DIRECTIONS FOR THAI EDUCATION TO MEET

THE LABOUR MARKET NEEDS IN THE DIGITAL AGE

THE 4TH INTERNATIONAL CONFERENCE on Education 2024

24 - 25 FEBRUARY 2024

CHATEAU DE KHAOYAI HOTEL & RESORT Pakchong Nakhonratchasima, Thailand

Association of Private Higher Education Institutions of Thailand

under the Patronage of Her Royal Highness Princess

Mahachakri Sirindhorn (APHEIT)

EDUCATION

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สมาคมสถาบันอุดมศึกษาเอกชนแห่งประเทศไทย
ในพระราชูปถัมภ์ สมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี
ASSOCIATION OF PRIVATE HIGHER EDUCATION INSTITUTIONS OF THAILAND
UNDER THE PATRONAGE OF HER ROYAL HIGHNESS PRINCESS MAHA CHAKRI SIRINDHORN

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328 Sri-Ayutthaya Road, Ratchathewi, Bangkok 10400, Thailand Tel. 0-2354-5689-91 FAX. 0-2354-5691
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Directives

The 8ᵗʰ National and the 4ᵗʰ International Conference on Education 2024

Subject: Appointment of an editorial committee for an academic conference and dissemination of selected research results of the 4ᵗʰ International Conference APHEIT-EDU 2024

No. 003/2024

"A Direction of Thai Education for the Labour Needs in Digital Age"

24 - 25 FEBRUARY 2024, CHATEAU DE KHAOYAI HOTEL & RESORT, Pakchong Nakhonratchasima, Thailand

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In order to successfully organize an academic conference and disseminate selected research and academic papers, under the theme of, " A Direction of Thai Education for the Labour Needs in Digital Age ", scheduled to be on February 24-27, 2024, organized by the Sub-Committee of Education under the Association of Private Higher Education Institutions of Thailand (APHEIT-Education), under the patronage of HRH Princess Maha Chakri Sirindhorn Siam Boromrajakumari, the Association of Private Higher Education Institutions of Thailand, therefore, has appointed the following individuals as the academic and editorial committee:

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Associate Professor Dr. Saruda Chaisuwan, Panyapiwat Institute of Management

Assistant Editors

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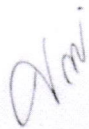Assistant Professor Dr. Waraporn Thaima, Sripatum University

Assistant Professor Dr. Wasana Wisaruetapa, Dhurakij Pundit University

II

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Issued on January 15, 2024

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Association of Private Higher Education Institutions of Thailand under the Royal Patronage of Her Royal Highness Princess Maha Chakri Sirindhorn Siam Boromrajakumari

III

Errors in Translation from Thai to English Made by English Major Students at Phuket Rajabhat University

Piengpen Na Pattalung, Ph.D.

Phuket Rajabhat University

piengpen.n@pkru.ac.th

Nichaphorn Yodmanee, M.A.

King Mongkut's University of Technology Thonburi

nichaphorn.yod@kmutt.ac.th

ABSTRACT

This study examined types of translation errors made when translating Thai into English, identified the most common types of translation errors, and established explanations for the causes of these errors. The research questions were 1) what types of translation errors are made when translating Thai into English, 2) what are the most common types of translation errors when translating Thai into English, and 3) what explanations exist, if any, for the causes of these errors? The participants of the study were 73 third-year English major students who took the course 6305327 (Translation I) at Phuket Rajabhat University, 10 high school English speaking teachers in Phuket, and 10 English speaking teachers at Phuket Rajabhat University. They were purposely sampled to answer questionnaires and participate in interviews. The data was collected from the students' translation tests. Questionnaires and interviews were also used to answer all three research questions. The data was analyzed for frequencies, percentages, arithmetic means, and standard deviations. The results showed that the most common types of translation errors were incorrect verb groups, misusing phrases, misuse of articles, and wrong tenses. Explanations of the causes of the errors included students' low English proficiency, stress and anxiety, word for word translation, and differences in structure between Thai and English.

KEYWORDS: translation assessment, translation errors, translation in English language teaching and learning, translation error analysis

Introduction

Communication and information exchange among countries is increasing and there can be no global communication without translation (Cue, 2018, p.22). However, there are no two languages that are ever sufficiently similar to be considered as representing the same social reality (Sapir as cited in Mandelbuam, 1985, p. 162). Therefore, translation, the process of transferring a text from one language into another language by keeping the meaning and style of the two texts equivalent (Pojprasat, 2007, p. 51), is a necessary tool for people to share social realities from different languages and cultures.

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In Thailand, mistranslated signs can often be seen; for example, one sign said "prohibit pluck the top feels numb" when it meant to say "don't pluck the tea shoots" or "ห้ามเด็ดยอดชา" in Thai. Another sign said "Forbidden Island Glass" when it meant to say "don't hold the glass" or "ห้ามเกาะกระจก" in Thai. Some mistranslations only cause confusion while others could cost a person his or her life; for example, a sign in English says "not dangerous to swim in this area" when it meant to say "it's dangerous, do not swim in this area" or "อันตรายห้ามลงเล่นน้ำบริเวณนี้."

In order to effectively translate one language to another language, a translator has to interpret a source text, and then put it in another language by keeping the meaning and putting it in an acceptable style for the target language (Laisuthruklai, 2002). Thai students do not translate English to Thai effectively and do even worse when translating Thai to English. The reason why Thai students have this difficulty is because they do not have sufficient language knowledge and are not able to identify the linguistic differences between English and Thai (Pojprasat, 2007, p. 3); therefore, a lot of English grammar structures in target texts are constructed like Thai structures (Wongranu, 2017).

Corder (1967), who is considered the founder of error analysis (EA), argued that errors are "important in and of themselves." Error analysis (EA)41 can be an effective tool to improve students' English language acquisition and skills because the investigation of errors can serve two purposes, diagnostic (to pin-point the problem) and prognostic (to make plans to solve a problem). It is diagnostic because it can tell the teacher the students' grasp of a language at any given point during the learning process. It is prognostic because it can tell the teacher to modify learning materials to meet the students' problems.

The course on translation offered for third year students at PKRU focuses on systematic practices in translating English to Thai and Thai to English in the belief that translation serves as an effective tool for them to learn English. Therefore, a study on translation errors would be beneficial because it can identify problems students have in translating from Thai into English and indicate the weaknesses students have in English. As a result, appropriate methods can be used to address those problems, and the course can be improved.

Review of Literature

The Usefulness of Translation in Foreign Language Learning

Translation is a tool for communication across languages and cultures. It naturally takes place in the real world (Fernández-Guerra, 2014, p.155). Many linguists, theorists, and educators agree that translation is useful in foreign language learning (Dagiliene, 2012, p.125). Translation and related exercises are valuable to foreign language learning as they improve verbal agility, expand students' vocabulary in the foreign language, develop students' style, improve their understanding of how language works, help them practically use the foreign language structure, and monitor and improve foreign language comprehension (Schaffner, 1998 as cited in Dagiliene, 2012, p.125).

Translation as a pedagogical tool can be effectively used at any level of proficiency. Translation is a valuable and creative teaching aid to strengthen the four traditional language skills: listening, speaking, reading, and writing (Leonardi, 2011, p.151).

Error Analysis

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Error Analysis became a scientific method in the 70's because of the work of Corder (1967) and Richards (1971). They identified different aspects of the second/foreign language learners' own language system, which is neither the L1 (mother tongue), nor the L2 (second/foreign language). The findings of their studies confirmed the importance of errors made by ESL (English as a Second Language)/EFL (English as a Foreign Language) learners. Students' errors are not random, but systematic (unsystematic errors occur in one's native language). These errors are not negative or interfering with learning the second or foreign language; on the contrary, they provide "a necessary positive, facilitative factor, indispensable to the learning process, highly indicative of individual learner strategies" (Teodora, 2013, p.243).

Classification of Translation Errors

There is no single agreed upon model to categorize translation errors. Translation errors stem from various causes, such as a lack of comprehension or misuse of words, so there are many classification schemes for errors found in the literature (Hatim, 2014).

From Pojprasat's study (2007), translation errors can be categorized using three main perspectives – culture, syntax, and semantics (Pojprasat, 2007). Semantic errors are any mistranslation of words, which can be a single word, collocations, or idioms. Syntactic errors are mistranslation of sentence structures or grammatical structures. Cultural errors deal with any errors that are caused by cultural differences. However, Pojprasat (2007) only investigated translation errors in two perspectives, syntax and semantics, in his study claiming that the cultural perspective was too complicated for secondary school students who were not much exposed to English culture.

Newmark (1989) classifies the errors found in translation into grammatical and content errors. Grammatical errors are errors in the production of verb groups and other parts of speech errors. Content errors include different senses, being less precise or less accurate, misuse of phrases, misuse of formal or official registers, less coherent, less cohesive, additions (the translation adds additional information which does not exist in the original text), and subtractions (the translation misses the ideas of the original texts). In other words, grammatical errors are errors that do not follow the rules of grammar in context while content errors fail to share ideas from the original text.

Most translation scholars agree that Newmark's classification is the most comprehensive way of identifying translation errors (Hang and Hang, 2015); therefore, this model will be used throughout this study to analyze errors made by English major students to pinpoint areas of weakness in order to improve the curriculum, teaching, and learning of translation.

Research Objectives/Questions

1. What types of translation errors are made when translating Thai into English?
2. What are the most common types of translation errors when translating Thai into English?
3. What explanations exist, if any, for the causes of these errors?

Data Analysis

Populations and Samples

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One population in this study was 73 third year students, who took the course 6305327 (Translation I) at Phuket Rajabhat University. Additionally, 10 high school English speaking teachers in Phuket and 10 English speaking teachers at Phuket Rajabhat University were purposely sampled using three criteria – being a native speaker, having taught English to Thai students for at least one year, and volunteering to answer questionnaires and participate in an interview.

Data Collection Tools

To achieve the objectives of the research, the instruments used in the study were questionnaires, interviews, and a 30-item translation (from Thai to English) test.

The first questionnaire was aimed at finding out students' views regarding the most frequent translation errors they make, the possible causes, and their suggestions for avoiding these errors in future translations. The second questionnaire is aimed at finding out the views of high school English speaking teachers in Phuket regarding the most frequent translation errors they find, the possible causes, and their suggestions for avoiding these errors in future translations. The questionnaires are designed using Newmark's classification as a model for types of errors and using the causes of errors found in Wongranu's study (2017) as a model for explaining possible causes of errors in translation. The questionnaires were analyzed in order to answer all three research questions.

The students completed the translation test at the end of the second semester. The test was designed using Atchara Laisuthrukai's translation textbook (2000) as a model. Laisuthruklai is one of the most prominent scholars of translation in Thailand. The students were given one and one-half hours to translate Thai into English and permitted to use a hard copy dictionary. Finally, the papers were collected and analyzed for translation errors using the categories of Newmark's classification.

The researcher conducted interviews with English speaking teachers at Phuket Rajabhat University in order to gain additional insights into all the three research questions.

All the research tools were reviewed by two language experts to verify their accuracy and the appropriateness of the language.

Data Analysis Methods

The data from the interviews are presented in a narrative manner. Regarding the test, the researcher examined 73 students' Thai to English translations with expert consultancy to detect errors. The data from the questionnaires and the tests was analyzed for percentages, arithmetic means, and standard deviations.

Results

Results for Research Questions 1 and 2

Each type of translation error found in the study is summarized in Table 1. The translation errors that did not fall into the listed categories were classified as miscellaneous. Verb group errors had the highest frequency. The other three notable errors were phrases, articles, and tenses. See Table 1.

Table 1: Frequency of each type of errors found from the students' translation test

Types of errors	Frequency	Percentage	Rank
1. Verb groups	413	17.80	1
2. Misusing words and phrases	322	13.88	2

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Types of errors	Frequency	Percentage	Rank
3. Articles	257	11.08	3
4. Tenses	224	9.66	4
5. Pronouns	186	8.02	5
6. Prepositions	132	5.69	6
7. Word choice	129	5.56	7
8. Subject-verb agreement	97	4.18	8
9. Using plural instead of singular and vice versa	76	3.28	9
10. Additions	75	3.23	10
11. Different sense	73	3.15	11
12. Subtractions	71	3.06	12
13. Less precise/less accurate	70	3.02	13
14. Voices	61	2.63	14
15. Miscellaneous	40	1.72	15
16. Word order	34	1.47	16
17. Misspellings	30	1.29	17
18. Using incorrect parts of speech	28	1.21	18
19. Misusing formal or official register	2	0.09	19
20. Less coherent than the original text	0	0.00	20
21. Less cohesive than the original text	0	0.00	20
Total	2320	100.00	

The occurrence of errors on verb groups mostly was using "to" after modal verbs. About 40% of the students added "to" after should when translated one sentence and about one fourth of the students added "to" after should in another sentence. Examples of incorrect verb groups are shown in Table 2.

Table 2: Examples of verb group errors

Source text	Student translation	Correct translation
ฉันไม่ได้ดูฉากแรกของละคร The Good Doctor	- *I'm not watch* the first scene of story The Good Doctor. - I *don't saw* the first screen of The Good Doctor. (2)	I didn't get to watch the first scene of "The Good Doctor."
ผู้ต้องสงสัยปฏิเสธทุกข้อกล่าวหา	- Suspect is *deny* the accusation. (2)	The suspect denied all the charges.

More than half of the students translated "ให้ยืม" to "borrow" instead of "lend." Some of them translated "มีค่า" to "worth" instead of "valuable." Examples of misusing words and phrases are shown in Table 3.

Table 3: Examples of words and phrases errors

Source text	Student translation	Correct translation
เธอควรจะส่งการบ้านพรุ่งนี้เป็นอย่างช้า	You should send homework *tomorrow slowly*	You should submit your homework by tomorrow.
ฉันยินดีให้เธอยืมหนังสือ	I am willing/pleased/glad/happy to *give you borrow a book*. (44)	I am pleased to lend *you* a book.

Students omitted articles when needed and used "a" instead of "an." Examples of wrong articles, adding articles, or missing articles are shown Table 4.

Table 4: Examples of article errors

Source text	Student translation	Correct translation
สามีให้สร้อยสวยฉันเมื่อวันครบรอบแต่งงาน	- My husband gave me beautiful necklace on anniversary day.	My husband gave me a beautiful necklace on our (wedding) anniversary.
ผู้ต้องสงสัยปฏิเสธทุกข้อกล่าวหา	- Suspect is deny the accusation. (7)	*The* suspect denied all the charges.

Students used wrong tenses. Students' translation are usually in present simple tense. Examples of wrong tenses are shown in Table 5.

Table 5: Examples of tenses errors

Source text	Student translation	Correct translation
สามีให้สร้อยเส้นสวยฉันเมื่อวันครบรอบแต่งงาน	- My husband *give(s)* me a beautiful necklace on our anniversary. (37)	My husband gave me a beautiful necklace on our (wedding) anniversary.
ฉันไม่ได้ดูฉากแรกของละคร The Good Doctor	- I don't watch the first scene of The Good Doctor. (10) - I don't see the first scene of The Good Doctor. (4)	I didn't get to watch the first scene of "The Good Doctor."

We came across errors that could not be placed in one of the above categories; therefore, these errors are classified as miscellaneous. These translations are literally translated word for word from Thai to English. See Table 6.

Table 6: Examples of miscellaneous errors

Source text	Student translation	Correct translation
คุณเคยไปเที่ยวภูเก็ตหรือเปล่า	- You accustomed go travel either or Phuket? - What ever you go in Phuket?	Have you been to Phuket?

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	- You ever go to trip Phuket?
	- In the drawer have money?
	- You use to go to Phuket travel or not?
เธอช่วยเขาหิ้วกระเป๋า	- Them help to portable her bag. She helped him carry a bag.
	- She help him portable.
	- He help her carry-on suit case.

According to the students, the most common errors found when translating Thai to English were using wrong tenses, using active voice when the original text is in passive voice or vice versa, and using incorrect verb group respectively. See Table 7.

Table 7: Frequency of each type of errors according to students' views

Error Types	Frequency (Percentage)					$\bar{x}$	S.D.	Interpretation	Rank
	5	4	3	2	1				
1) The translation uses wrong tenses .	3 (23)	9 (34)	8 (37)	0 (4)	0 (1)	3.74	0.91	frequently	1
2) The translation uses active voice when the original text is in passive voice or vice versa.	0 (18)	10 (34)	8 (36)	2 (12)	0 (0)	3.58	0.92	frequently	2
3) The translation uses incorrect verb groups.	1 (15)	9 (37)	9 (38)	1 (8)	0 (1)	3.57	0.89	frequently	3

According to the teachers, the most common errors found when translating Thai to English were having incorrect word order, using articles incorrectly, and using wrong tenses respectively. See Table 8.

Table 8: Frequency of each type of errors according to teachers' views

Error Types	Frequency (Percentage)					$\bar{x}$	S.D.	Interpretation	Rank
	5	4	3	2	1				
1) The translation has incorrect word order.	10 (25)	14 (45)	31 (25)	12 (5)	5 (0)	3.9	0.83	frequently	1
2) The translation uses wrong articles or adds articles or misses articles.	9 (30)	26 (40)	22 (20)	9 (5)	7 (5)	3.85	1.06	frequently	2

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3) The translation uses wrong tenses.	17 (15)	25 (45)	27 (40)	3 (0)	1 (0)	3.75	0.70	frequently	3

There are three types of errors specified by teachers in the open-ended question that had already been identified in the questionnaires. Teachers specified other types of errors such as using incorrect parts of speech and overuse of unnecessary words. See Table 9.

Table 9: Other types of errors specified by teachers in the open-ended question

Types of errors	Percentage
1. Tenses	25.00
2. Less precise/less accurate	25.00
3. Word Order	25.00
4. Parts of Speech	12.50
5. Overuse	12.50
Total	100.00

The first two types of errors specified by teachers in the interviews were using wrong tenses and misusing phrases. See Table 10.

Table 10: Types of errors specified by teachers in the interviews

Types of errors	Percentage
1. Tenses	26.31
2. Misusing phrases	21.05
3. Articles	10.53
4. Word order	10.53
5. Run-on sentences	10.53
6. Word choice	10.53
7. Using plural instead of singular and vice versa	5.26
8. Punctuation	5.26
Total	100.00

The most common errors identified by teachers in the interviews were misusing phrases, misusing tenses, and having incorrect word order. See Table 11.

Table 11: Most common errors identified by teachers in the interviews

Types of errors	Percentage
1. Misusing phrases	33.33
2. Tenses	27.77
3. Word order	11.11
4. Articles	5.56
5. Misspellings	5.56
6. Run-on sentences	5.56

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7. Using plural instead of singular and vice versa	5.56
8. Capitalization	5.55
Total	100.00

Causes of Translation Errors	Frequency (Percentage)					$\bar{x}$	S.D.	Interpretation	Rank
	5	4	3	2	1				
1) Students have low self-confidence because of their low proficiency and limited vocabulary.	7 (37)	7 (37)	4 (21)	0 (0)	1 (5)	4	1.03	agree	1
2) Students translated word for word.	7 (37)	8 (42)	2 (11)	1 (5)	1 (5)	4	1.08	agree	2
3) Students' background knowledge interfered with the interpretation or choice of words.	4 (21)	9 (47)	4 (21)	2 (11)	0 (0)	3.79	0.89	agree	3

Results for Research Question 3

According to the students, translation errors are caused mostly by the students' low self-confidence because of their low proficiency, limited vocabulary, and translating word for word. See Table 12.

Table 12: Level of agreement toward causes of translation errors according to students' viewscue

According to the teachers, what causes translation errors the most are students' low self-confidence because of their low proficiency and limited vocabulary and translating word for word. See Table 13.

Causes of Translation Errors	Frequency (Percentage)					$\bar{x}$	S.D.	Interpretation	Rank
	5	4	3	2	1				
1) Students have low self-confidence because of their low proficiency and limited vocabulary.	25 (35)	24 (34)	17 (24)	5 (7)	0 (0)	3.97	0.93	agree	1
2) Students translated word for word.	25 (35)	25 (35)	15 (21)	5 (7)	1 (1)	3.96	0.98	agree	2
3) Students had anxiety because they felt that the tasks were difficult and they had limited time to complete them.	22 (31)	22 (31)	20 (28)	5 (7)	2 (3)	3.80	1.04	agree	3

Table 13: Level of agreement toward causes of translation errors according to teachers' views

According to the teachers, the most common causes of errors found when translating from Thai to English were low proficiency, reliance on electronic translation programs, and stress and anxiety. See Table 14.

Table 14: Other causes of translation errors specified by teachers in the open-ended question

Causes of errors	Percentage
1. Low proficiency	27.28
2. Reliance on electronic translation program	18.18
3. Stress and anxiety	18.18
4. Impractical curriculum	18.18
5. Misreading the original text	9.09
6. Overuse of unnecessary words	9.09
Total	100.00

The teachers identified that the most common causes of errors found when translating from Thai to English were low proficiency, word for word translation, and differences in structures between Thai and English. See Table 15.

Table 15: Causes of errors obtained from teachers' interviews

Causes of errors	Percentage
1. Low proficiency	23.53

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2. Word for word translation	23.53
3. Differences in structures between Thai and English	17.64
4. Inadequate practice	11.76
5. Carelessness	11.76
6. Misreading the original text	5.89
7. Reliance on electronic translation program	5.89
Total	100.00

First, the types of translation errors found in the study were 1) using wrong tenses, 2) incorrect groups, 3) wrong articles, adding articles, or missing articles, 4) using active voice when the original text is in passive voice or vice versa, 5) incorrect word order, 6) incorrect pronoun references, 7) misusing prepositions, 8) different senses from the original text, 9) being less precise/less accurate than the original text, 10) misusing phrases, 11) misusing formal or official register, 12) additions, 13) subtractions, 14) word choice, 15) using plural instead of singular and vice versa, 16) subject-verb agreement, 17) using incorrect parts of speech, 18) misspelling, and 19) miscellaneous.

Second, the most common types of translation errors that were made by English major students when translating Thai into English were incorrect verb groups, misusing phrases, wrong articles or adding articles or missing articles, and wrong tenses.

Third, the causes of these errors were students' low English proficiency, stress and anxiety, word for word translation, and differences in structure between Thai and English.

Discussion

The results of the study showed that there were 19 types of errors. Using incorrect verb groups was the most common error found from the translation tests. Other common types include misusing phrases, incorrect use of articles, and wrong tenses. Khoshhal (2016) studied translation errors from Persian to English and found that one of the most common errors was also the wrong use of verbs and tense. While misusing phrases was the second most common type of error, the most common errors found in this study were syntactic errors. Semantic errors made up only 31.99 percent of the total. This implies that students have more difficulty with grammar than vocabulary. The concepts of verb groups, tenses, and articles do not exist in Thai.

It's noticeable that the results of the most commons errors found from the translation test and the questionnaires rated by the students yielded similar results. This shows that the students had self-awareness about their areas of weaknesses when it comes to translating Thai to English. The results from the questionnaires rated by the teachers and the results obtained from the interviews also confirmed that the most common errors are wrong tenses, misusing phrases, and articles.

Using incorrect verb groups was the most common error found in the study. Lack of syntactic knowledge can cause students to produce incorrect verb groups. A reasonable explanation can be overgeneralization where students produced errors by extending English grammar rules where students think the grammar rules would apply, but where they do not (Selinke, 1984). For example, students are likely to use "am" after "I" and "is" after each subject of a sentence – "I am not watch the first scene of the Good Doctor," "The suspect is deny the accusation." More than 40% of the students stated "He

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should to work but still watching TV" instead of "He should have gone to work but he is still watching TV" The incorrect verb group "should to verb" alone was found 60 times. Abdullah (2013, p.7), in his paper on error analysis on the use of tenses, identified the cause of this error as "simple addition' where an unnecessary element is added.

Misusing words or phrases was one of the most common types of errors found in this study. A plausible explanation is that most students use the "read-and-translate approach"—that is reading the source, translating in their mind, and writing down the target text. Without careful revision, using this approach can create a word for word translation (Wongranu, 2017, p.121. Blum-Kulka and Levenston (1987) claim that students who study English as a second language are likely to assume that there are simple translation equivalents for each word in their first language. This is the reason why they try to communicate in the second language by using word-for-word translation equivalences. For example, เวลาเป็นสิ่งมีค่า was translated into "Time is worth" instead of "Time is valuable." More than 60 percent of the students literally translated "ให้ยืม" into "give borrow" instead of "lend."

Another one of the most common types of errors found was incorrect use of articles. Article errors are one of the most common mistakes made by non-native speakers of English (Rozovskaya & Roth, 2010). Non-native speakers of English make a lot of articles errors because they do not have an equivalent structure in their first language (Miller, 2005 and Nopjirapong, 2010). For example, twelve students translated สามีให้สร้อยสวยฉันเมื่อวันครบรอบแต่งงาน into "My husband gave me beauty necklace to me on our anniversary" omitting an a, translated ผู้ต้องหา into "suspect" instead of "the suspect," and used a with opportunity and election instead of an.

Using wrong tenses was one of the most common types of errors. In English, the concept of time is important; as a result, verb forms change according to time when the actions occur (Wongranu, 2017, p.119). In contrast, Thailand is a high-context culture (Srisuwan and Trakulkasemsuk, 2015, p.192) as well as its language. The time is understood and the verbs always stay the same form no matter when the actions take place. Therefore, when students translate from Thai to English, either they are not aware or they ignore this difference; for example, more than half of the students translated สามีให้สร้อยเส้นสวยฉันเมื่อวันครบรอบแต่งงาน to "My husband gives me a beautiful necklace on our anniversary" instead of "My husband gave me a beautiful necklace on our anniversary" and fourteen of them translated ฉันไม่ได้ดูฉากแรกของละคร the Good Doctor to "I don't watch/see the first scene of the Good Doctor."

The possible explanations for the translation errors were similar to a number of studies on error analysis of translation by Thai students. The first explanation is mother tongue or native language interference; in other words, the errors were caused by Thai influence. Since English and Thai have different structures, the "read-and-translate approach" without thorough revision can trigger errors. The second cause was a developmental error; that is, the students make mistakes because of their low English proficiency (Pojprasat, 2007, p.53).

Another possible explanation of the errors in translation is that students might not have had enough time to interpret and keep the source (Thai) language's meaning while putting it into the structure of the target language (English). However, poor time management which leads to stress and anxiety points toward a low proficiency in English (Na Pattalung and Hobbs, 2015, Hashemi, 2011, p. 1838).

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The results from the interviews in the study also confirmed that the causes of these errors were students' low English proficiency, stress and anxiety, word for word translation, and differences structures between Thai and English.

The causes of errors found in this study are similar to Wongranu's study which were translation procedures, carelessness, low self-confidence, and anxiety (2017, p.117). Putri's study on an analysis of types and causes of translation errors also yields similar results with the most common causes of errors being the lack of knowledge of the target language's linguistic features and the anxiety of the translators (2019, p.19).

It can be concluded that the cause of translation errors is the lack of knowledge of the target language (syntactically, semantically, and culturally) which leads to the anxiety of the translators.

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