Translation Errors Made by Thai University Students: A Study on Types and Causes

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Article information	Abstract
	The research investigates probable causes of translation errors by examining types of Thai-to-English and English-to-Thai translation errors and determining the most common translation errors. The participants of this study were 32 English for Communication students at a Thai University. The data used in this study was obtained from exercises and examinations of students. Data analysis was carried out using content analysis and sorted by frequency and percentage. The results obtained found that syntactic errors (65%) were the most frequent translation errors, followed by semantic errors (24.6%) and miscellaneous errors (10.4%), respectively. The causes of errors and translation problems were determined through interviews and stimulated recall. Translation procedures, low self-confidence, carelessness, and anxiety were the main causes of errors found. This study recommends that additional class time be provided to address all errors found. Moreover, group work and the implementation of authentic translation is proposed to increase self-confidence and decrease anxiety. It is hoped that this study results can improve translation teaching and the course "Translation from Thai into English" in Thailand.

INTRODUCTION

Both written and spoken translations and interpretation have significantly impacted inter-human communication when looking at history. Nevertheless, studying translation as an academic course only commenced sixty years ago. In countries today where English is used as a primary medium of communication, this field is generally recognized as translation studies (Munday, 2008). In the 21st century, the inclination or tendency of world advancement is to build upon integration and globalization. Generally speaking, countries nowadays are inseparable from one another. In short, an individual tends to rely on another for survival, existence, and advancement of their respective career. The demand for communication and knowledge sharing is rising and the study of translation has become vital as it is not only relevant in the educational sector, but also at nearly every facet of human activity. Translation is defined as modifying an original text in its original language into that of a different language (Munday, 2008). It involves transmitting a meaning or idea from the source text to the target text. Because translation includes rephrasing texts, messages, or meanings from one language to another, it is thus crucial to give appropriate translations in order to communicate meanings from the source

language in the target language as precisely as possible, to prevent misinterpretation or erroneous translation.

To achieve this, some steps are required in translation. Firstly, the translator should study the lexicon, grammatical forms, communication scenario, and cultural context of the source language text. Next, the source text needs to be broken down into parts to find out its actual meaning. The last step is to restructure similar meanings through lexicon and grammatical forms suitable in the target language and cultural context (Larson, 1984). Though translators have a vast knowledge regarding translation and linguistic theories and other relevant studies, there are still some drawbacks often found in translation. This includes parts (lexical items) where the exact meaning comes in several forms. One form denotes a variety of meanings, while one meaning may signify many forms.

Previous research has been conducted on translation errors, error types in translation, and error causes. It has been reported that students who try to translate texts from Thai into English tend to have a higher number of errors compared to English into Thai due to their inadequate knowledge of English since they study it as a second language.

Pepscu (2013) analyzed translation errors made by Romanian students using the corpus. Three types of translation errors were reported including linguistic errors, comprehension errors, and translation errors which consisted of mostly morphological and collocational errors. The study also reported that students lacked competency in collocational translation, which can be improved. Moreover, students were assigned to do the translation task in the next step. However, the results were still poor since students could not correctly carry out the collocational translation. hence, the lack of linguistic knowledge and poor structural knowledge were the main reasons for the errors in translation. In addition, the study recommended that collocational dictionaries, online resources and lexical databases be used for translation tasks.

Wongranu (2017), on the other hand, reported that syntactic, semantic, and miscellaneous errors are the most frequent translation errors. The study also found that the process of translation often had errors because students were anxious, careless and less self-confident. This research can be a crucial recommendation for lecturers who teach translation courses as they can encourage students to be more confident and significantly improve their translation's competency.

Silalahu, Raflli and Rasyid (2018) studied different types and causes of translation errors. The research was carried out with 55 English major undergraduate students. A scientific article was translated from English to the Indonesian language. The students were provided with two translational strategies, which include structural and semantic strategies. Between both strategies, semantic strategies were more significantly used. However, even when the translational strategies were given, students still made several translation errors. The results found that there were three kinds of errors: lexical errors, morphological errors, and syntax errors. Furthermore, several factors were attributed to these translational errors. The study proposed four possible factors for errors. These include (i) lack of comprehension regarding original texts, (ii) not being capable of rearranging the sentences of the target language based on grammatical

rules, (iii) not using dictionaries to assist in the translation process, and (iv) incoherent ideas from the original texts. In conclusion, factors that cause translation errors were not only from translators, but the quality of original texts also had an effect on the translation errors. Few studies have been carried out in Thailand relating to translation errors. Hence, this research investigates probable causes of translation errors by examining Thai to English and English to Thai translation errors in Thai students using paper dictionaries.

REVIEW OF LITERATURE

Translation

The word translation is sometimes referred to as a universal discipline, the outcome (the translated text) or the course of production (translation process). The translation of two languages in the written text includes changing a text from the source language (SL) into a target language (TL) (Munday, 2008). The translation of a text refers to studying the grammatical structure, the lexicon, communication scenario, and cultural context of the source language text. It also involves source text analysis to find its essence and restructure its meaning using lexicon and grammatical forms suitable to the receptor language and cultural context (Larson, 1984). Furthermore, translation investigates the course of its development and its connection to relevant fields. The field of translation studies is different from other disciplines. It links diverse cultures and languages, and adds more profound meaning to cross-cultural communication (Kafipour & Jahanshahi, 2015).

Translation is not solely about replacing the words from one medium of communication with another. It also involves transmitting the meaning or idea that the translator aims to communicate. Therefore, prospective translators must be carefully trained in order to produce efficient translators (Cúc, 2018). According to Machali (2000), intellectual and practical devices are two common translation devices. An intellectual device involves valuable skills in the source language, target language, and discerning the translated text. It also includes applying the knowledge and talent obtained. In contrast, a practical device includes reference usage abilities, which can be found in written, electronic, or thesaurus dictionaries, as well as the translated field source. The capacity to understand the context of a text either directly or indirectly is also crucial. These two devices, as previously mentioned, can also be referred to as the fundamental factors that a translator possesses. The absence of any of these two devices can affect the translation result to varying degrees (Machali, 2000).

Four common levels of translations are also often used for the translation process. The first level is the SL text level, and it involves working on the source-language text. The referential level is the second level, where the translator mentally sorts out the text. The third level is the cohesive level which links the SL text and referential levels together. It encompasses both comprehension and reproduction, and gives an overall picture necessary for language adjustment. The naturalness level is the final level where the translator employs a unique way of writing the translation in an ordinary language using standard grammar, idioms, and words that one would see in a particular situation. (Newmark, 1988).

Criteria to examine a good translation include using the standard linguistic structure of the receptor language, being able to communicate optimally with the speakers of the receptor language using similar meanings that can be understood by the interlocutors of the source language, and maintaining the dynamics of the original source-language text (Larson, 1984). In general, translation is the means of transferring ideas from the source language with the closest natural adherence to both the terms and style of the target language (Salam, Akil & Rahman, 2017). Translation errors occur not only in paper-based translation but also in applications used for translations. Errors found in those media include inverting, adding, omitting, deviating from meaning, and modifying meaning (Salam, Akil & Rahman, 2017). Errors in translation change the meaning of the source text, and the intention of the source text is often not communicated accurately. Gunawan and Rini (2013) found translation errors in translating humour text which caused readers to miscomprehend the intention of the original humour text at times. Their study mainly reported errors in transmitting the message and variations in translation.

Nowadays, there has been a rise in technology development. The technology rise also exists in translation as there are now applications and websites to translate texts from one language to another. One of the most prominent translation applications is Google Translate. However, as advanced as Google Translate may be, it is still prone to translation errors. Some software or machines do not have built-in languages that are the exact equivalents of their counterpart languages. They either translate to a similar (but inaccurate) word, or there will often be translation gaps. Halimah (2018) identified two key errors from Google Translate, namely semantic and syntactic errors.

Translation errors

Error is the consolidation of structures in a similar context and in related scenarios of construction (Lennon, 1991). The term "error" is often confused with "mistake." Though both terms are often used interchangeably, they do not have the same meaning. Scientifically speaking, an error is systematic and often reflects a gap in students' knowledge. In contrast, a mistake is typically regarded as a defect in executing an unplanned task (Goff-Kfouri, 2004). It usually occurs due to the lack of knowledge of the rules governing the target language. Séguinot (1989) defined errors as the effect of misunderstanding the source text or the inability of translators to produce toward target text (as cited in Kafipour & Jahanshahi, 2015). According to Pym (1992), errors arise from various language levels, pragmatics, or culture. Séguinot (1989) also defined errors as the repercussions of misinterpreting the source text.

Linguistic, comprehension, and translation errors are reportedly the three most common errors (Popescu, 2013; Cúc, 2018). Translation errors encountered by translators are not only due to the inadequacy of awareness of the target language, but they also appear to be less acquainted with both the source and target languages (Youfi, 2014). Thus, it can lead to other translation errors, further divided into linguistic, cultural, and stylistic errors. Kafipour and Jahanshahi (2015) stated that the main possible reason for error might be the lack of sufficient translation training material. As a result, translators often make errors while translating. Their study also reported three other translation errors: language, miscellaneous, and rendition errors. Popescu

(2013) reported that another factor that also causes translation errors is the lack of linguistic knowledge. Moreover, Wongranu (2017) reported three other common errors in translation: syntactic error, semantic error, and miscellaneous error. Lexical, morphological, and syntax errors were reported by Silalahi, Rafli, and Rasyid (2018) while other factors include the interference of the translator's mother tongue and inadequate knowledge of the target language (Cúc, 2018; Utami, 2017). Silalahi, Rafli, and Rasyid (2018) identified six more contributing factors of error which include lack of knowledge, difficulty in composing grammar in the target language accurately, not referring to the dictionary or utilizing translation tools, source text errors, vague sentences, and incoherent ideas of the source text. In contrast, Wongranu (2017), on the other hand, found that carelessness which entails incorrect reading and impediment of schema, lack of belief in one's capabilities, and anxiety from the translator are some other noteworthy errors.

METHODS

The research investigates probable causes of translation errors by examining the types of Thai to English and English to Thai translation errors that university students make. This section will describe the research participants, research instrument, data collection, data analysis, presentation and statistics of the study.

Research participants

The participants in this study consist of 32 second-year students enrolled (at the time) in the English for International Communication course at Rajamangala University of Technology Srivijaya, Thailand. The participants were selected using purposive sampling from The English for International Communication program. This course provided one session on the differences between Thai and English.

Research instrument

During the course, the students were assigned translation practice in each period. They took tests with translation exercises every period. In each exercise, students were assigned to translate three short excerpts from texts such as "How to be safe from the Covid-19 pandemic?", "Exercise can help your health" and "The way of life of Thai people". They were approximately 50-word long each and were chosen from various magazines, websites, and newspapers. Ten out of the fourteen examinations were collected in order to analyze the translation errors. Two were fictional texts, three were informative texts, three were persuasive texts, and the last two were cultural texts such as the world festival or Thai tradition. The ten examinations were then randomly selected, and only 90 minutes were provided to students. The objective for each translation test was to have students practice translating their task in each class, both from English into Thai and from Thai into English, making them familiar with translation tasks and perceive their errors in translation. They may classify the type of errors. Moreover, each translation task was different; they could learn how to translate many kinds of translation works and utilize this knowledge in the future. Furthermore, these Thai students were not

very familiar with the principles of translation. They would always translate word for word and made many mistakes. The use of electronic dictionaries was not allowed during the exercises and exams. However, students were allowed to use paper dictionaries. Translations for terminology, jargon, and cultural references were provided to the students. The exam was evaluated using criteria such as equivalence of meaning, appropriate wording/expression, no mistakes, and whole consistencies.

Data analysis

The errors were categorized based on Pojprasat's model: synthetic and semantic errors. The model is provided below:

$$\frac{NT_R \times 100}{TT_R}$$

where
NT_R = Number of translation error types
TT_R = Total number of all types of translation errors

Data analysis was carried out using frequency and percentage. Based on the analysis, nine students were interviewed separately to gather important information about the contributing factors of errors. They were chosen based on their performances in the exercise. The subtypes of syntactic errors are provided in Table 2, while the excerpts of the interview can be found in the Appendix.

The students' performances were grouped into low, medium, and high, based on their scores in the translation test. Each short excerpt scored 20 marks. There were 60 marks in total. Students who scored 0-20 were placed in the 'low' group, 21-40 in the 'medium' group, and 41-60 in the 'high' group. Each interview lasted an hour. The interviewees were asked about their preparations before their text translation, the procedures used to translate the exercise, the problems they faced, and their opinions of the course to which they offered differing remarks. Furthermore, all of the interviewees received their translation exercise. The participants were asked about the notable errors found and the reasons behind their translation choices.

RESULTS

The major causes of translation errors found in this study from the interviewees' perspectives were carelessness and word choices. For semantic errors, it was found that some students were often confused and misunderstood certain word meanings. Even though the chosen words held the same general meaning as the target text, the sense of usage was different, as found in the examples below.

Table 1

Frequency of error types

Type of errors	Frequency	Percentage
1. Syntactic	1,360	65.0
2. Semantic	514	24.6
3. Miscellaneous	217	10.4
Total	2,091	100.0

As illustrated in Table 1, Syntactic errors had the highest frequency. It can imply that the learners commonly made grammatical errors during the translation. They can be classified into 18 sub-types (*refer to Table 2*).

Table 2

Percentage of each sub-category of syntactic errors

Type of error	Percentage	Type of error	Percentage
1. Countability	22.34	10. Word order	3.15
2. Tenses	15.72	11. Subject-verb agreement	2.27
3. Determiner	12.28	12. Fragment	2.27
4. Preposition	10.56	13. Form	1.57
5. Transitions	8.33	14. Relative clauses	1.23
6. Punctuations	5.76	15. Noun clauses	1.08
7. Parts of speech	4.31	16. Pronoun references	0.80
8. Voice	4.31	17.Serial verbs	0.37
9. Ellipsis	3.28	18. Double verbs	0.37

All syntactic errors found are presented in Table 2. The three most notable errors were countability, tenses, and voices. Countability pertains to the errors in count, mass, singular, and plural nouns. There is no such idea in the Thai context because Thai nouns always take the same form irrespective of subjects. On the other hand, English nouns are classified into countable nouns. Countable nouns can take a singular or plural form depending on the quantifier. Thus, learners always make mistakes if they ignore the above situation. Learners' common mistakes include not inflecting the countable nouns with an "s" or pluralizing mass nouns. These samples of errors are presented in Table 3.

Table 3

Examples of countability errors

Source text	Student translation	Correct translation
1. เขาได้รับข้อมูลข่าวสารที่เป็นประโยชน์จากการอ่านหนังสือพิมพ์	He get useful informations from reading newspaper.	He gets useful information from reading a newspaper.
2. มีมีดหลายเล่มอยู่บนโต๊ะ	There are many knife on the table.	There are many knives on the table.

As seen in Table 3, the first example sentence, "เขาได้รับข้อมูลข่าวสารที่เป็นประโยชน์จากการอ่านหนังสือพิมพ์" (He gets useful information from reading newspaper) was translated as "*He gets useful information from reading a newspaper*". Students assumed the word "ข้อมูลข่าวสาร" which is equivalent to "*information*", so, they assumed that the word "information" was a countable noun. In the second example, "มีมีดหลายเล่มอยู่บนโต๊ะ" is tantamount to "There are many knives on the table.", but learners removed the "*-es*". If this type of error had manifested in minor forms, it would not be considered a severe problem as, in general, it has no considerable effect on altering the meaning of the text. Nonetheless, it cannot be overlooked since it has the highest frequency and signifies that learners have a tendency to ignore this grammatical difference.

Table 4
Examples of determiner errors

Source text	Student translation	Correct translation
1. มหาสมุทรที่ใหญ่ที่สุดคือมหาสมุทรแปซิฟิก	The biggest ocean is *a Pacific*.	The biggest ocean is the *Pacific.*
2. วัดที่เขาไปเป็นประจำอยู่ในชนบท	*A temple that he always goes to is in the rural area.*	*The temple that he always goes to is in a rural area.*
3. เขาเป็นนักเรียนที่ดีมาก เขาตั้งใจเรียนมาก	He is *the good students; he studies very hard.*	He is *a good student; he studies very hard.*
4. ผู้ลี้ภัยนับพัน	*a thousand* of the refugees	thousands of the refugees
5. เด็กส่วนใหญ่	*Most of* children	*Most* children

Table 4 presents determiner errors which include articles and quantifiers. Despite the apparent simplicity with only three options, "a," "an," and "the," it was a significant problem for students. The learners were most of the time confused with definite and non-definite nouns; thus, they were often in doubt when choosing to use "a/an" or "the". Concerning quantifiers, they were usually applied in sentences properly. However, when it comes to the word *most* and non-specific numbers, like "*hundred*" and "*thousand*", learners often wrote "most of people" when "of" is not needed for a non-definite noun.

The first and the second examples in Table 4 showed students' confusion with articles. In the first example, the word "มหาสมุทร" (the ocean) is a definite noun. It specifically refers to the ocean's name, so "the" should have been used rather than "a". In the second example, "temple" is a definite noun, but the students used "a". In the third example, the word "student" is non-definite. It does not pertain to the student in particular, so "a" should have been used rather than "the". The fourth and fifth examples are about quantifiers where the word "most" and a non-specific number were erroneously used.

Tense was another grammatical problem for learners. The notion of time is essential in English. Verb forms change depending on the time the actions took place. On the contrary, time does not affect Thai grammar because Thai verbs have a similar form. Therefore, learners are prone to silly faulty constructions if they do not pay ample attention or are uninformed of this difference. Examples of errors in tenses are presented in Table 5.

Table 5

Examples of tenses errors

Source text	Student translation	Correct translation
1. ทนายความได้เปิดเผยพินัยกรรม หลังจากงานศพ	The solicitor discloses the will after the funeral.	The solicitor *disclosed* the will after the funeral.
2. การสอบสวนของตำรวจระบุว่าคนขับ รถบรรทุกเป็นผู้ผิด	An investigation by the police *will* put the blame on the driver of the truck.	An investigation by the police puts the blame on the driver of the truck.
3. เธอจะทำอะไรหลังเรียนจบ	What will you do when you *graduated*?	What will you do when you *graduate*?

The first example in Table 5 involves circumstances in the past. Thus, simple past tense should have been used here. However, the present simple tense was used instead by students. The present simple tense is appropriate for the second example. However, students used "will", which represents the future sense, as they concentrated on "จะ", which technically means the same as "will". Present simple tense should be ideal in the third example because the adverbial clause of time connotes the future. These errors can influence the meanings or result in confusion, as in the first and second examples.

There are other types of syntactic errors. However, they are not as noticeable as the first three types. Nevertheless, some examples will be provided. Prepositional errors include inaccurate preposition usage, like when "แยกกับ" was translated as "separate with" rather than "separate from". Transitional errors occur when words are not translated correctly. For instance, learners translated "แม้...แต่..." as "Even..., but...", not "Even though..., ...". Punctuation errors include incorrect punctuation usage like comma splices or punctuation misplacements. Moreover, form errors represent the wrong word form usage in a specific structure, such as the use of "cured" after "can".

This study showed that syntactic errors were the most evident type. Countability, tense, and determiner were the three of the most common grammatical errors. This signifies that the learners tend to commit grammatical errors more over vocabulary-related ones. Four possible contributing factors of errors were found: translation procedures, carelessness, low self-esteem, and anxiety.

Table 6

Examples of semantic errors

Source text	Student translation	Correct translation
1. ฉันอยากจะแนะนำให้เธออ่าน หนังสือเรื่อง "Nothing But the Truth".	I would like to *introduce* you to read the book "Nothing But the Truth".	I would like to *recommend* you to read the book "Nothing But the Truth".
2. นมกล่องใหญ่ในตู้เย็นเสียแล้ว	A big carton of milk in the refrigerator was *rancid*.	A big carton of milk in the refrigerator was *turned sour*.

Semantic errors were ranked as having the second highest frequency. Even though students were allowed to use dictionaries, most selected the wrong words when they translated. The errors were often at the word level. Table 6 presents some examples of semantic errors. In the first example, students directly translated "แนะนำ" (recommend) as "introduce". The word "in-troduce" should be used in situations when two or more people have not met each other or known one another before. In order to make this sentence complete and appropriate, the word "recommend" should be selected instead, as it fits more within this context which describes someone who possesses prior experience of something and intends to share it with others.

Consequently, an error can occur when differences in usage are not considered. The second example also showed an error at the word level. The word "เสีย", more suited for highly perishable drinks such as milk or juice, gives the sense that something has expired and is therefore no longer suitable for consumption. Thus, the word "rancid" was ultimately chosen by many students because they were familiar with the word. However, this makes the meaning of the sentence inappropriate. Students should use the phrase "turned sour" instead, because milk can still be tasted whether sweet, plain or sour. On the other hand, the word "rotten" cannot be tasted. This word alludes more to the sense of smell.

Table 7
Examples of miscellaneous errors

Source text	Student translation	Correct translation
1. ผลไม้ / สมุดบันทึก/ ต่างประเทศ	*Fruites / dairy/ aboard*	Fruits / diary / abroad
2. เธอจะได้รับการยกโทษ	She will *get the forgiveness*	She will be forgiven.

The researcher also investigated miscellaneous errors that could not be categorized as syntactic nor semantic errors. This type of error consists of misspelling and instances of unnatural translation. Some examples of these errors are given in Table 7.

The misspellings were often found because students dropped the final letter and mistranslated names of places. In addition, some instances of unnatural translation were found in students' translation, which often consist of translations that are grammatical, yet uncommon in the way they are phrased. In the example above, students translated "...ได้รับการยกโทษ" (...be forgiven) as "...get forgiveness". This sentence is grammatically correct, but it is not normally observed or used in English.

According to the interview, the researcher mainly asked about the preparations before translation, translation procedures, and their opinions on translation errors. Students read some parts of the texts when translated, and they would usually think about the target language in their mind and then write the target texts. Most of the students hardly revised their translation works, and they only sometimes used dictionaries. Students revealed that this is largely attributed to the allocated time for translation which is limited. They do not have time to look at the dictionary because it may waste their time. When the researcher asked them about the

errors, they claimed that they mainly concentrated on completing the translation work rather than its quality. For some tasks, they could not understand the whole part of the task. They would then write a short sentence to complete the task and thought it would be better than spending any more time on it.

The researchers then employed stimulated recall to ask students to examine the causes of their errors. A major contributing factor to errors was carelessness. Upon investigation, it was found that students make two different types of carelessness errors: misreading and interference with background knowledge. Misreading often happens when words are similarly spelt, and learners are too impulsive and inattentive. An example is "อินเดีย" (India) and "เอเชีย" (Asia). Background knowledge interference pertains to the learners' knowledge that changes their interpretation or word choices. For example, many learners translated the word "อสังหาริมทรัพย์" (real estate) as "landed property". When asked why, the students said they know this word because they would often hear or encounter it in everyday conversation. This implies that the learners are familiar with Land and Housing Property, whose business involves real estate. As a result, the students opted to choose "landed property" ("landed" from Land and Houses and "property" from Property Perfect) despite seeing the words "real estate" in dictionaries. This is similar to the findings accrued by Pojprasat (2007) and Suksaeresup and Thep-Ackrapong (2009).

Another major cause of translation error is low self-confidence. While interviewing the students, they confessed they had low English proficiency and limited vocabulary. They also viewed translation activities as complicated tasks. They did not expect to carry out the tasks correctly and thus, never put in enough effort. They concentrated on fully completing the tasks rather than producing a quality translation.

Anxiety was also found to be a contributing factor to translation errors. Students felt that since they had limited time to finish the task, the sheer complexity of the task further added to their level of anxiety. As a result, they relegated to only completing the activities on time in order to relieve themselves from such anxiety. Students were also reported to employ the read-and-translate procedure because it was the fastest, easiest, and most known approach to complete any translation; quality was a luxury they simply could not afford under the circumstances as they did not check dictionaries thoroughly nor did they revise their translation for further improvement. In addition, because they were eager to complete the task within the allocated time, the learners displayed a tendency of being prone to misreading and experiencing interferences with their background knowledge. For this reason, anxiety can very well be viewed as a contributing factor that may lead to other causes.

DISCUSSION

The students' translation procedures refer to steps generally followed by learners to translate a text. Most students read the source text, ignore the translation of the text, and write down the target text. This process is called the "read-and-translate approach," which is commonly used in translation classrooms (Davies, 2004, cited in Zainudin & Awal, 2012). This process

often results in a word-for-word or a literal translation if a thorough revision is not carried out. According to Newmark (1988), word-for-word translation pertains to a translation close to the source text where words are translated in the same sense that they appear in the source text and the context is ignored. The translation is still close to the source text in a literal translation, and the grammatical constructions are tailored as closely as possible to the target text in the process. However, the word meanings are still translated far from context, because in the end, the source texts are read and translated, word for word. Some students tried to revise their translation after that. However, they still rely heavily mon the source text. As a consequence, this often leads to grammatical errors in their output.

One possible implication of the findings from this study for teaching is the importance of promoting grammatical knowledge for students during the classes, in order to reduce translation errors. It was also found that working in groups with their peers can increase their confidence in translation because they can consult their peers whenever they do not understand the content and implement what they learned in a more authentic translation. Time is also a huge factor for translation errors during these exercises and a suggestion would be to allocate more time for students, with the emphasis being placed on quality rather than speed. This may not eliminate the students' anxiety entirely but it would alleviate the pressure they face in their efforts to turn out an accurate translation. Moreover, most students are not familiar with using paper dictionaries and took too much time to look up meanings of words. Perhaps, some form of preliminary training on the use of paper dictionaries would benefit these students before they undertake any of the exercises. It would also improve the research aspect of future studies as this variable becomes removed. On a final note, administering a pre-test would also prove beneficial for the students as not only would it build up their confidence, but it would also provide teachers and trainers with an initial benchmark that measures students' prior knowledge.

CONCLUSION

This study investigated the translation error types students at a Thai university often made and identified their causes. These causes led to the tendency of learners employing the read-and-translate procedure and their subsequent carelessness. Because of this, there is a need to adjust translation teaching to address these issues. Some points can be applied. Firstly, more class time should be allocated to topics students consider challenging. Some learners have difficulty using appropriate nouns, articles, and tenses. Therefore, two to three class periods should be allocated on these topics instead of one. Learners should be trained to search for information and use dictionaries properly. One to two class periods can be used to teach students how to utilize Thai to English and English to English dictionaries together to select the best words for the contexts given. Moreover, a pre-test can be conducted at the beginning of the course to gauge the learners' English proficiency level. In terms of semantic errors, it was found that some students were confused and misunderstood word meanings. Even though the chosen words held the same meaning as the target text, the sense of usage was different, as illustrated in the example of "recommend" and "introduce". Students mistook that both words had the same meaning and could be used in the same context, which then led to an inappropriate translation and an unnatural translation. Possible limitations of the study are

mainly the target groups. Students enrolled in the course all had differing prior and background knowledge as they graduated from different programs, and consisted of both vocational college and high school students. According to the interview, the students from vocational college mentioned that they did not study many courses in English and emphasized only the ability to hold a conversation in English, resulting in an underdeveloped foundation of English grammar for their translation courses. For future research, it would be worth investigating errors in translations of students whose native language is Malay or belonging to the Pattani dialect to see if similar patterns emerge in comparison to Thai students when translating from Thai to English and English to Thai.
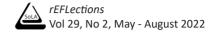
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Appendix

The excerpts of the interview

Question 1. How did you prepare before you took the translation test?

Responses

S1: I studied the word equivalent in both Thai into English and English into Thai translation because it was crucial for translation.

S2: I review the translation procedure and principle of translation to make it perfect.

S3: I always plan because it was a significant step to make the translation task clear and use appropriate language based on the target language and culture.

S4: I often look at the writing style in terms of tone of sentences, active or passive voice or punctuation and capitalization.

S5: I am concerned about the translation glossary because some words had multiple meanings that differed according to the context. For example, the word "screen" for technical terms could mean the front of a smartphone or television, nevertheless, in terms of life science. The word "screen' meant medical examination. Thus, we need to be careful about the translation glossary.

S6: I always looked at the multiple meaning of the words because one word might be had more than one meaning. Thus, we need to be concerned about this issue. However, we need to read and read more than once to make sure that what the text is about.

S7: I usually specify the purpose, the outline and the scope of translation tasks if they were long texts.

S8. I often review the steps of translation and the procedure of translation. Moreover, make the language simplified because the different languages had different grammar and text formats and structures. We need to be concerned about that too.

S9: I took a look at the style of writing, terms, abbreviation or capitalization.

Question 2. What were the problems faced in translation?

S1: I did not know about the meaning of the words that could not be found in the paper dictionary, such as proper nouns or abbreviations. It wasted time translating.

S2: The structure of sentences in English and Thai were different. This is one of the main structural problems in translation.

S3: The idiom was one of the problems in translation. I did not know much about the English idiom compared to the Thai idiom. Some idioms the meaning of two languages were much different. Thus, it was challenging to guess the meaning.

S4: Lexical-semantic problems was one of the crucial problems in translation. The problems include terminology alternatives, semantic gaps or lexical problems. In addition, synonyms and antonyms will be used depending on the context to consider that meaning was correct.

S5: Grammatical problems could be an important problem that translators face. I did not know what tense would be used in this sentence, especially the Thai-English translation.

S6: Problem in a syntax such as passive or active voice.

S7: Multiple meaning of words was a problem in translation. I always put the wrong words in translation, such as "sentence". This word had multiple meanings. If it was an English sentence, I needed to be careful in translation.

S8: I was unsure about using determiners "a, an, the". I was sometimes confused about using it. Some sentences did not need to use "the", and sometimes it used "the".

S9: I was unsure about the semantic use because they had the same meaning, but the uses were different such as "introduce and recommend". I often chose the incorrect word in translation.

Question 3. What were your opinions about this course?

S1: This course was beneficial for us. I could know our mistakes from translation and classify the type of errors. I loved the way of using a paper dictionary. I can practice finding the meaning and knew the definition of words, but it was a waste of time to find the meaning of the words by paper dictionary.

S2: It was a perfect course because I can utilize this knowledge in my future career. I think I am a good translator now because the teacher asked me to practice many assignments.

S3: This course was excellent. The teacher was kind and knowledgeable. He tried to teach us about translation procedures and how to make our translation better. He also taught us how to use a paper dictionary which we sometimes used when I was a high school student.

S4: I know how to use the appropriate words in translation based on the kind of text, which makes my translation task high quality. In addition, the course will be beneficial for other subjects like reading or writing courses.

S5: The teacher taught me how to translate effectively. At first, It was challenging, but later, I learned about translation procedures and how to make my translation tasks good.

S6: This course provided beneficial knowledge for me. I could use the equivalent of meaning. Sometimes, I was confused about choosing the words, especially translation from English into Thai. There were many words to choose from, but I had to consider the equivalent words to avoid errors.

S7: The teacher emphasized that I avoid translating word by word by using text clearly before translation. Then I need to consider the meaning of a word. It was sometimes tough to translate.

S8: It was an excellent course that we could use other kinds of translation knowledge in the translation.

S9: It was very excellent course for me. I have learned a lot from making mistakes in translation. I knew the way of translation, the procedure and how to be a good translator.

S10: This course gave us a significant amount of knowledge. I graduated from vocational college and I have never taken this course before. After I took this course, I gained a lot of knowledge. The teacher was kind, and I know the translation principle to avoid errors.