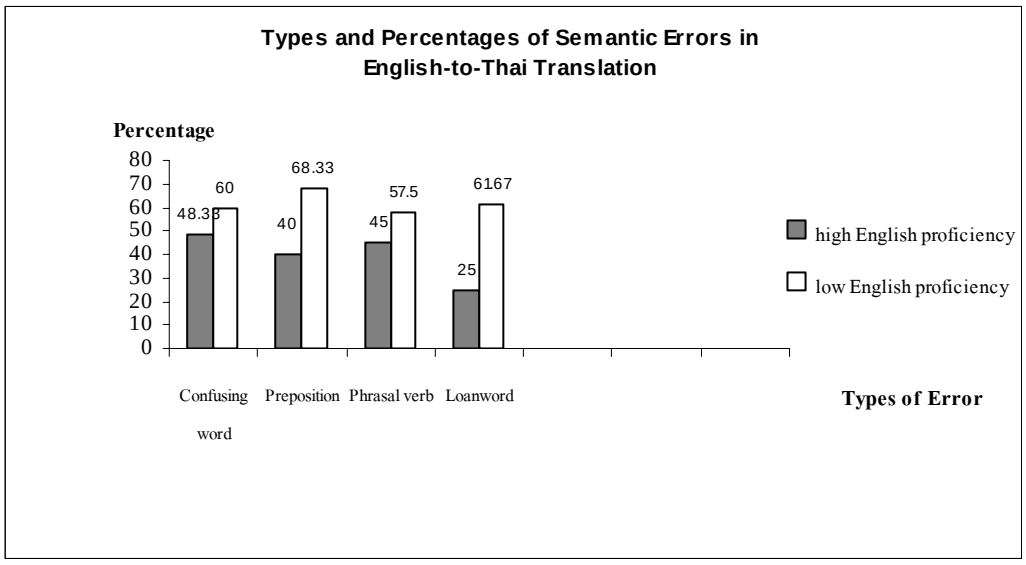

Figure 4.24 Types and Percentages of Semantic Errors in English-to-Thai Translation by High and Low English Proficiency Groups

In Figure 4.24, the results showed that the students with high English proficiency had fewer percentages in all of the semantic errors in English-to-Thai translation than those with low English proficiency. The most different figures lied in loanword (36.61%), preposition (28.33), phrasal verb (12.5), and confusing word (11.67) respectively. Like the syntactic errors, the semantic errors in this translation implied that there was a sharp contrast of the English language ability between these two different groups.

Figures 4.25 and 4.26 illustrate the information of the syntactic errors as well as semantic errors of the two different groups in Thai-to-English translation.

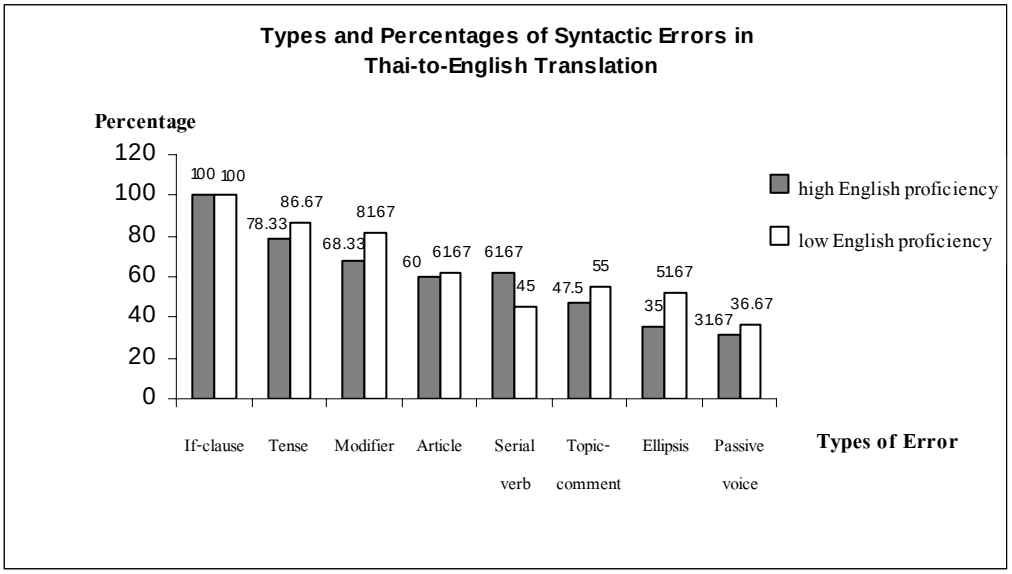

Figure 4.25 Types and Percentages of Syntactic Errors in Thai-to-English Translation by High and Low English Proficiency Groups

In Figure 4.25, unlike those in English-to-Thai translation the syntactic errors in this translation had fewer differences of the error frequencies between the two groups of the research participants. This explained that both groups had quite the same level of ability in translating Thai to English, which was considered much more difficult and accounted more mistakes. One interesting finding was that none of the two groups were able to translate Thai conditional sentences into English correctly. The other striking finding was that the high English proficiency group made more errors on serial verb than the other group.

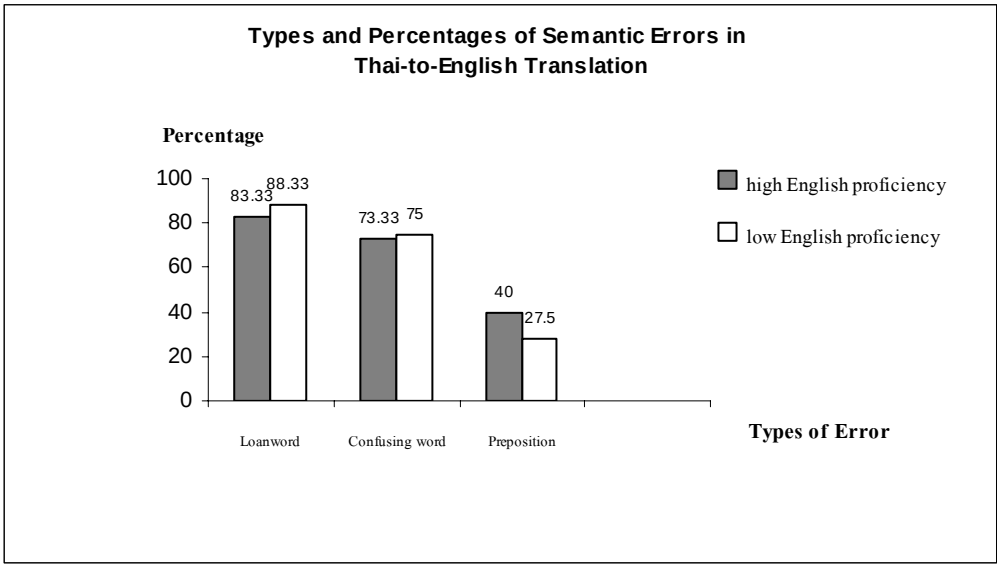

Figure 4.26 Types and Percentages of Semantic Errors in Thai-to-English Translation by High and Low English Proficiency Groups

As shown in Figure 4.26, in Thai-to English translation the students with high English proficiency had much the same percentages of the semantic errors as those with low English proficiency. The different percentages of confusing word, loanword and preposition were 1.67%, 5 % and 12.5% respectively. These small figures compared to those in English-to-Thai translation indicated that both groups of the subjects had relatively the same difficulties in translating Thai into English.

With regard to the explanations for the occurrences of the translation errors both in English-to-Thai and Thai-to-English translation, the results of the study revealed that the subjects' errors were mainly from incomplete knowledge of English syntax and semantics, Thai language influence, unawareness of the linguistic differences between English and Thai as well as carelessness in reading the source texts.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter illustrates the purposes of the study, research methodology as well as summary of the findings, discussion, implications and recommendations for future research.

This research examined syntactic and semantic translation error in English-to-Thai and Thai-to-English translation with the following research objectives.

Research Objectives

1. To investigate the errors of language structure and meaning that occurred both in English-to-Thai and Thai-to-English translation.

2. To find out the types of errors in English-to-Thai and Thai-to-English translation made by Mattayomsuksa 6 students.

3. To compare the frequencies of errors between students with high and low English proficiency.

4. To provide plausible explanations for the occurrence of the errors.

Research Instrument

The instrument used to investigate the participants' translation errors both in English-to-Thai and Thai-to-English translation was translation tests. There were two tests: English-to-Thai and Thai-to-English translation test, each of which consisted of 30 sentences to translate.

Research Participants

The participants were 40 Mattayomsuksa 6 students in the math-English program in Suksanareewittaya School in the second semester of the academic year 2006. The students were divided into two groups, low and high English proficiency, based on their five-term grades of English subject. The high English proficiency group comprised 20 students with grades between 3.20 and 4.00. The low English proficiency group comprised 20 students with grades between 1.90 and 2.50

Data Collection

The students completed the two tests at the end of the second semester of the academic year 2006. The students were given one hour to translate English sentences into Thai and another one hour to translate Thai into English with permission of using a textual and/or electronic dictionary. Finally, the papers were collected and the researcher began to analyze the translation errors in each category.

Data Analysis and Presentation

In order to analyze the data, the students' papers were compared with the original texts. The errors of modifier, article, serial verb, tense, participle, relative clause, passive voice, topic-comment, if clause, ellipsis, confusing word, preposition, phrasal verb and loanword were specifically investigated. Individual student's incorrect translation accounted for one frequency of each type of errors. Then plausible explanations for the occurrences of each translation mistake were provided.

In terms of data presentation, the overall number of all the errors occurring in English-to-Thai and Thai-to-English translation was calculated. Then each of the error

types was provided with explanations of their patterns, frequencies together with examples and was illustrated again in figures.

Summary of the Findings

This study aimed to investigate translation errors on language structure and meaning made by secondary school students both in English-to-Thai and Thai-to-English translation. In doing so, the frequency and percentage of individual and overall students were figured out. Moreover, the researcher made an attempt to find out plausible explanations for each mistake. After the research analysis, the findings significantly indicated the following.

The syntactic errors in English-to-Thai translation were modifier (76.67%), article (64.17%), serial verb (60.83%), tense (60.00%), participle (40.00%), relative clause (38.33%) and passive voice (33.75%). Regarding its semantic errors, confusing word and preposition had the same highest percentage (54.17%), followed by phrasal verb (51.25%), and loanword (43.33%).

In Thai-to-English translation, the most to the least found syntactic errors were if-clause (100%), tense (82.50%), modifier (75.00%), article (60.83%), serial verb (53.33%), topic-comment (51.25%), ellipsis (43.33%), and passive voice (34.17%). Concerning its meaning mistake, loanword ranked the first (85.83%), confusing word the second (74.17%) and preposition the last (33.75%).

When we looked specifically at the two different groups of the participants, it was found that the students with high English proficiency made fewer translation errors than did the students with low English proficiency except article in the English-to-Thai

translation and serial verb and if-clause in the Thai-to-English translation, the last of which had the same percentage.

The plausible explanations for the syntactic and semantic errors were much similar to those found in a number of studies on error analysis of translation by Thai students. The first factor was mother tongue interference, where the second language learner transfers the linguistic features of their first language to the second tongue, as proposed by O'Grady; Doborvsky; & Katamba (1996: 504-511). Other studies label this factor as Thai influence. Because English and Thai have different language structure as well as conceptual meaning, this direct transfer is unacceptable and readily triggers an error. The second factor is called a developmental error where the learners make a mistake because they produce the target language beyond their knowledge. The third factor was the unawareness of the linguistic distinction between these two languages. Although they have extensively studied the English grammatical structure, they were unable to put it into practice. Unlike the syntactic errors, the cause of semantic errors was mainly derived from inadequate knowledge on English semantics. It is because the study of semantics in the secondary level is very limited. Some of the students' translations showed that they did not even know correct meaning of some Thai words. Finally, the fourth reason was carelessness of the participants in reading the source texts. Though this seemed to be weird, Wimolchalao and other researchers always find this contributed to translation errors by Thai students. Besides the errors clarified above, the other mistakes included subject-verb agreement, spelling, capitalization, and punctuation, all of which accounted for few frequencies.

Discussion

Referring back to the claim that translation is an effective tool in assessing student's English performance as well as in detecting their weaknesses and failures of the language acquisition, it was eventually confirmed by this current research that translation could do the task very well. The group of high English proficiency had less percentages of error than did the low English proficiency group. However, both groups' English ability was still considered weak according to the figures of the study. Their weakness might have derived from the input and their learning style and environment. In other words, the studies of semantics and contrastive analysis were not designated in the school curriculum. The students learnt English by rote and paid much more attention to its grammatical structure than meaning. Their exposure to the English culture was very little. As a consequence, they were unable to use English correctly and naturally, which was responsible for translation errors found in the study. In terms of language structure, the researcher would say that most of the subjects did not apprehend the concept precisely. That is, they could not use the correct form to convey meaning. This claim can be best supported by the error of if-clause. Surprisingly, none of them could translate Thai conditional sentences into English correctly. As well, they ignored the linguistic differences between the two tongues. Hence, when teaching English grammar teachers should also place emphasis on how to use it and allow the students to practice more. Pertaining tow rod meaning, it was found that the students did not know what words were appropriate in a given context. This was because of their very limited knowledge on collocation, where a string of words go together or are used in a specific context, on the one hand and inability to consult a dictionary on the other hand. The teachers are therefore suggested to encourage the students to pay careful attention to the word and its context as well as to teach them to use the dictionary effectively.

It is not surprising that the students did worse in Thai-to-English translation than in English-to-Thai translation. This is because translating Thai into English required them to firstly interpret the text and secondly find the best language structure and meaning to keep it equivalent. Instead, the difference score is more important since the teachers can use it to improve both groups. The highest difference scores between the two student groups lied in relative clause (53.33%), and loanword (36.67%) in English-to-Thai translation. According to the findings, the errors that need urgent correcting are if-clause, modifier, tense, confusing word and article, all of which accounted for more than 70 percent. Additionally, past participle verbs, spelling and subject-verb agreement should be taken into account too.

Lastly, the study has reported that the secondary school students made quite the same types of error and the same percentage as the university students did. This correlation has created three implications. First, if the secondary school students' mistakes are corrected before they enter a higher level, their language performance would be better. Or secondly, it would be what Fromkin; Rodman, & Hyams (2003: 379) say that " [second language learner's] errors may fossilize so that no amount of teaching or correction can undo them." Third, unlike the cause of Thai language interference that was responsible for translation errors by university students, the major cause of the subjects' translation errors was incomplete knowledge of English language. Therefore, the researcher estimated that these errors would decrease when the students know more about the language. However, this needs further proof.

Implications

Due to the fact that this study examined the syntactic and semantic errors in English-to-Thai and Thai-to-English translation made by Mattayomsuksa 6 students, the implications for teaching were as follows. Firstly, the results of the study can be used as a guideline for teachers to recognize the errors found in this study e.g. modifier, tense, serial verb, participle, loanword, preposition and confusing word, and find appropriate solutions for these errors. Secondly, the results can indicate the strengths and weaknesses of the student's English performance as well as provide the ways to improve them effectively. The results implied that the students had the most difficulties in translating modifiers, complex tenses such as past perfect and future perfect tenses, and serial verb. These findings are beneficial to teachers in that they should give more emphasis on these error types. Finally, the school or authority can use these results to design the curriculum in order to enhance their English competence as well as set an appropriate and supportive environment for their language learning. In particular, the subjects of English semantics and collocation should be taught. The students should expose to the English culture more by speaking with native speakers and studying authentic English texts, for instance.

Recommendations for Future Research

This current study investigated translation errors of modifier, article, serial verb, tense, participle, relative clause, passive voice, topic-comment, if clause, ellipsis, confusing word, preposition, phrasal verb and loanword. Firstly, researchers are suggested to investigate other types of errors such as modal auxiliary verbs, connectives, and part of speech. Secondly, in order to produce a more detailed and solid evidence, the translation test would be at the discourse level. Finally, further studies can be conducted

by investigating the translation errors in other documents and with other groups of students to compare the results with this current study.

REFERENCES

REFERENCES

English

Baker, Mona. (1992). *In Other Words: A Coursebook on Translation*. New York: Routledge.

Fromkin, Victoria; Rodman, Robert; & Hyams, Nina. (2003). *An Introduction to Language*. Boston: Heinle.

Hall-Lew, Lauren. (2001). *English Loanwords in Mandarin Chinese*. Thesis B.A. (Linguistics). USA. The University of Arizona.

Hornby, A.S. (2003). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.

Kemmer, S. Major Periods of Borrowing. Retrieved November 15, 2006, from http://www.ruf.rice.edu/~kemmer/Words04/Structure/borrowed.html

Kitao, Kenji. The Importance of English. Retrieved December 13, 2006, from http://www.englishfirst.org/eff/Kitao-wh.htm

_____. (2002). *Macmillan English Dictionary for Advanced Learners*. Oxford. Macmillan Education.

Newmark, Peter. (2523). *Approaches to Translation*. New York: Prentice Hall.

Nida, Eugene; & Taber, Charles, R. (2525). *The Theory and Practice of Translation*. Leiden, The Netherlands: E.J. Brill.

Spartt, Mary; Pulverness Alan; & Williams, Melanie. (2005). The TKT Teaching Test Knowledge Course. UK: Cambridge University Press.

Thai

กรรณิการ์ หนูจัน. (2542). *การวิเคราะห์ข้อบกพร่องจากบทคัดย่อภาษาอังกฤษในปริญญานิพนธ์ของนิสิตระดับปริญญาโท มหาวิทยาลัยศรีนครินทรวิโรฒ*. ปริญญานิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. ถ่ายเอกสาร.

กรองจิตต์ ทรงเจียระพานิช. (2528). *การวิเคราะห์ข้อบกพร่องในการแปลรายงานทางราชการ*. ปริญญานิพนธ์ กศ.ม. (ภาษาศาสตร์การศึกษา). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. ถ่ายเอกสาร.

กุลธิดา แย้มอิ่ม. (2545). *การวิคราะห์ข้อผิดพลาดด้านโครงสร้างทางไวยากรณ์ในการเขียนจดหมายธุรกิจของนักศึกษาวิชาเอกธุรกิจการโรงแรม วิทยาลัยพณิชยการเชตุพน*. สารนิพนธ์ กศ.ม. (ภาษาศาสตร์การศึกษา). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. ถ่ายเอกสาร.

ณัฐพงศ์ ยอดนิล. (2549). *การวิเคราะห์ปัญหาการแปลจดหมายทางการของนักศึกษาวิชาเอกภาษาอังกฤษชั้นปีที่ 3*. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. ถ่ายเอกสาร.

นิจ ทองโสภิต. (2544). *พจนานุกรมไทย-อังกฤษ*. กรุงเทพฯ: แพร่พิทยา.

ดวงตา สุพล. (2535). *ทฤษฎีและกลวิธีการแปล*. กรุงเทพฯ: จุฬาลงกรณ์มหาวิทยาลัย.

ทิพา เทพอัครพงศ์. *(2540). การแปลเบื้องต้น*. กรุงเทพฯ: จุฬาลงกรณ์มหาวิทยาลัย.

ภูวเรศ อับดุลสตา. (2543). *การวิเคราะห์ข้อบกพร่องในการเขียนเรียงความภาษาอังกฤษของนิสิตวิชาเอกภาษาอังกฤษชั้นปีที่ 2 มหาวิทยาลัยศรีนครินทรวิโรฒ*. ปริญญานิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. ถ่าย เอกสาร.

วรนาถ วิมลเฉลา. (2537). *คู่มือสอนแปล*. กรุงเทพฯ: จุฬาลงกรณ์มหาวิทยาลัย.

วัชรีวรรณ ลาวรรณ. (2542). *การศึกษาความสัมพันธ์ของความสามารถในการแปลภาษาอังกฤษเป็นภาษาไทยกับความสามารถในการแปลภาษาไทยเป็นภาษาอังกฤษของนิสิตวิชาเอก ภาษาอังกฤษ ชั้นปีที่ 3 ปีการศึกษา 2541 มหาวิทยาลัยศรีนครินทรวิโรฒ*. ปริญญานิพนธ์ กศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. ถ่ายเอกสาร.

สกล เกิดผล. (2526). *การวิเคราะห์ข้อบกพร่องในการเขียนเรียงความภาษาอังกฤษแบบอิสระของนักเรียนมัธยมศึกษาตอนปลาย*. ปริญญานิพนธ์ กศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. ถ่ายเอกสาร.

สัญฉวี สายบัว. (2540). *หลักการแปล*. กรุงเทพฯ: มหาวิทยาลัยธรรมศาสตร์.

APPENDIX A

Phonetic Symbols for Thai Reading

Phonetic Symbols for Thai Reading

I. Thai consonants

ก	ข	ค	ฆ
k	kh	kh	kh
ง	จ	ฉ	ช ซ
ŋ	c	ch	ch s
ฌ	ญ	ฎ ฏ	ฐ
ch	y	d t	th
ฑ	ฒ	ณ	ด ต
th	th	n	d t
ถ	ท	ธ	น
th	th	th	n
บ ป	ผ ฝ	พ ฟ	ภ
b p	ph f	ph f	ph
ม	ย	ร ล	ว
m	y	r l	w
ศ ษ ส	ห	ฬ อ ฮ	
s s s	h	l ? h	

II. Thai vowels

ะ	a	า	aa
ิ	i	ี	ii
ุ	u	ู	uu
เ_ะ	e	เ	ee
แ_ะ	ɛ	แ	ɛɛ
โ_ะ	o	โ	oo
เ_าะ	ɔ	_อ	ɔɔ
_ัวะ	ua?	_ัว	ua
เ_ีะ	ia?	เ_ีย	ia
เ_ือะ	ua?	เ_ือ	ua?
เ_อะ	ə	เ_อ	əə
_ำ	am		
ไ_ ใ_	ay		
เ_า	aw		

APPENDIX B

Translation Sentences

Translation Sentences

I. English-to-Thai Translation

1. The homeless need more help from the government.
2. The author and lecturer is giving a speech in the auditorium at the moment.
3. He was in office for five years.
4. By the time Jane went to bed, she had finished her homework.
5. When the final exam came, he wished he hadn't been absent from class.
6. By the end of this year he will have been teaching in this school for five years.
7. Did you see the pupil near the teacher in the front row in the lecture hall?
8. When father got drunk, men from the corner saloon would drag him home.
9. The 19-year ruler denied any involvement in his rival's assassination.
10. Bitten by a mad dog, the boy was immediately sent to hospital.
11. Crossing the street, he was knocked down by a fast car.
12. Two thieves have been captured, convicted of the crime and sentenced to four years in prison.
13. My mom still remembers giving some coins to that beggar.
14. Mastering a new language doesn't always mean wading through thick books.
15. Up until now, John has not been used to eating spicy food.
16. He was given a refrigerator for free.
17. In 1995, Michael Jackson was hospitalized after collapsing from exhaustion at a New York theater while rehearsing for a TV special.
18. The girl whom you met at the theater phoned you a few minutes ago.
19. There are many books in the library, most of which are about literature.
20. Many of the employees of the company are worried; they have heard a rumor that the company is going to lay off a number of employees.

21. He is working hard because he really wants to get ahead in his career.
22. An ideal politician should put public interest before his own party.
23. Daughters should nurse their parents in their old age.
24. You can sit because there's still room for one more person.
25. He was given a refrigerator for free.
26. I like these shoes very much but they don't fit me well.
27. The women who are much obsessed with their looks try to measure the calories in every diet they have.
28. The teddy bear is a child's toy, a nice soft stuffed animal suitable for cuddling.
29. I have never considered Jack as a problem.
30. Immigration officials arrested two foreign nationals for using fake qualification certificates to teach at a Bangkok school.

II. Thai-to-English Translation

1. แม่น้ำเจ้าพระยาเป็นแม่น้ำที่สำคัญที่สุดในประเทศไทย
2. เขาไปที่คุกเพื่อไปเยี่ยมเพื่อนสนิท
3. ช่วยหยิบช้อนให้คัน จะเอามากินน้ำเต้าหู้
4. ระหว่างที่เขานั่งรอรถไฟ เขาอ่านหนังสือพิมพ์จบไปสองฉบับ
5. เมื่อเช้าเขาไปทำงานสาย เพราะดูทีวีอยู่ถึงตีสอง
6. คุณเคยทานอาหารญี่ปุ่นไหม
7. เสื้อแขนสั้นตัวนี้ซื้อมาจากห้างดังแถวประตูน้ำ
8. บริษัทเรากำลังมองหาคนที่ขยันและซื่อสัตย์
9. ฉันอายุอ่อนกว่าพี่สาว 2 ปี

10. หนังสือเล่มนี้ หน้าปกสวยดีนะ

11. ร่มคันนั้น แม่ซื้อที่บางลำพู

12. แม่ปล่อยให้ลูกชายทำงานบ้านอยู่คนเดียว

13. ฉันเห็นเด็กๆเล่นอยู่ตรงสนามเมื่อตอนเที่ยง

14. แม่ตัดสินใจเลิกสบบุหรี่

15. ข้าราชการที่คอรัปชั่นควรได้รับการลงโทษ

16. เขาถูกรีไทร์จากมหาวิทยาลัยตอนอยู่ปี 4

17. เขาถูกสอนมาไม่ให้เถียงผู้ใหญ่

18. พูดกันว่าสูบบุหรี่มากทำให้ดูแก่ก่อนวัย

19. คืนนี้จะกลับบ้านกี่โมง

20. หมู่นี้ไม่ค่อยไปตลาด เลยไม่รู้ราคาของ

21. เธอจะขึ้นรถแอร์กลับบ้านหรือเปล่า

22. เขาถูกรีไทร์จากมหาวิทยาลัยตอนอยู่ปี 4

23. กระโปรงตัวนี้ฟิตจังเลยนะ

24. ครูลืมแว่นตาไว้ในห้องสมุด

25. ช่วยเตือนให้ฉันติดร่มไปด้วยนะ

26. ชายคนนั้นปฏิเสธทุกข้อกล่าวหา

27. ถ้าผมเป็นลูกคนเดียว พ่อแม่ก็คงจะรักผมมากกว่านี้

28. ฉันไม่น่าตื่นสายเลย ไม่นั้นตอนนี้ก็คงนั่งดูหนังในโรงไปแล้ว

29. นักศึกษาสาววัย 20 ปี ถูกรถเมล์ชนย่านรังสิต

30. พ่อแม่พาฉันไปเที่ยวดรีมเวิลด์เมื่อวานนี้

APPENDIX C

Examples of Errors Found in English-to-Thai
and Thai-to-English Translation

I. Examples of Errors Found in English-to-Thai Translation

1. Modifier

Example:
Source text: When father got drunk, men from the corner saloon would drag him home.
Student's translation: เมื่อพ่อเมาผู้ชายจากมุมร้านเหล้าลากพ่อกลับบ้าน
Back translation: When father got drunk, men from the corner of the saloon would drag him home.
Correct translation: ตอนที่พ่อเมาผู้ชายจากร้านเหล้าตรงหัวมุมหิ้วพ่อกลับบ้าน

2. Article

Example 1:
Source text: The author and lecturer *is* giving a speech in the auditorium at the moment.
Student's translation: ผู้แต่งกับอาจารย์กำลังบรรยายในห้องประชุมตอนนี้
Back translation: The author and the lecturer *are* giving a speech in the auditorium at the moment.
Correct translation: นักเขียนที่เป็นอาจารย์ด้วยท่านนั้นขณะนี้กำลังบรรยายอยู่ในห้องประชุม

Note: The students were also ignorant of the verb *is*, which clues that the subject is singular.

Example 2:
Source text: He was in office for five years.
Student's translation: เขาอยู่ในสำนักงานมา 5 ปี
Back translation: He was in the office for years.
Correct translation: เขาดำรงตำแหน่งนี้มา 5 ปี

Note: Example 2 seems to be an advanced test. So, the mistake may have been from an incomplete knowledge of the article usage. Anyway, we can conclude that the students did not recognize the non-appearance of the article.

3. Serial verb

Example:
Source text: My mom still remembers giving some coins to that beggar.
Student's translation: แม่จำได้ว่าจะต้องให้เงินแก่ขอทานคนนั้น
Back translation: My mom still remembers to give some coins to that beggar.
Correct translation: แม่ยังจำได้ว่าให้เหรียญขอทานคนนั้นไปแล้ว

4. Tense

Example 1:

Source text: By the end of this year he will have been teaching in this school for five years.

Student's translation: เมื่อสิ้นปีนี้เขาจะสอนที่โรงเรียนนี้อีก 5 ปี

Back translation: After the end of this year he will teach in this school for another five years.

Correct translation: สิ้นปีเขาก็จะสอนที่โรงเรียนนี้ครบ 5 ปี

Example 2:

Source text: When the final exam came, he wished he hadn't been absent from class.

Student's translation: เมื่อสอบปลายภาคมาถึง เขาหวังว่าจะไม่ขาดเรียนเลย

Back translation: When the final exam comes, he wishes he would not be absent from class.

Correct translation: ตอนสอบปลายภาคที่ผ่านมา เขาหวนคิดว่าไม่น่าขาดเรียนเลย

5. Participle

Example:

Source text: Crossing the street, he was knocked down by a fast car.

Student's translation: เขาถูกรถที่วิ่งเร็วชนที่ทางข้ามถนน

Back translation: He was knocked down by a fast car on the crossing lane.

Correct translation: เขาถูกรถที่วิ่งด้วยความเร็วชนขณะกำลังข้ามถนน

6. Relative clause

Example:

Source text: There are many books in the library, most of which are about literature.

Student's translation: มีหนังสือมากมายในห้องสมุด ที่นิยมมากที่สุดคือวรรณคดี

Back translation: There are many books in the library. The most popular ones are about literature.

Correct translation: ในห้องสมุดมีหนังสืออยู่มาก (ซึ่ง)ส่วนใหญ่เป็นหนังสือประเภทวรรณคดี

Note: This sort of error may have been from the style of translation not from an inadequate syntactic knowledge.

7. Passive voice

Example:

Source text: He was given a refrigerator for free.

Student's translation: เขาให้ตู้เย็นไปฟรี (โดยไม่คิดเงิน)

Back Translation: He gave someone a refrigerator for free.

Correct translation: เขาได้ตู้เย็นมาฟรี (โดยไม่เสียเงิน)

8. Confusing word

Example 1:

Source text: An ideal politician should put public interest before his own party.

Student's translation: นักการเมืองในอุดมคติควรใส่ใจงานสังคมก่อนงานเลี้ยงของตน

Back translation: An ideal politician should put public interest before he throws a party.

Correct translation: นักการเมืองในอุดมคติควรคำนึงถึงส่วนรวมก่อนพรรคตนเอง

Example 2:

Source text: Daughters should nurse their parents in their old age.

Student's translation: ลูกสาวควรเป็นนางพยาบาลตอนพ่อแม่แก่

Back translation: Daughters should be nurses when their parents are old.

Correct translation: ลูกสาวควรดูแลพ่อแม่ยามชรา

Example 3:

Source text: You can sit because there's still room for one more person.

Student's translation: คุณนั่งได้เพราะยังมีห้องไว้อีกหนึ่งคน

Back translation: You can sit because there's a room for one more person.

Correct translation: คุณนั่งได้เพราะยังมีที่ว่างพออีกหนึ่งคน

9. Preposition

Example 1:

Source text: I have never considered Jack as a problem.

Student's translation[1]: ฉันไม่เคยคิดถึงปัญหาของแจ๊ค

Back translation: I have never considered Jack's problem.

Student's translation[2]: ฉันไม่เคยคิดว่าแจ๊คจะมีปัญหา

Back translation: I have never thought that Jack will have a problem.

Correct translation: ฉันไม่เคยคิดเลยว่าแจ๊คเป็นตัวปัญหา

Example 2:

Source text: Immigration officials arrested two foreign nationals for using fake qualification certificates to teach at a Bangkok school.

Student's translation: ข้าราชการจับชาวต่างชาติสองคนสำหรับปลอมแปลงใบประกาศนียบัตรปลอมเพื่อสอนในโรงเรียนในกรุงเทพ

Back translation: Officials arrested two foreign nationals in order to use fake qualification certificates to teach at a Bangkok school.

Correct translation: เจ้าหน้าที่ต.ม.จับกุมชาวต่างชาติสองคน ในข้อหาปลอมแปลงคุณวุฒิเพื่อนำไปสอนโรงเรียนในกรุงเทพ

10. Phrasal verb

Example 1:

Source text: Many of the employees of the company are worried; they have heard a rumor that the company is going to lay off a number of employees.

Student's translation: คนงานของบริษัทหลายคนเป็นกังวล พวกเขาได้ยินข่าวลือว่าบริษัทจะลดจำนวนพนักงานลงหลายคน

Back translation: Many of the employees of the company are worried; they have heard a rumor that the company is going to reduce a number of employees.
Correct translation: ลูกจ้างหลายคนวิตก เพราะได้ยินข่าวลือว่าบริษัทจะไล่พนักงานออกหลายคน

Example 2:
Source text: He is working hard because he really wants to get ahead in his career.
Student's translation: เขาทำงานหนักเพราะเขาต้องการเป็นหัวหน้างานในอาชีพของเขา
Back translation: He is working hard because he really wants to be the head in his job line.
Correct translation: เขาทำงานอย่างขันแข็งเพราะต้องการประสบความสำเร็จในอาชีพ

11. Loanword
Example 1:
Source text: I like these shoes very much but they don't fit me well.
Student's translation: ฉันชอบรองเท้าคู่นี้มากแต่มันเล็กเกินไป
Back translation: I like these shoes very much but they are too small.
Correct translation: ฉันชอบรองเท้าคู่นี้มากแต่มันไม่เข้ากับฉัน

Example 2:
Source text: The women who are obsessed with their looks try to measure calories in every diet they have.
Student's translation: ผู้หญิงที่หมกมุ่นกับรูปร่างของเขาพยายามที่จะวัดแคลอรี่ทุกครั้งที่ลดน้ำหนัก
Back translation: The women who are obsessed with their looks try to measure calories whenever they want to lose their weight.
Correct Translation: ผู้หญิงที่หลงใหลกับรูปร่างของตนเองมักพยายามจะวัดปริมาณแคลอรี่ในอาหารทุกมื้อที่รับประทาน

II. Examples of Errors Found in Thai-to-English Translation

1. If-clause
Example 1:
Source text: ถ้าผมเป็นลูกคนเดียว พ่อแม่ก็คงจะรักผมมากกว่านี้
Student's translation[1]: If I am a single child, my parents will love me more.
Student's translation[2]: If I was the only child, my parents will love me more.
Correct translation: If I were the only child, my parents would love me more.

Example 2:
Source text: ฉันไม่น่าตื่นสายเลย ไม่นั้นตอนนี้ก็คงนั่งดูหนังในโรงไปแล้ว
Student's translation[1]: I didn't get up late. So this time I will see the movie.

I shouldn't wake up late otherwise I was sit to see movie already.
Student's translation[3]: If I wasn't got up late, I should be at the theater right now.
Correct translation: If I hadn't woken up late, I might already be in a theater now.

Note: Example 1 indicated that they could not use the correct if-clause pattern while they did not even know that the given sentence required an English condition.

2. Tense

Example 1:

Source text: ระหว่างที่เขานั่งรอรถไฟ เขาอ่านหนังสือพิมพ์จบไปสองฉบับ

Student's translation[1]: Between he waits for the train, he reads two newspapers.
Student's translation[2]: During he wait for the train, he finished read two newspapers.
Student's translation[3]: Between he waiting the train, he reads two newspapers.
Correct translation: While he was waiting for the train, he finished (reading) two newspapers.

Example 2:

Source text: คุณเคยทานอาหารญี่ปุ่นไหม

Student's translation[1]: Do you ever eat Japan food?
Student's translation[2]: Did you used to eat Japanese food?
Student's translation[3]: Have you ever eat Japanese food?
Correct translation: Have you ever tried Japanese food?

3. Modifier

Example 1:

Source text: ฉันอายุอ่อนกว่าพี่สาว 2 ปี

Student's translation: I am younger than my sister two years.
Correct translation: I am two years younger than my sister.

Example 2:

Source text: *เสื้อ*แขนสั้นตัวนี้ซื้อมาจากห้างดังแถวประตูน้ำ

Student's translation[1]: This *shirt* short arm was bought from a famous department store in Pratunam.
Student's translation[2]: This short arms *shirt* was bought from a famous department store in Pratunam.
Correct translation: I bought this short-sleeved *shirt* at a famous department store in Pratunam.

Note: Example 2 also indicates that the students were incorrect with the form of the modifier.

4. Article

Example 1:

Source text: แม่น้ำเจ้าพระยาเป็นแม่น้ำที่สำคัญที่สุดในประเทศไทย

Student's translation: Jao praya river is the most important river in Thailand.
Correct translation: The Chaophaya River is the most important river in Thailand.

Example 2:

Source text: เขาไปที่คุกเพื่อไปเยี่ยมเพื่อนสนิท

Student's translation[1]: He went to prison to visit his close friend.
Student's translation[2]: He went to a prison to visit his close friend.
Correct translation: He went to the prison to visit his close friend.

5. Serial verb

Example 1:

Source text: ฉันเห็นเด็กๆเล่นอยู่ตรงสนามเมื่อตอนเที่ยง

Student's translation[1]: I saw children were playing in the ground at noon.
Student's translation[2]: I saw the children. They were playing in the ground at noon.
Correct translation: I saw the children playing (play) on the ground at noon.

Example 2:

Source text: แม่ตัดสินใจเลิกสูบบุหรี่

Student's translation[1]: Mother decide stop smoking.
Student's translation[2]: Mother decided to stop smoke.
Student's translation[3]: Mother decides to break up to smoke.
Correct translation: Mom decided to stop smoking.

6. Topic-comment

Example 1:

Source text: หนังสือเล่มนี้ หน้าปกสวยดีนะ

Student's translation: This book, the cover is beautiful.
Correct translation: The cover of this book is beautiful.

Example 2:

Source text: ร่มคันนั้น แม่ซื้อที่บางลำพู

Student's translation: That umbrella mom bought it at Banglumpu.
Correct translation: Mom bought that umbrella at Banglumphu.

7. Ellipsis

Example 1:

Source text: คืนนี้จะกลับบ้านกี่โมง

Student's translation: When do go back home tonight?
Correct translation: What time will you come back home tonight?

Example 2:

Source text: หมู่นี้ไม่ค่อยไปตลาด เลยไม่รู้ราคาของ

Student's translation: Rarely go to market, so don't know the price of the things.
Correct translation: Recently I haven't gone shopping so I don't know the price of the goods.

Example 3:

Source text: พูดกันว่าสูบบุหรี่มากทำให้ดูแก่ก่อนวัย

Student's translation: Say that smoking a lot makes older than age.
Correct translation: It is said that heavy smoking can make us look older.

8. Passive voice
Example 1:
Source text: เขาถูกสอนมาไม่ให้เถียงผู้ใหญ่
Student's translation: He is teached not to argue adults.
Correct translation: He was taught not to argue adults.
Example 2:
Source text: ข้าราชการที่คอรัปชั่นควรได้รับการลงโทษ
Student's translation: Corruption officials should have punishment.
Correct translation: Corrupt officials should be punished.

9. Loanword
Example 1:
Source text: เธอจะขึ้นรถแอร์กลับบ้านหรือเปล่า
Student's translation: Will you take an airbus to home?
Correct translation: Will you take an air-conditioned bus home?

Note: The explanation is that the original word *air-conditioned* is shortened to *air* in Thai. The mistaken word *airbus* means a type of plane that can carry a number of passengers.
Example 2:
Source text: เขาถูกรีไทร์จากมหาวิทยาลัยตอนอยู่ปี 4
Student's translation: He was retired from university when he studied in fourth year.
Correct translation: He was expelled from university in his senior year.

Note: The meaning of *retire* used in Thai is adapted to mean "one's leave from a place especially workplace and college both because of his own intention and failure". original
Example 3:
Source text: กระโปรงตัวนี้ฟิตจังเลยนะ
Student's translation: This skirt is very fit.
Correct translation: This skirt is quite tight.

Note: Example 3 confirmed that the students were not aware of the semantic alteration of *fit*. This loan was mistranslated in Thai-to English translation and vice versa.

10. Confusing word
Example 1:
Source text: ครูลืมแว่นตาไว้ในห้องสมุด
Student's translation: The teacher forgot glasses in the library.
Correct translation: The teacher left his (her) glasses in the library.
Example 2:
Source text: ช่วยเตือนให้ฉันติดร่มไปด้วยนะ
Student's translation: Please warn me to take an umbrella.
Correct translation: Please remind me to take an umbrella.

Example 3:

Source text: ชายคนนั้นปฏิเสธทุกข้อกล่าวหา

Student's translation[1]: That man refused all the charges.
Student's translation[2]: That man rejected all the charges.
Student's translation[3]: That man negative all the charges.
Correct translation: That man denied all the charges.

11. Preposition

Example 1:

Source text: นักศึกษาสาววัย 20 ปี ถูกรถเมล์ชนย่านรังสิต

Student's translation[1]: The female student, 20, was crashed by a bus near Rungsit.
Student's translation[2]: The female student, 20, was crashed by a bus at Rungsit.
Correct translation: The 20-year-old women university student was crashed by a bus in Rungsit.

Example 2:

Source text: พ่อแม่พาฉันไปเที่ยวดรีมเวิลด์เมื่อวานนี้

Student's translation[1]: My parents took me Dream World yesterday.
Student's translation[2]: My parents took me at Dream World yesterday.
Correct translation: My parents took me to Dream world yesterday.

VITAE

VITAE

Name : Mr. Somboon Pojprasat

Date of Birth : December 29, 1980

Place of Birth : Bangkok

Address : 5/25 Soi Watdusitaram, Prapinklao Road, Arunamrintr
Bangkoknoi, Bangkok 10700

Educational Background

1998	Secondary certificate (Maths-Science) from Mattayom Watdusitaram School
2002	Bachelor of Education (English) from Burapha University
2007	Master of Arts (English) from Srinakharinwirot University