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Interference Problems in English ⇔ Thai Translation

: A Study of Thai Translation Students

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Thesis for the degree of Doctor of Philosophy

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Abstract

Faculty of Humanities

Modern Languages

Thesis for The Degree of Doctor of Philosophy

Interference Problems in English ⇔ Thai Translation

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This research study investigated interference errors in English ⇔ Thai translation and designed the new teaching materials and method with the Consciousness-Raising approach (C-R) in attempt to mitigate these errors. The objective of the study were: 1) to investigate if the teaching intervention with the Consciousness-Raising approach (C-R) help eliminate linguistic interference in students' translation, and to comparatively measure linguistic error occurrence before and after the teaching sessions of both groups to see if the new method of teaching for the C-R group or the traditional way for the Traditional group is better at reducing linguistic interference in students' translation; 2) to investigate how far the opinions of Thai English majors differ towards the teaching sessions of which the teaching methods are different; 3) to examine if the opinions of the research subjects of both groups towards the teaching sessions and the testing outcomes are aligned; 4) to comparatively determine how far the teaching sessions in which different teaching methods are employed in both groups influence linguistic interference in students' translation in different directions (English to Thai and Thai to English translation).

The study design involved three phrases: both groups of participants taking the pre-test, 14-week teaching sessions, both groups of participants taking the post-test, and the questionnaire and the interview being undertaken.

The participants of the study were 69 second-year English majors of the Faculty of Humanities and Social Sciences, Suratthani Rajabhat University, Thailand. There were divided

into two groups at random. There were 37 students in the C-R group and 32 students in the Traditional group.

There were four instruments in the study: the pre-test and the post-test to provide the primary data for analysis; the teaching materials designed for 14 weeks, and it was used only in the C-R group as the Traditional group used the traditional textbook; the questionnaire containing twenty-three questions aimed to investigate the students' opinions toward the course; the interview protocol of which samples of each English level of both groups were chosen at random and asked to give a 5-minute interview to examine in-depth opinions of the participants towards the course.

The findings of the research study revealed that the Consciousness-Raising approach effectively reduced interference in translation, and A1 and A2 students prefer to have grammar lessons added in translation classes as they viewed the lessons helped reinforce their linguistic knowledge in contribution to better translation. The C-R approach worked better in English to Thai translation, as shown in the post-test scores. Nonetheless, after the analysis was finished, it revealed that intralingual errors, not interlingual (interference) errors, were a major cause of problems in translation, and the C-R approach also effectively helped reduce them.

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List of Accompanying Materials

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Declaration of Authorship

Print name	Benjawan Tipprachaban
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Title of thesis	Interference Problems in English ⇔ Thai Translation : A Study of Thai Translation Students
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I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signature		Date	
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Abbreviations

C-R	Consciousness-Raising approach
CEFR	Common European Framework of Reference for Languages
ELT	English Language Teaching
FL	Foreign Language
L1	First Language
L2	Second Language
MA	Master of Arts (degree)
PhD	Doctor of Philosophy
SLA	Second Language Acquisition
SRU	Suratthani Rajabhat University
ST	Source Text
TT	Target Text

CHAPTER 1 INTRODUCTION

1.1 Background

Translation has been included in Thai tertiary education for many years. There is no PhD Programme in Translation in Thailand but an MA in Translation is offered by many leading universities such as Chulalongkorn University, Thammasat University, King Mongkut's University of Technology Thonburi, Ramkhamheang University. There is no translation major offered in an undergraduate degree, but translation modules have been included as compulsory subjects for all undergraduate students majoring in English. Also, in Suratthani Rajabhat University (SRU) where I collected the data, translation modules have been included in the curriculum for BA English students since the programme was established. The objective of the modules is to train students in translation skills for their future careers. Nonetheless, SRU is a local university in Suratthani, a southern province of Thailand; its students mostly come from local areas, and their English proficiency level is low. Before university education, students did not acquire sufficient second language knowledge (English); hence, while they are learning how to translate, they are still developing the English proficiency. Therefore, in my view, translation classes must input students with L2 knowledge first and then teach them how to translate. Lederer points out:

Too many students come to university with insufficient command of the foreign language, so there is the need to devote the part of teaching to master language skills. Accordingly, the graduates do not arrive on the job market, knowing what it means to translate but still having too many weaknesses in the foreign language to do it. (2014: 145-146)

From my experience as a teacher who once was a student studying English in school in the southern province of Thailand. I studied in the best school in my hometown, and it is a public school. I was taught English by Thai teachers from kindergarten to high school. More importantly, I had to take many classes at tutorial schools from primary school to high school to prepare myself for secondary admission, highschool admission, and then university admission. My parents had to pay extra for these classes. This is very common in

Thailand; ironically, those who do not study at tutorial schools after school are considered strange. Unfortunately, it seems like Thai education is not qualified enough to gain trust from students and parents that it can effectively equip learners with quality education, so tutorial schools are very popular (Jones and Rhein, 2017; Noom-ura, 2013). There are some outstanding schools, but most of them are in the capital. My school is also good as it is the provincial school named after the province's name. After finishing high school, I managed to get into one of the best universities in Bangkok. I got into a language faculty where most of my classmates came from schools in Bangkok. I could not keep up with my classmates. It took me the entire four years to improve my English skills. I got the lowest grades in almost all English subjects every semester. It was the last semester before I graduated that I felt my English was better, but that was after I took a one-year English course at a tutorial school and did a lot of self-study while doing my last year at the university. I was an example of a student who came from a school in regional areas and lost in the competition when I got into the university in the capital where my friends were academically well equipped. However, I think I was fortunate enough to be surrounded by good students, and the atmosphere encouraged me to be as good as them. I realized if I had not improved myself, I would have lost in the job market. My students at the university I am working for, who are also my research participants, do not have the opportunity to realize the real competition. They have a comfortable student life in their hometown, where most of their friends are in the same English levels.

In my view, one of the critical obstacles that makes Thai students ineffective English learners is how they have been educated for their whole lives, as I mentioned in the beginning that the participants were students from the countryside. Good teachers generally want to be in cities or in famous schools to create advantages for their careers. In the examination to get teaching careers, the candidates with lower scores are always put in schools in rural areas, or even worse, some teachers are not academically qualified to teach what they are assigned to (Saengboon, 2017). When teachers are not very good, and teaching support, budget, school essentials for learning are insufficient, students' opportunities to access good education are limited which is in accordance with

Dhanasobhon (2017) and Ulla (2018) who also found that these have been problems of English language learning in Thailand. Even though universities try to equip them with sufficient skills, there is not enough time because languages take time to learn, and my students have wasted many years learning just a few things. This is the reason behind my motivation in designing this study. I want to teach students linguistic knowledge before asking them to translate; I want them to have a basic foundation for constructing sentences first. The traditional coursebook teaches how to translate the sentences with some grammar points included, but it does not thoroughly teach the grammar rules.

In this study I intend to examine and improve their English proficiency through translation. From my teaching experience, one of the problems obviously occurred in my students' translation is linguistic accuracy. My students usually failed to do grammatically correct translations. One reason could be that the grammar system of the two languages is totally different as they come from different language families, which is explained below.

1.1.1 The differences between Thai and English that affect translation

Thai is the national language of Thailand spoken by sixty-six million people (approximately in 2021) and is a member of the Tai family of languages dispersed over a wide range of Asia, from northern Vietnam to northern India (Smyth, 1987: 252-263). Like Chinese, Thai is a tonal language, with the meaning of each syllable being determined by its pronounced pitch. Thai has five tones – mid, low, high, rising, falling. It is a non-inflected language. Much of the lexicon is monosyllabic; polysyllabic words exist, although most of these are foreign borrowings, particularly from the classical Indian languages, Sanskrit and Pali.

Thai is written in an alphabetic script that was ultimately derived from Indian sources. It is written across the page from left to right; words are not separated as in most European languages, and where spaces do occur in the script, they very often correspond to some form of punctuation in English, such as a full stop or comma (Smyth, 1987: 252).

Orthography and punctuation

Spelling and writing

Unlike English, there is no distinction between the upper and lower case in Thai. Spaces do not separate Thai words, and the spaces that do occur in Thai writing generally correspond to punctuation marks in English. This is why Thai students with low English proficiency make a lot of spelling errors and these errors cause problems mostly in Thai to English translation.

Punctuation

There are no punctuation marks in Thai; spaces between groups of words are used to indicate pauses. Sometimes Thai books are printed with Western punctuation marks, but these are redundant. From my experience, many learners put punctuation marks, e.g., the question mark, when producing Thai translation, and this is influenced by the L2 (English). The question mark is redundant in Thai sentences, so I will consider it an error in my research. I will make sure that I give the participants the clear instruction of which marks are acceptable and which ones are not before they do the translation.

Grammar

The grammatical structures of Thai and English are very different. Plurality of nouns and verbs is frequently unmarked, and when it is marked, it is by the addition of particular structural words rather than by inflection. For example, *birds* are said in Thai ‘นกหลายตัว (Back translation: *bird many bird*).’ Tenses do not exist in the Thai language system. Thai uses contexts and temporal words to indicate time, with no verb changes. Let me give an example of a so-called past simple tense in English. We say, ‘*I went to church yesterday*,’ in Thai we say, ‘*I go to church yesterday*.’ *Yesterday* is a crucial word to tell the reader that the event happened in the past without changing the verb form like English. Thai also has no plural *-s* inflection; it has some words to put after a noun to indicate nouns’ plurality. Thai adjectives and adverbs can also function as verbs, while the Thai pronominal system is more complex and makes different distinctions to that of English. Word order is different, but there are also some similarities because Thai sentences tend to follow a ‘subject + verb

+ object' pattern. The subject is commonly omitted in Thai sentences when it can be clearly understood.

Auxiliaries; questions and negatives

There are no auxiliary verbs in Thai.

1. In Thai, a sentence is transformed into a question by adding a question word at the end of the sentence, and the rising intonation will be at the end of the sentence. To be noted, we do not place a question mark (?) at the end of a Thai sentence to indicate an interrogative tone like English. For example, an English sentence is '*will you go?*'; Thai sentence is '*will go*' with the subject omitted and the rising intonation on the word '*go*' to indicate a question.

2. In *When?*, *Why?*, *How?* questions, the question words *when*, *why*, and *how* can occur either at the beginning or the end of the sentence; for example, '*you have lunch when?*' or '*Why you don't go to school?*' Both positions for the mentioned question words are equally accepted.

3. Negatives in Thai are formed by putting the negative word '*mai*' in front of the verb. Confusion sometimes arises as to whether this word should be translated as *no* or *not*:

'*He not go*'

'*He no go*'

(Note: also the uninflected verb)

Time, tense and aspect

Thai verbs have no inflected forms. For example, a single verb '*pai*' ('*go*' in English) covers not simply '*go*' and '*goes*' but also '*went*', '*was going*', '*has gone*', '*is going*', '*will go*', '*would go*' and so on. Usually, situations and contexts preclude any ambiguity. Still, where there is a possibility of misunderstanding arising, structural words are typically added, usually

immediately in front of the verb, to clarify the time-reference. In a regular narrative, it is usually quite enough to use simply the verb with no pre-verb modifier (Smith, 1987: 258).

Articles

This is one of the significant problems in Thai to English translation because Thai has no article system. The confusion of when to put, when to omit the articles frequently leads to errors. For example, *'you are good girl,' 'what the music you like?'*

Adjectives and adverbs

Unlike English, adjectives in Thai occur after the noun or verb they modify, such as *'good girl'*; in Thai, it is *'girl good.'* They also function as verbs meaning *to be* (the Thai equivalent of *to be* is not used as a copula with adjectives). Thus, the expression of *'dekdee (= good girl)'* can be considered as either a phrase (*a good girl*) or a sentence (*the girl is good*). As a result, the verb is often omitted in English sentences: *'this girl not good.'* In other words, adjectives can practically function as verbs in Thai, leading to confusion, such as in Thai, we say, *'car beautiful,' 'food delicious.'* When learners are translating from Thai to English, errors are usually made because the verb is omitted.

In Thai, there is no distinction between adjective/ adverb pairs. What frequently occurs is Thai learners tend to use adjectives in the context that needs adverbs. For example, they will say *'she dances beautiful'* instead of *'she dances beautifully'* or *'you speak English very good'* instead of *'you speak English very well.'* These sentences could result in errors when translating from Thai to English. Another problem that could arise when translating Thai into English is that Thai adjectives and adverbs are the same, and they can modify nouns, pronouns, verbs, and adverbs/ adjectives. Translators may face problems in distinguishing which parts of speech they are (adverbs or adjectives) so that they can use the right part of speech when they do L2 translation.

The comparative and superlative degrees of adjectives and adverbs in Thai are formed by the addition of *more than* and *(the) most* respectively, immediately after the base word, and that is all but English also has suffixes *-er* and *-est* to be put after one or

two-syllable adjectives. Errors occur because Thai learners always get confused about when to use *-er/-est*, *more than/ the most*, and where to put them in the sentence when translating Thai into English. Besides, the rules for the superlative degrees between adjectives and adverbs are slightly different. Student translators who are still in the stage of acquiring L2 usually make mistakes.

For example:

‘This market is competitive more than that one.’ (the correct form: *this market is more competitive than that one.*)

Nouns

Thai nouns have neither gender nor case, nor is there any distinction between singular and plural forms. Contexts are generally sufficient to indicate whether a noun has a singular or plural reference. Still, in sentences where it is crucial to be more precise, Thai employs *‘pluraliser words’*, which occupy a fixed position concerning the noun or exact numerical descriptions. Thai learners make frequent errors using the singular form of an English noun (the unmarked form) where a plural should be used: *‘I have a lot of book.’* Failure to pluralise a noun after a number is widespread.

Numerical expressions are more complex than those of English and involve using a special *‘noun classifier’*: *‘Two cars’* and *‘five girls’* would be expressed in Thai as:

‘car two vehicle’

‘girl five person’

(noun) + (number) + (classifier)

(Smith, 1987: 259)

Pronouns

Thai pronoun system is considerably more complex than that of most European languages, with a wide range of words to indicate relationships of both hierarchy and intimacy. Kin

terms and personal pronouns are widely used as first and second-person pronouns to signal intimacy. For example, English has only one first-person pronoun, which is 'I'; Thai has more than fifteen first-person pronouns. Which one to be used in which situation depends on the relationship, hierarchy (i.e., social status, age), and intimacy of the interlocutors. Pronouns pose a problem when translating from English to Thai because English has a lot simpler pronoun system than Thai; translators need to be very careful in selecting the most appropriate pronouns in Thai translated texts.

In addition, Thai pronouns do not have separate forms to indicate subject or object functions, nor is there a possessive pronoun. Therefore, when translating Thai into English, Thai learners tend to make errors caused by confusion, especially confusion between possessive adjectives and possessive pronouns because their forms look similar. For example, *'this is not my umbrella, it's your.'* Besides, possession in Thai is expressed in the terms *'noun + of + noun/pronoun'*, and sometimes the word *'of'* is optional and frequently omitted. In English, it is *'my pen'*; in Thai, it is *'pen of I'* or *'pen I.'* Besides, Thai learners are likely to make errors with more complex expressions because the way possessive phrases of English and Thai are written is the opposite such as *'my mother's sister'*; in Thai, it is *'sister of the mother of I.'* That is, the last word in English is the first word in Thai. Accordingly, when Thai learners translate a phrase such as *'my mother's sister,'* especially from Thai to English, they frequently tend to make this error because of confusion and translate it into *'my sister's mother.'*

Prepositions

Prepositions that cause trouble in translation for Thai learners could be English *'verb + preposition'* or *'adjective + preposition'* combinations which have a single word Thai verb equivalent. This usually leads to errors when translating Thai into English; *'I interest you'* in the context that should be *'I am interested in you.'*

Subordinate clauses

Thai has only one relative pronoun, while English has relative pronouns for person, thing, place, time. When translating Thai into English, errors are usually made: *'a man which I*

loved. Conditional sentences also present a problem in translation, Thai to English in particular.

Vocabulary

Thai lexicon has traditionally come from Sanskrit, Pali, Khmer. Thai learners have no advantages in learning English like Western European learners who can recollect their knowledge of Latin and Germanic roots to increase vocabulary. When doing translation, vocabulary is a major problem for Thai learners, so I will allow the participants in my study to use bilingual dictionaries because, in real life, translators also use dictionaries when doing a translation.

1.1.2 Translation and English Language Teaching

Translation in language teaching was rejected and banned in second language pedagogy since the attack on the Grammar-Translation Method (GTM) by the 'reform movement' at the end of the 19th century (Howatt and Widdowson, 2011). The use of translating activities in language classrooms was doomed because of the demise of the Grammar-Translation Method (Al-Amri and Abdul-Raof, 2014), which will be discussed later. Translation in language teaching was discredited for many reasons such as being distinct from the four language skills, time-consuming, an impediment to learner's thinking in L2, an ineffective gauge of learner's language skills, and interference in L2 learning (Malmkjaer 1998:6). Some researchers such as Newson (1988) and Carreres (2006) hold the view that translation causes interference, prevents learners from using only the L2, and misleads learners to think of only one-to-one equivalence in two languages (SL and TL). Nonetheless, Al-Amri and Abdul-Raof (2014) argue that translation can promote learners' critical thinking through the contrastive analysis of the languages at various levels. When conscious learning is developed, learners realize no one-to-one equivalence of meaning between the foreign language and the native tongue, especially when the two languages are linguistically and culturally incongruent. Thus, it can be argued that the use of translation can minimize

harmful linguistic interference (negative transfer). As discussed, translation was banned from classrooms and then supported again over the decades. Although translation has long been glibly dismissed in the academic literature of language pedagogy, it has instead stubbornly refused to die, notably in locally written syllabuses worldwide. Most significantly, it has persisted in the spontaneous strategies of actual language learners. As opposed to the traditional learners who were participants in much SLA research in the past whose natural inclination, as in other areas of human learning, was to try to apprehend the unknown by relating it to the known or do the 'act of translating' (Cook, 2007: 397; Machida, 2011). In other words, learners who start to learn L2 inherently do a translation of their L1 and their newly learned language, or you can say that translation comes naturally as a teaching technique. For example, when learners in an ELT/FL class encounter L2 sentences, they will do a translation into their L1 in their mind automatically to understand the messages. In line with Widdowson (2003) and Cook (2007), language learners naturally translate between L1 and SL/FL always.

There are several researchers in favour of using translation in the language classroom, such as Malmkjær (1998), Liao (2006), Leonardi (2009), Vermes (2010), Slepchenko (2011). L2-learning-based translation activities can develop students' interlanguage competence rather than creating interlanguage interference. Al-Amri and Abdul-Raof (2014: 3-4) give contrastive analysis as an example of translation activities in foreign language teaching. The translation exercises can highlight areas where interference occurs in terms of grammatical structures in L1 and L2. They believe that translation can help eliminate interlingual interference through various translation activities based on textual analysis that highlights the grammatical and stylistic patterns, the cohesion system, the lexical patterns, and the lexical voids of L1 and L2. Given the widespread support and the continuing and constant use of translation in learning and teaching, translation could be related to various concepts dear to the SLA heart (Cook, 2007: 397) such as lowering the affective filter (Krashen, 1985), authentic focus on form (Doughty and Williams 1988), negotiation of meaning (Long, 1985), noticing (Schmidt, 1995). Machida (2011: 742) points out that asking learners to translate in class between their SL and FL embraces this natural

tendency and promotes the *act of translating* for the learners to learn SL and FL. Consequently, that translation is detrimental to language learning is not necessarily true, as it depends on how translation is used in class.

In the present study, translation is used as a pedagogical tool to develop students' L2 grammar to reach the final goal; that is, reducing grammatical interference in translation. Accordingly, this study is conducted within the realm of language teaching. The study focuses on pedagogical translation, not the analysis of a corpus of authentic translation. Al-Amri and Abdul-Raof (2014) distinguish translation teaching according to its purpose into two types: L2-learning-based translation and market-based translation. In L2-learning-based translation, the teaching process's prime target is learners' language skills, identifying structural differences and similarities between L1 and L2, contextualizing vocabulary items, and L2 cultural awareness. The pedagogical objective is to enable L2 learners to improve their grammatical understanding of L2 through comparative and contrastive discussion of L2 and L1. For market-based translation, learners' translation skills and proficiency will be targeted. The methodological approach aims to improve the students' practical translation skills based on translation theory through putting theory into practice in various authentic text types (journalistic, legal, instructional, scientific, descriptive, and narrative). One of the objectives is to improve their practical translation competence for the translation profession.

The objective of using translation as a teaching tool in this study is more likely to be categorized into L2-learning-based translation. The study aims to improve students' L2 by using translation as the practice to make students aware of grammar issues they are likely to encounter when they do translation. Hence, translation is used as a means to improve linguistic proficiency in this study. Accordingly, this project aims to introduce and evaluate a new pedagogical approach I have invented comparatively with the traditional approach to see which one is more effective in reducing linguistic interference in students' translation.

1.2 The rationale of the study

Throughout my life, I have acknowledged that the graduates from Rajabhat universities are usually considered underdogs by most employers, especially the ones in big companies. If they have applications from students of other well-known public universities, they are likely to turn my students down, or even worse, not even have a look at the applications. To know that my students are not favoured in the job market is not a pleasant acknowledgement. I feel sorry that they have already been judged since they put their first step in the university. No one should be treated that way. This is my motivation to conduct this study. I would like to do something in my part with my knowledge, and my conviction to make some change in what the society perceives about the graduates from Rajabhat universities. This study is an intervention-based study with the new teaching materials I design because I believe that I can make some change and that if the old way does not make the way we are perceived get any better, there is no reason not to try a new one.

I am interested in translation teaching because after nearly two years of teaching translation in the university, I came across many translation errors students made and most of them were linguistic ones. I assumed that they were interference related, but I questioned how far they might be related more to shortcomings in knowledge, and I was interested in investigating this. There is little research on interference errors in translation or teaching materials to solve the problems for the English-Thai language pair; one reason could be the workforce. Recruiting teachers whose area of expertise is translation is not easy, especially in local universities. Another reason could be that Thai is a language spoken exclusively in Thailand; thus, studies on English-Thai interference errors in translation are not conducted extensively. Thereby, this is a research gap that my study intends to bridge. The study results may not be able to be generalized to all university students majoring in English because the research subjects do not include all university students in Thailand.

Nevertheless, the participants are second-year students who have taken an English placement test according to the Common European Framework of Reference for Languages (CEFR). Most of them are in the A1 and A2 levels; this research could be generalized to the

A1 and A2-levelled students in Thailand. Moreover, the study could be a starting point for further research involving intervention-based studies to investigate students studying other second languages.

1.3 Research questions

This study attempts to answer four research questions:

1. To what extent does the teaching intervention with the Consciousness-Raising approach (C-R) influence linguistic interference in students' English to Thai and Thai to English translations?

2. What are the opinions of Thai English majors of each English level of the C-R group taught with the new approach and the Traditional group with the traditional approach towards the teaching sessions in the translation classes?

3. To what extent are both groups' research subjects' opinions towards the teaching sessions and the testing outcomes aligned?

4. How far the teaching sessions influence students' linguistic interference in translation in different directions (English to Thai and Thai to English translations)?

1.4 Research objectives

This study includes four objectives:

1. To investigate if the teaching intervention with the Consciousness-Raising approach (C-R) help eliminate linguistic interference in students' translation, and to comparatively measure linguistic error occurrence before and after the teaching sessions of both groups to see if the new method of teaching for the C-R group or the traditional way for the Traditional group is better at reducing linguistic interference in students' translation

2. To investigate how far the opinions of Thai English majors differ towards the teaching sessions of which the teaching methods are different

3. To examine if the opinions of the research subjects of both groups towards the teaching sessions and the testing outcomes are aligned

4. To comparatively determine how far the teaching sessions in which different teaching methods were employed in both groups influence linguistic interference in students' translation in different directions (English to Thai and Thai to English translation).

1.5 Definitions of key terms

1.5.1 The Consciousness-Raising approach (C-R)

The Consciousness-Raising approach (C-R) is an approach employed in delivering the curriculum for one group of the participants in the current study. The approach focuses on the activities that raise students' awareness of learning, linguistic learning in this study. The participants learn English rules by figuring them out from English sentences. It is the approach facilitating student-centred learning as students are required to find the rules by themselves. The C-R approach was employed in this study with one group, whereas the other group was taught with the traditional method to see how far the C-R approach can help students improve linguistic interference in translation.

1.5.2 The C-R group

The C-R group is a group of the second-year English majors of Suratthani Rajabhat University, Thailand, taught with the C-R approach and the materials I designed.

1.5.3 The traditional method

The traditional method refers to the teaching method that is teacher-centred or teacher-fronted. The teacher talks and gives instructions; the students listen and follow them. In this study, the traditional method was employed with the Traditional group of participants.

They followed the traditional textbook lessons with the teacher explaining them to them, and then the students completed the exercises.

1.5.4 The Traditional group

The Traditional group is another group of the second-year English majors of Suratthani Rajabhat University, Thailand, taught with the traditional method and textbook.

1.5.5 Interference

Interference refers to the source text's errors (ST) transferred into the target text (TT). As the language pair in this study is English and Thai, interference errors could result from some elements of English transferred into Thai in English to Thai translation or some aspects of Thai transferred into English in Thai to English translation.

1.5.6 Linguistic knowledge

Linguistic knowledge of the participants in this study who are undergraduate English students in their second year refers to an ability to understand grammar, syntax, morphology, lexis, and semantics to translate and construct grammatically correct sentences in translation.

1.6 The significance of the study

The study will benefit translation teaching in terms of linguistic accuracy concerning grammar, syntax, morphology, lexis, and semantic errors which frequently occurs in students' translation. The outcomes will reveal how linguistic interference and teaching sessions influence the students' translation. The teaching methods could be a model for translation classes in other Rajabhat universities and local universities in Thailand. After various types of interference have been identified, the teacher will acknowledge the weaknesses in linguistic structures of student translators and then redesign the teaching materials in translation classes. As a teacher teaching translation at SRU, I firmly believe that the teaching materials I design can be used in translation courses at SRU and probably

in other Rajabhat and local universities in Thailand in the future. Besides, the materials can be shared as an online resource for interested teachers.

1.7 The overview of the study

The study consists of five chapters.

Chapter one presents the study's background, the rationale of the study, the research questions, the research objectives, the definitions of key terms, the significance of the study, and the overview of the study

Chapter 2 presents the theoretical background that provides the theoretical framework of the study and the account of the Consciousness-Raising Approach, which is the main teaching method adopted in this study. The literature review regarding interference, translation, and English Language Teaching that underpin this study is also presented.

Chapter 3 describes the methodology used in the study and its rationale, the participants, instruments, procedures, materials, the ethical considerations relating to the researcher's role, and the assessment.

Chapter 4 presents the analysis of the data, including the pre-test, the post-test, the questionnaire, and the interview.

Chapter 5 presents the research findings and discussion

Chapter 6 presents conclusions, pedagogical implications, and limitations.

CHAPTER 2 THEORETICAL BACKGROUND AND LITERATURE REVIEW

This chapter presents the theoretical background, and the review of previous studies in the areas of interference, translation, and English Language Teaching (ELT). These areas are related to this project as the project aims to investigate interference in translation and the effectiveness of the Consciousness-Raising approach in ELT. Translation is used as a grammar-teaching method and a means to assess the teaching methods employed in the project. In this study, pedagogical translation is adopted as a means of English language teaching. The project investigates interference occurred in translation before and after the teaching sessions. The teaching intervention was designed to discover the results of the comparison between the Consciousness-Raising approach and the traditional approach. The chapter provides the theoretical background, the detailed account of the three main areas related to this study, followed by the previous studies in the fields. I will discuss these studies and also the significance of the current project.

2.1 Theoretical background

In this thesis, I adopt 'the acquisition-learning hypothesis' of Stephen Krashen (Krashen, 1982) as the underlying theoretical framework. This hypothesis is a part of Krashen's Monitor Model of the Second Language. Lai and Wei (2019) view Krashen's Monitor Model as a very systematic and comprehensive theory on the basis of his years of observation, research and teaching. As one of the most popular theory in second language acquisition. The acquisition-learning hypothesis is the first hypothesis of the model, of which Krashen and Terrell (1998) state that the acquisition-learning distinction is the most important and useful theoretical point in adult language learning. The hypothesis explaining that adult language students have two different ways of developing second language skills and knowledge. The first way is **acquiring**, which simply is 'picking it up'. In this way, language ability is developed by using it in natural, communicative situations. Language acquisition is a subconscious

process; language acquirers are not usually aware of the fact that they are acquiring the language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. Learners are generally not consciously aware of the rules of the language they have acquired. Instead, they have a 'feel' for correctness. Grammatical sentences 'sound' right, or 'feel' right, and errors 'feel' wrong, even if they do not consciously know what rule was violated (Krashen, 1982: 10). Krashen and Terrell (1998: 18) claim that 'acquisition is the central, most important means for gaining linguistic skills even for an adult.'

The second way to develop competence in a second language is by **learning**. According to Krashen and Terrell (1998), language learning is 'knowing the rules,' having a conscious knowledge about grammar. Language learning refers to conscious knowledge of a second language, being aware of rules, and being able to talk about them. In non-technical terms, learning is 'knowing about' a language, known to most people as 'grammar', or 'rules' (Krashen, 1982: 10). Language learning or conscious grammar rules have limited use as they may not be very helpful for developing communicative skills. Nonetheless, they may be useful as an editor as they are concerned about correctness and learners need time to inspect the utterance which rarely happens in a natural conversation since a normal conversation is rapid and users are concerned more about what being said than how it is being said. In other words, Krashen and Terrell (1998) view that conscious learning of rules is not useful in developing communicative skills but it is in grammar exams, writing, preparing speeches in which learners have time to correct and improve forms of the output. It is thought to be helped a great deal by teaching. Its goal is the learning of conscious rules, and error correction is thought to help the learner arrive at the 'right' form of rules.

The current study is particularly underlined by the acquisition-learning hypothesis as I assume that students can learn and improve grammar knowledge. Though Krashen and Terrell (1998) view that even grammar is better acquired than learned, in my case, to acquire a second language's grammar naturally in communicative situations is not easy to happen since the students are not exposed to second language environments in daily life. For second

language learners who have limited access to resources, it is hard that they subconsciously acquire the language. Hence, in my view, learning the appropriate way to enhance the research subjects' linguistic competence, and in the current study, learning is necessary to achieve the knowledge of grammar rules in order to develop translation skills regarding linguistics. Classrooms are the main source of the research subjects' English knowledge. Though Krashen states that 'we certainly 'learn' small parts of our first language in school (Krashen, 1982:11),' he acknowledges that conscious learning of rules is effective by teaching. Abukhattala (2012) is neither in favour of the acquisition-learning hypothesis and classroom learning. He points out that in most classrooms, learning is more emphasized than acquiring and its focus is on structures which are not really practical in real life. However, Abukhattala (2012) adds that the teacher's individual situation has to be taken into consideration as well. As stated above, the learning settings in the current study are not beneficial for the subjects to learn a second language subconsciously; though Abukhattala (2012) supports acquisition more than learning, he keeps it in mind that there are exceptions as things depend on the situations of the teachers and the learners.

This study investigates interference errors in translation with the teaching intervention invented for the research participants. The study is carried out by having students participate in the teaching intervention, in which consists of lots of linguistic lessons. After that, the students' progress before and after participating the intervention is assessed. My assumption is when students learn more grammar, they will make less interference errors and translate more grammatically correct. The research subjects are to participate in the teaching sessions and study rules through the Consciousness-Raising approach. Consequently, the language competence in this study is not unconsciously acquired in communicative settings. Krashen (1982: 33-34) asserts that 'it seems reasonable to hypothesize that the classroom should be especially valuable for beginners, those who cannot easily utilize the informal environment for input and for beginners and for foreign language students who do not have a chance to get input outside the class. It will be of less value to those who can, who have other sources of comprehensible input, and who are linguistically advanced enough to

take advantage of it. My research subjects' English proficiency is mostly in the A1 and A2 levels, they are categorized as beginners.

Following Krashen (1982: 83), 'conscious learning acts as an editor, correcting the errors, or rather what the performer perceives to be errors, in the output of the acquired system,' and it is related to the current study as it examines interference errors in translation. Conscious learning would help promote the research subjects' competence as an editor, as they have to know where linguistic errors are made in their translation. As mentioned, this study is underlined by the learning hypothesis that is claimed by Krashen that, with teaching, it is effective in developing accuracy or grammar, which is the aim of the current study. In accordance with Long (1983: 93) who views that instruction makes a difference in L2 acquisition compared with naturalistic exposure which is in line with Ellis (1991, 1997, 2005). Long has reviewed some studies on SLA instructions (e.g., Upshur, 1968; Mason, 1971; Fathman, 1975) and points out that there is considerable (although not overwhelming) evidence that instruction is beneficial (1) for children as well as adults, (2) for beginning, intermediate and advanced students, (3) on integrative as well as discrete-point tests, and (4) in acquisition-rich as well as acquisition-poor environments. I agree with Long; I believe that instruction makes a difference in acquiring L2. My study investigates how far A1 and A2 students improve in linguistic interference after participating in the teaching intervention. The study also aims to determine which teaching approach (the C-R approach or the traditional approach) is more effective in enhancing translation competence in terms of linguistics.

2.1.1 The Consciousness-Raising approach (C-R)

Rutherford (1987: 189), in the glossary of his book, defines Consciousness-Raising (C-R) as merely 'the drawing of the learner's attention to features of the target language.' As mentioned, the teaching of grammar has been an essential part of language teaching among language-teaching professionals, and this assumption usually has two parts:

1. a belief that a language is built up out of sets of discrete entities and that language learning consists of the steady accumulation of such entities by the learner;

2. a belief that the essential characteristics of the entities (e.g., the 'rules' for their formation) can be directly imparted to the learner through teaching (Rutherford, 1987: 17).

Rutherford (1987: 4) views language learning as one of 'accumulated entities.' A person begins learning a second language from point zero and steadily accumulates the target language (e.g., sounds, morphemes, vocabulary, grammatical target language) until they are mastered. Eventually, they are amassed in quantities enough to constitute a particular level of proficiency. This view is substantially supported, as seen from the bulk of commercially produced foreign-language textbooks. A target language structure is analysed in those textbooks into constituent parts; the separate parts serve as units of pedagogical content, focus, practice, and eventual mastery. Rutherford (1987) explains what language learners do. He points out that each language learner is about to enter a new, unfamiliar, or even forbidding cognitive system (the target language) that differs from the one they already know (their mother tongue). They will be required to use the alien code to make communication in the target language. L2 learners learn L2 with prior knowledge of their L1, an ability to bend the new language into forms retained from the similar experiences of having acquired their mother tongue. Explained in Fotos (1993: 386-387), Sharwood Smith (1981), Rutherford (1987), and McLaughlin (1987), it is considered that a language learner goes through four general processing steps:

1. a feature in processed input is noticed, either consciously or unconsciously;
2. an unconscious comparison is made between existing linguistic knowledge, also called interlanguage, and the new input;
3. new linguistic hypotheses are constructed based on the differences between the latest information and the current interlanguage; and
4. the new hypotheses are tested through attending to input and through learner output using the new form.

Therefore, it could be expected that prior 'knowledge' will manifest itself in some way through what learners attempt to produce (e.g., say and write) in their new language at the

earliest stages of learning. Other than lacking consciousness, as assumed, this could explain why students make linguistic interference. Lott (1983: 256); Lecturer, Assis & Abdul Ridha, Nada (2012); Thyab (2016) also supports this claim that interference errors are the errors that can be traced back to learners' mother tongue.

The C-R in the present study will be used to draw students' attention to learn structures in classrooms. It has an implicit way to teach explicit knowledge like grammar rules and it makes students active learners. In line with Azizifar, Babaei, Jamalinesari and Gowhary (2015) who asserts that, with the C-R, to learn grammar is not boring since students have to figure the rules by themselves from the given sentences. The traditional way of teaching grammar was to teach explicit knowledge with an explicit teaching method. That is, the teacher explains all the rules to students, students memorise them and then practice them. I strongly believe that the C-R approach can contribute to better learning of grammar for it has proved in many studies that it is an effective tool to teach grammar (see Section 2.2.3.1.6). Rutherford and Sharwood-Smith (1985: 280) agree that, 'C-R is considered as a potential facilitator for the acquisition of linguistic competence and has nothing directly to do with the use of that competence for the achievement of specific communicative objectives, or with the achievement of fluency.' C-R has something to do with linguistics and accuracy, so it seems more beneficial to the written language than the spoken language. For example, when you are asked to write a text after a C-R session on *plural -s* usage, you may not make any mistake because the C-R approach has made you aware of using *plural -s*. However, it does not mean that when you speak, you will never make any mistake on *plural -s*.

2.2 Literature review

2.2.1 Interference

Havlašková (2010: 8) states that '*interference* is a phenomenon in which a certain expression or a passage from the source text is literally transferred into the target text which possibly

includes words, phrases, idioms, metaphors, terms, or whole syntactic structures.' In this study, the focus is on interference occurring in translation. It is scoped down to linguistic interference (grammar, syntax, morphology, lexis, and semantics) as it is one of the main problems in translation in not only English-Thai but also other languages such as Czech-English (Hopkinson, 2007), Portuguese-English (Galvao, 2009). Dulay, Burt, and Krashen (1983: 98) state that '*interference* refers to two linguistic phenomena: psychological and sociolinguistic.' Psychological use is demonstrated by the influence of old habits when new ones are being learned. In contrast, the sociolinguistic use of interference refers to language interactions, such as linguistic borrowing and language switching when two language communities are in contact. Ellis (1994: 47-48), in line with Dulay, Burt, and Krashen (1983), states that '*interference* was believed to occur whenever the 'habits' of the native languages differ from those of the target language.' This assumption came from *Contrastive Analysis (CA)*, in which the underlying assumption is that errors occur primarily because of interference when learners transfer native language 'habits' into the L2. According to behaviourist theories, the main impediment to L2 learning is interference from prior knowledge. Beardsmore (1986), following Ellis, states that the habits of the user cause interference. He agrees that interference refers to elements of one language used in the context of another. He specifically refers to linguistic structures, i.e., morphological, syntactical, lexical, phonological elements. The use of these elements of L1 in the context of L2 results in errors. Kellerman and Sharwood Smith (1986) suggest the term *crosslinguistic influence* in which such phenomena as 'transfer,' 'interference,' 'avoidance,' 'borrowing,' and L2-related aspects of language loss are subsumed under this heading. The idea of language transfer is categorized into two main types: positive transfer and negative transfer. Positive transfer or facilitation is when the learner's L1 facilitates L2 learning; for example, the two languages have the same word order. Negative transfer is the errors the learner makes in transferring one language to another. Dulay, Burt, and Krashen (1983) also explain that according to behaviourist psychologists, a transfer may be of two types: positive and negative. Positive transfer is when the new behaviour is the same as the old one, and negative transfer occurs when the new behaviour is different from the old one, resulting in errors. Ellis (1997: 51-52) refers to *interference* as a negative transfer of which

he points out that 'the learner's L1 exerts over the acquisition of an L2.' He demonstrates in his book *Second Language Acquisition* that L1 is one of the sources of errors in learning a language. In the heyday of behaviourism, errors were believed to be largely the result of interference (another term for negative transfer); that is, the habits of L1 prevented learners from learning the habits of L2. In the belief that interference could be predicted by identifying the differences between L1 and L2, the comparison of the two languages was carried out by contrastive analysis. The resulting list of differences was used to decide on teaching materials' contents (Ellis, 1997). The theory fell out of favour in the early 1970s because many theorists argued that very few errors resulted from the L1 transfer. At one extreme, Dulay, Burt, and Krashen (1983) found that out of 513 errors made by Spanish children learning English, fewer than 5 percent could be classified as interference errors. At the other extreme, Nickel (1980) observed that some comparative linguistics researchers might have attributed as many as 80 percent of errors to interference. In contrast, 'the more realistic researchers would have voted for an average of about 60 percent' (Lott, 1983: 258). Lott (1983) also states that 'interference errors are the errors that can be traced back to learners' mother tongue' (Lott, 1983: 256). Lott conducted error analysis research to find out why students made errors and to plan remedial lessons. Lott and his colleague conducted a study with Italian students studying English as an L2 to identify which interference from their native language was an obstacle to mastering English. The objective of this study was to find errors and design teaching methods to decrease them. The analysis was made from the selected examination papers offered by students who just achieved the pass-mark. The authors divided errors into two main categories: interference and non-interference errors to count interference errors. The findings showed that approximately 50 percent of the errors students made were due to interference.

The term 'interference' vs 'transfer'

Newmark (2008: 21) states that 'unnatural translation is marked by interference, primarily from the SL (source language) text, possibly from a third language known to the translator including his own, if it is not the target language.' According to Newmark (2008), *interference* is used to distinguish foreign structures from the source text. *Interference* is also used by

Beeby-Lonsdale (1996) when referring to words or structures from the source texts in the translation-teaching methodology proposed in her book *Teaching Translation from Spanish to English*. Thawabteh (2013) refers to *interference* as applying unacceptable linguistic norms already found in the SL to the TL (target language). Though interference can be labelled depending on perspectives such as linguistic influence, interlanguage, translationese, code-switching, the term *interference* is widely used and accepted in translation studies (Javier, 2009). In August 2008, there were over 650 references in BITRA (Bibliography of Interpreting and Translation) to publications dealing specifically with interference in translation (Javier, 2009: 76). Javier (2009: 75-76) also defines *interference* as ‘a translation using words or syntactic structures derived from the original language that cannot stand as a complete replacement of the source text. It can be seen from many studies that in translation *interference* is commonly used to indicate errors that can be traced to the source language.’

The term *transfer* might be widely accepted in SLA according to Ellis (2008), but when talking about errors in translation and English Language Teaching (ELT), the term *interference* is still used in many studies from past to present such as Lott (1983), Smith (1987), Malkiel (2006), Hopkinson, (2007), Galvao (2009), Havlásková (2010), Othman (2017). This project is in the realm of ELT (English Language Teaching) and the focus of the study is related to errors in translation; thus, the term *interference* is more suitable than *transfer*. Accordingly, the study uses the term *interference* to refer to the errors occurred in translation.

Interference in Thai contexts

Errors in writing are extensively studied in Thailand. Hemchua and Schmitt (2006) investigated lexical errors in Thai EFL learners’ English writing. The participants were 20 third-year Thai English majors in a university in Bangkok. The subjects had learned English for about ten years with little experience in English writing in school. They were asked to write an argumentative composition of 300-350 words without dictionaries allowed. The allotted time was 1.5 hours. A topic assigned was related to the advantages of urban or country living. Two experienced native English teachers corrected the writing tasks, and Hemchua (a Thai native speaker)

categorised the errors into two main groups according to James' (1998) error categorization, and extra categories that the authors added to it will be explained later. The findings showed that in lexical errors, the formal misselection of words was the most problematic error category in the data (15.33% of total errors), followed closely by intralingual 'distortions' (14.56%). L1-influenced errors ('misformations') were 6.90%. Among the four main semantic types of errors, 'collocation errors' were the most frequent (26.05% of the total), followed by 'confusion of sense relations' (24.9%), 'stylistic errors' (8.04%), and 'connotative meaning' (4.21%). The results suggested that formal errors were less problematic for students than semantic errors (Hemchua and Schmitt, 2006: 9-16).

Khumphee and Yodkamlue (2017) investigated grammatical errors in English writing of university students. The study explored grammatical errors, L1 interference, and provided some pedagogical implications for second language learning and teaching. The participants were 200 second-year undergraduate English majors of Nakhon Ratchasima Rajabhat University, Thailand. They had studied English for about 14 years, but none had been exposed to native English-speaking contexts. The subjects were required to write a 250-to-300-word descriptive essay on the topic '*How can Thai students be successful in learning English?*'. The time allotted was 60 minutes. The complete essays obtained were 83 samples. The researchers analysed the data using *T-unit* to determine if the sentence was a single unit or more and identify if those units were dependent clauses or independent clauses. Moreover, the researchers combined the analysis framework of Na-ngam's (2005) error taxonomy and Richards' (1971) error category and adapted them to their study. Therefore, the analysis framework of the study consisted of 26 errors types: incomplete sentences (fragments and omissions), run-on sentences, comparison, word order, there-be structures (for example, there are two dogs.), tenses, voices, agreements, infinitives, gerunds, nouns, verbs, adverbs, adjectives, pronouns, modals, auxiliaries, possessives, conjunctions, prepositions, articles, punctuation, incorrect verb construction (serial verb construction), compound/ complex sentence, word by word translation and others (errors that were too complicated to be grouped). Among the 26 types, ten of them were considered caused by L1 interference. After

the framework was tried out, the researchers added another four types of L1 interference errors: 1) misuse of simple present tense for simple past tense (a sub-type of tenses); 2) subject-verb agreement (a sub-type of agreement); 3) omission of auxiliary in negative sentences (a sub-type of verbs); and 4) omission of some punctuation marks <comma, period, question mark> (a sub-type of punctuation). Among 14 types of errors caused by L1 interference, there were 13 types found in students' work: 1) plural forms of nouns; 2) omission of some punctuation marks; 3) subject-verb agreement; 4) complex sentences; 5) omission of subjects/verb/ object complement; 6) fragments; 7) run-on sentences; 8) compound sentences; 9) word by word translation; 10) serial verb construction; 11) word order; 12) omission of auxiliary in negative sentences; 13) there-be.

The findings revealed that the most frequent error was the misuse of punctuation (17.15%), followed by errors in nouns (15.81%), the use of preposition came in the third place (11.75%), then errors in verbs (8.23%), and the fifth most frequent error was the error in the article (5.95%). Of total errors found, 31.78% were caused by L1 interference. Among them, the errors of plural forms of verbs were the most frequently found, followed by the errors in subject-verb agreements, the errors in the wrong structure of a complex sentence, and the errors in the omission of some parts of a sentence. Regarding the pedagogical implications, the study showed that

1) the errors in punctuation, parts of speech, spelling, articles, tenses, and incomplete sentences were the most problematic for students composing L2 writing. Therefore, teachers should add more lessons and practices on these topics so that students could overcome their weaknesses;

2) extra lectures on the most problematic errors should be arranged;

3) the differences of features between L1 and L2 should be pointed out clearly in a class by the teacher so that students could be more aware of them.

However, studies in linguistic errors and interference in translation are rare in the Thai context and mostly, research studies are done in writing. Consequently, this is an excellent opportunity for me to study linguistic errors and interference in translation so that it would be a building block for translation teaching in Thailand.

2.2.1.1 Interference in translation

Gideon Toury (1995: 275-279) explains the interference law and describes it as follows:

According to the law of interference, phenomena pertaining to the make-up of the source text tends to be transferred to the target text. The extent to which interference is realized depending on the professional experience of the translator and the sociocultural conditions in which a translation is produced and consumed, so that experienced translators tend to be less affected by the make-up of the source text and tolerance towards interference tends to increase when translation is carried out from a highly prestigious culture.

According to Toury, interference frequently occurs in students' translation, and its presence affects the quality of translation products; thus, it deserves attention.

Hopkinson (2007) conducted a corpus-based survey into linguistic interference, i.e., lexis, grammar, syntax in translation from L1 Czech into L2 English. This survey did not claim to be complete, but Hopkinson did point out three significant factors that influence interlanguage formation. First, inadequate reference materials have led to a proliferation of common and repeated interference errors in lexis. Second, generalisations from false hypotheses in which learners assume that a word in L1 and L2 similar in forms can be used in the same way, which is a false hypothesis. Third, systemic and structural differences are rooted in the differences between the linguistic systems of L1 and L2. In his paper, he stated that the product L1 to L2 translation containing interference is colloquially termed 'translationese.' *Translationese* was first introduced by Gellerstam (1986) to describe vocabulary differences between original Swedish texts and Swedish texts translated from English. Newmark (1991: 78) defines *translationese* as 'an error due to ignorance and carelessness which is common when the TL is not the translator's language of habitual use, and not uncommon when it is.' He refers that *translationese* used to be considered interference until foreign language learning is widely studied, where interference merges with

interlanguage. According to Koppel and Ordan (2011), the product of translation that is ontologically different from the original text, the differences are regarded as ‘interlanguage’ (the term was used in Selinker, 1972), ‘third code’ (the term was used in Frawley, 1984), or ‘translationese’ (the term was used in Gellerstam, 1986). Toury (2012: 243) provides a statement on *translationese* that it comprises the phenomena of source-text traces being left in the target language, which clearly deviate from general target-language patterns. When many translators behave in the same way; that is, they produce translational replacements in a similar kind, it is possible that the translation could be institutionalized and that results in ‘translationese.’

Havlásková (2010) investigated interference in students’ translation between Czech and English. Her research consisted of three major parts: the corpus analysis with classification of interference, the interference identification task, and the questionnaire concerning students’ awareness of interference. Students were asked to identify interference in tasks. The study also explored students’ attitudes toward interference. The corpus in the research consisted of translation assignments done by Czech students. All participants studied English as a second language. The assignments were taken from two courses: *Cultivating Translation Skills* and *Text and Discourse Analysis*, designed for master’s degree students in Translation at the Faculty of Arts, Masaryk University. Both courses dealt with L1 translation (English to Czech). The corpus focused on non-literary translation and consisted of six texts containing 3,285 words (19,731 characters). The author analysed translations done by individuals, but she did not clearly state how many participants took part in her study. The research looked at interference from a general perspective and focused on the types of it.

However, the author suggested it would be more interesting to analyse translations from the point of view of a person’s progress and see how interference changed in time, e.g., focusing on a group of students and their translations during several semesters or throughout their studies, then evaluating them (Havlásková, 2010: 42). The method the author suggested is similar to what I intend to do in my research, but my research will be conducted in only one semester. Students will be input with the training to see if interference in their translation is

somewhat eliminated. In my opinion, interference could be reduced by training which is in line with Havlásková (2010: 42-43), who stated in her study that 'the issue of interference can be eliminated by training and gaining experience.' Havlásková (2010) classifies interference into six categories: lexical interference, syntactic interference, grammatical interference, borderline cases (translators retaining some aspects of the source text, which can and should be translated in the target text), interference in typography, and miscellaneous (e.g., transcribing of names, pragmatic interference, and proper name issues). The results showed that lexical and syntactic interferences were the most frequent in students' translations, forming 36% and 27% respectively in the corpus. The genre of the original texts largely influenced the number of interferences in the target text. The other four types of interference were similar; grammatical and miscellaneous errors formed 11%, and borderline cases and interference in typography formed 8% in the corpus.

Nevertheless, the author strongly asserts that text types, style of texts, student backgrounds, and the number of passages also influence students' interference production as they provide an occasion for the manifestation of interference in the target text. In my study, I keep in mind students' backgrounds and their English levels as I agree with Havlásková (2010) that they influence students' performance. Consequently, I will design the teaching materials and tests in line with my participants' backgrounds. As most of them are in the A1 and A2 levels, they will be taught with the intermediate-level materials and asked to translate only sentences and short texts.

Galvao (2009) studied linguistic interference in Portuguese abstracts translated into English. The data were 50 abstracts published in SciELO (*Scientific Electronic Library Online*) chosen randomly; 30 belonged to humanities, history, and social sciences and 20 to natural sciences and technology. The length ranged from 91 to 440 words, and the target abstracts (translated into English) from 95 up to 372 words. The results of the occurrence of the interference were presented in syntactical/grammatical, lexical/ semantic, and pragmatic interferential phenomena. The criteria of this categorization were if a phenomenon occurred more than three times in the abstracts, it would be taken into consideration. The results

showed that 28 abstracts out of 50 contained the types of interference discussed in the study. The most frequent interference was syntactic and grammatical, which is the same as Havlásková (2010), who studied Czech-English translation. She found in her study that grammatical interference was one of the most occurred errors. However, Galvao focused on exploring the occurrence of linguistic interference only, not looking for a way to eliminate it. The translators of the abstract were unknown in terms of their knowledge background of the L1 and the L2.

In terms of my own experience, I once conducted an informal study with 24 Thai students majoring in Airline Business who were taking an English class. I asked the students to do basic written translations from English to Thai and Thai to English. Translation items consisted of 25 simple English sentences and 25 simple Thai sentences. The students were required to translate all of them, and bilingual dictionaries were allowed; phones, the internet were not. The time allotted was two hours. All students finished the translation in time. I collected the paper and analysed it. I found that many errors resulted from L1 interference. For example,

Student 1: Koh Samui island beautiful,

Student 2: Samui island beautiful,

Student 3: Koh Samui so beautiful.

As seen from the three examples above, the verb to be *is* is omitted. These examples are clearly how Thai sentences are expressed, as Thai does not need a verb to *be* in front of an adjective. Suvarnamani (2017) investigated grammatical and lexical errors in descriptive writing of first-year Arts students at Silpakorn University; the findings revealed that verbs' omission yielded 50% of total errors. From my experience, the differences between the target and the native language cause difficulty composing L2; students usually make errors when they translate from L1 to L2. Another example is plurality inflection, which is usually omitted in Thai to English translation. This error could result from no plural inflection in Thai; for instance, 'I read three book (books)'. Khumphee and Yodkamlue (2017) examined grammatical

errors in English essays written by Thai EFL undergraduate students. They found that the most frequent L1 interference errors fell into plural forms of nouns (37.37% of total errors). Building negative sentences is another cause of errors. Bosuwon (2013) investigated Thai undergraduate students' syntactic writing errors and found that negative construction accounted for 40.6% of total errors. Students tended to translate a Thai to English sentence *I no/not want to play tennis* instead of *I do not want to play tennis*. This error possibly results from L1 interference because, unlike English, to make a negative sentence in Thai, learners are required only to put a word *no/not* in front of the verb, no auxiliaries, or verb change are needed to agree with the subject grammatically. However, as far as I have seen, students who are more proficient in both languages are less likely to make errors, which is in line with Benson (2002), who states that another variable in error making is proficiency. Benson (2002) demonstrates that the transfer occurrence depends on various factors such as setting, proficiency, and style. Benson points out that transfer may occur more frequently in classrooms than in natural settings because of students' lack of input. From his statement, it could be assumed that students learn less in classrooms than in real situations. It is possibly true. Students are not required to understand a particular topic or topic by topic in natural settings, but everything occurs in real situations. That could make students genuinely understand the usage, whereas, in classrooms, they learn the rules and may remember all the rules but may not know how and when to use them. That is why Benson states that in-class learning may trigger more transfer because the input is not integral and real enough to make students produce a language without interference. However, my teaching sessions will be conducted in class, as classrooms are the best opportunity for students to learn proper English. In Thailand, they do not have much chance to use English in daily life, and my classes are designed to train students in particular knowledge (linguistics for translation). Though Benson states that in-class learning could trigger more interference, she also adds that the more proficient the learner is, the fewer errors are made, which is in accordance with Havlásková (2010), who indicates that interference can be eliminated with training and gaining experience that make learners more proficient in the language. Style also influences the frequency of interference. Style could mean different genres of texts. We cannot deny that

it affects the occurrence of interference. For instance, religious texts would be more difficult to translate for students than everyday conversations. She also points out that transfer may occur at all levels: phonology, syntax, lexis, pragmatics, morphology; that is, linguistic levels, which are the focus of the current research.

Besides, in terms of translation, interference does not result only from the native language transferred into L2, but also the source text influence. For example, when translating a passive voice sentence from English into Thai, as Thai does not have a passive voice structure, translators have to use some words to indicate that the subject is being acted upon. Which words to be chosen is dependent upon the meaning of the sentence. If the subject is acted upon negatively, the translators will use the word 'tuk.' For example, '*I am hit*' (l tuk hit), but if you say '*I am promoted*,' which is positive to the subject, the word 'tuk' cannot be used. The translators need to use another word, '*dai rub*,' which has a positive reference '*I dai rub promotion*.' The words 'tuk' and 'dai rub' in Thai mean 'get' in English, but they are used in different contexts. These are examples of how the translators could be influenced by the source text, especially student translators. When student translators translate this kind of sentences from English into Thai, some usually use 'tuk' where 'dai rub' should be used. According to this, passive construction is also added in the teaching material I design to make students aware of the issue.

Othman (2017) studied interference problems in translating spoken and written texts from Arabic into English with BA students majoring in English at Jordanian private universities. The study intended to identify interference and obtain suggestions to solve the problems. The research discussed interference lexically, semantically, grammatically, stylistically, and phonologically. Purposive samples of 20 BA senior students majoring in translation were selected. Two different instruments were employed: (1) discourse analysis of assignments consisting of 20 various written and oral texts (i.e., political, news, legal, and others) and (2) the unstructured interview conducted with a group of Professors of Linguistics and Translation to gain suggestions in solving the problems. The samples were selected from two courses: Arabic - English Translation and Studies in Translation. The analysis revealed the

frequent occurrence of lexical, semantic, grammatical, stylistic, and phonological interference. The finding showed that the most frequent interferences occurring in the students' translations were lexical and grammatical ones. This study is another example to reiterate that linguistic errors are universal problems in translation. They are worth being investigated as the findings could also be developed to improve translation in terms of linguistics in other language pairs.

Elmgrab (2013) studied translation pedagogy at the University of Benghazi, Libya. He stated that many teachers relied on translation models, which might not be able to apply to all students and all languages as a translation theory or model is usually based on findings from a particular group of students or predictions of the theorist from his knowledge of a specific set of languages. This divorce between translation theory and the context of the teaching situation could be bridged through the practice of error analysis and evaluation of students' performance. He examined and assessed the frequency of errors in English – Arabic, and Arabic – English translation syntactically, semantically, and stylistically. Final-year undergraduate students of translation were asked to produce the translations of three text types defined by Hatim and Mason (1990): argumentative, instructive, and expository, from English into their native language (Arabic). Three different tasks consisted of 300 words approximately within a supervised time limit of 2 hours, and bilingual dictionaries were permitted. Each text type was analyzed separately, and the discrepancy in terms of the descriptive parameters (syntactic, semantic, and stylistic) was identified. Errors were analyzed comparatively between the SL system and the TL system to trace interference in order to explain whether they were stimulated by the students' lack of competence in the TL or transfer from the SL. The errors were assessed based on two scales: first, the types of errors (syntactic, semantic and/or stylistic) were determined; the second scale, the erroneous constructions in terms of gravity were evaluated using a scoring system from 0 to 5. Score 5 stood for the most severe errors and 0 for non-error. The author categorized errors such as grammatical ones that partially affected the communicative functions of words and grammatical structures themselves as less serious errors.

Conversely, pragmatic errors that affected communicative functioned as serious errors. The author concluded that the students' errors resulted from an unclear objective of the course design, which introduced students to the main translation models without any critical involvement or encouragement to relate the theory to their translation practice, and extreme disparity among instructors' scoring. The analysis revealed the students had a significant number of problems in text translation because methodological and pedagogical tools used in the teaching situation of Benghazi University were inefficient.

Elmgrab proposed a new course design, in which the course should be divided into two teaching stages. The first stage was preparatory and served to strengthen the students' language competence, while the second emphasized their translation skills. As to the trainees' competence, I concur with Mackenzie (1998: 15) that they need not be linguistic geniuses to be translators. The real need is for instructors to identify and make their students recognize where their skills are lacking when needed and what measures are to be taken (Elmgrab, 2013: 367).

From the studies reviewed, the results show that linguistic interference occurs in both directions of translation. It manifests itself most prominently in syntactic and grammatical interference regardless of which language pairs. These studies show that the knowledge of the rules of a language is essential in producing a translation. However, these studies investigated translation errors in one direction, and some studies proposed a better course design in translation teaching. I intend to investigate interference in two directions and determine the most appropriate teaching material for student translators. According to previous studies, the most frequent linguistic interferences are grammatical, syntactic, and lexical, which are the same in English-Thai translation. Consequently, my study's scope is to investigate these categories, of which I will divide errors according to James' (1998) error taxonomy.

2.2.1.2 Error taxonomy by Carl James (1998)

2.2.1.2.1 Rationale

James (1998) classifies errors into three main types: substance errors, lexical errors, and grammar errors. In my study, errors will be categorised according to James' taxonomy, with some added categories of errors found in the pre-test and the post-test. James' error taxonomy is adopted for this study as its classification is systematic, aligns with the contents in the teaching sessions, and covers the teaching sessions' points. The taxonomy has been used widely in error analysis studies such as in Hemchua and Schmitt (2006), who investigated lexical errors in the English compositions of Thai learners and adopted James' taxonomy for the analysis. They pointed out that previous studies on lexical errors used various error classifications, most with a relatively limited number of categories, e.g., in Duskova (1969) that used only four categories of lexical errors; similarly, Engber (1995) used a system with nine categories. They stated that given the current understanding of lexis's complexity, the use of compact classification systems to explain learners' errors could result in unclear boundaries and arbitrary classifications. A more comprehensive categorisation framework could contribute to more precise identification and discussion of error types (Hemchua and Schmitt, 2006: 8). The taxonomy has also been used by many recent researchers who investigated error occurrence. Tiarina (2017) investigated interlanguage errors made by the freshers of the English Department of Universitas Negeri Padang, Indonesia; Suhono (2017) studied error analysis on a composition written by EFL Students IAIM NU Metro, Indonesia. Rafaidah (2014) investigated the interlanguage errors in the descriptive text made by the eighth-grade students of SMP Muhammadiyah 4 Sambu, Indonesia. James' taxonomy was used to identify types of morphological errors, syntactical errors, and discourse errors, describing each kind of error frequency, explaining the dominant type of error, and identifying the source of errors. In Sa'diah's (2014) study that examined the writing tasks done by students of 'AZET Language Centre Malang,' the method to analyse the errors was also drawn from James' taxonomy to identify the types and sources of errors found and to analyse and find the most frequent kind

of errors. My study also aims to identify types of errors in students' translation; thus, James' taxonomy is employed.

2.2.1.2 Error types by diagnosis-based category

According to the diagnosis-based category, errors can be categorized into intralingual errors and interlingual errors (interference). Following Richards and Schmidt (2010: 294), 'an intralingual error is an error which results from faulty or partial learning of the target language, rather than from language transfer. Intralingual errors may be caused by the influence of one target language item upon another.' For example, a learner may produce *He is comes*, based on a blend of the English structures *He is coming*, *He comes*. Interference, language transfer, and cross-linguistic interference are known as interlingual errors caused by the learner's native language (Sari: 2016). For example, the incorrect French sentence 'Elle regarde les' (*She sees them*), produced according to the word order of English, instead of the correct French sentence 'Elle les regarde' (literally, *She them sees*). Though many studies reviewed earlier show that interference is a significant cause of errors in translation and writing, many studies revealed that it is not only interference or interlingual errors that cause significant problems for second language learners but also intralingual errors.

Suetae and Yok (2012) examined lexical errors in the writing of Thai EFL students. The study investigated lexical errors produced by Thai students who studied English as a foreign language (EFL). The participants were 50 fourth-year English majors from the Faculty of Education and the Faculty of Humanities and Social Sciences, Prince of Songkla University (PSU), Pattani campus, Thailand, who took the 'Paragraph and Composition Writing' course. The data were collected in the final week of the course in the standard teaching time, two hours. There were three instruments: the written work, the vocabulary test, and the questionnaire. First, the participants were divided into two groups; each group consisted of 25 students. The first 30 minutes were spent on the class introduction and explaining the composition and the vocabulary test. For the written work, there were two sets of it: one was narrative composition; the other was factual descriptive composition. The first group was

assigned to choose and write one topic from the narrative composition set; the second group was assigned the same from the factual descriptive composition set. The time allotted was one hour, with the expected essay length of about 200–400 words. After that, the subjects were required to do the vocabulary test with 30 minutes given. The dictionaries were not allowed. The last instrument was the questionnaire, and it was a home assignment. The subjects were to return it to the teacher in the next class. The teacher photocopied the written work for marking and gave the original to the researcher.

The researcher analyzed the data with four procedures adapted from (Corder, 1974: 1): 1) identification of errors; 2) counting of errors; 3) classification of errors; 4) description and explanation of errors were used for analyzing students' lexical errors. The results showed that out of 17,438 words in the 50 English compositions, 847 lexical errors were found. The researcher categorized the errors into two main groups: intralingual errors (657 errors found) and interlingual errors (190 errors found). Intralingual errors made up 77.6% of all errors, and interlingual errors 22.4%. There were ten error types found in intralingual errors: confusion of sense relations, collocation errors, distortions, omissions, additions, confusion of derivatives, redundancy, paraphrasing, confusibles (aka 'formal misselection' in James' error taxonomy), confusion of binary terms; among them, omissions were the most frequent errors. There were three error types found in interlingual errors: direct translations, misordering, and use of native words; direct translation occupied the most frequent errors, 173 errors found, which was higher than the number of omission errors in intralingual errors. These findings yield interesting results indicating that intralingual errors are significant problems in students' writing, as opposed to my assumption that interference errors or interlingual errors might be a significant problem in students' translation in my study.

Sari (2016) investigated interlingual errors and intralingual errors in writing narrative texts made by SMP (junior high school), SMK (vocation high school), and University students in Indonesia. The participants consisted of 30 students of the eighth grade of SMP, 30 students of SMK, and 30 students of the English Department's second year. The data of this research were the students' erroneous sentences in narrative writing. The sentences were taken from 90 pieces of SMP, SMK, and University students' narrative writing (30 pieces from each level).

The researcher analyzed the data using the Error Analysis suggested by Brown (1980). According to her analysis regarding interlingual and intralingual errors, the results revealed that SMK made 30.26% of interlingual errors, 69.74% of intralingual errors. SMK made 35.78% of interlingual errors, 64.22% of intralingual errors, and the university students made 9.79% of interlingual errors, 90.21% of intralingual errors. From the outcomes, it is obvious that of three student levels, most errors made were intralingual errors.

Utami (2017) is another researcher studying sources of errors, and she did a study on sources of grammatical errors in translation between Indonesian and English. The research aimed to identify translation errors and determine the origins of errors (interlingual and intralingual errors) in Indonesian-English translation. The participants were 40 second-year students of the English department at UIN Sultan Syarif Kasim Riau Pekanbaru. The data were collected through the translation test consisting of 20 Indonesian sentences translated into English. The study used Error Analysis procedures to identify and analyse the students' errors. The results showed that intralingual errors were the primary source of errors with 1,737 of the total number of errors (76.65%) and were followed by interlingual error with 529 of the total number of errors (23.35%).

From these studies, the results show that intralingual errors are a significant source of errors, which is opposed to my assumption that interference or interlingual errors were the primary source of translation errors.

2.2.2 Translation

2.2.2.1 Directionality in translation

In contemporary Western translation studies, directionality usually refers to whether translators work from a foreign language into their mother tongue or vice versa. In my research, I will investigate linguistic interference in translation in both directions to be able to cover, as far as possible, linguistic problems that cause errors in translation from the L1 to L2 and the L2 to L1. Scholars fall into two camps depending on whether they agree or disagree with the practice of L2 translation. Directionality began to be studied at the end of the

twentieth century when translation out of the mother tongue was questioned on the quality. The direct translation was believed to be a more natural way of translation. Some scholars such as Martin Luther or Ladmiral opine that translation from L1 to L2 is a hopeless task and should be used just as an exercise to test L2 proficiency (Lonsdale, 2009). Newmark (1988: 3) also states that translating into a language of habitual use is the only way you can translate naturally, accurately, and with maximum effectiveness. In the English curriculum at SRU, translation subjects are offered in both directions (English \Leftrightarrow Thai). Although there are some debates that non-native speakers should never do inverse translation because they could never produce an adequate translation, some scholars argue this statement. Inverse translation by non-native speakers has been practiced since ancient times. Chu Chi (2000) and Lonsdale (2009) provide an example of the first translation of the Buddhist sacred texts in China from Sanskrit to Chinese that was done by foreign missionaries. In this study, the translation will be done in both directions to gain the overall picture of interference problems. It is hoped that linguistic input in the teaching intervention will help learners strengthen their language competence in terms of linguistics. In other words, it is expected to raise learners' awareness of L2 grammar to yield benefits to translation practice in the end. Campbell (1998) explored inverse translation primarily in an educational environment; he investigated how non-native speakers acquired the competence to translate into their second language while acquiring the language. He believes that learning to translate is a particular form of language learning and that, therefore, translation into a second language is a process of developing language competence.

Malkiel (2004) examined interference in both directions of translation and the impact of directionality on difficulty based on both objective and subjective measurements of difficulty. The subjects consisted of 16 students. They were in the first-year translation classes at Beit Berl College, Kfar Saba, Israel, and Bar-Ilan University, Ramat Gan, Israel. They were required to translate from Hebrew into English. Eight of them were native English speakers, and the other eight were Hebrew speakers. The materials for the study were texts, disks, a post-task questionnaire, and an instruction sheet. The texts consisted of two Hebrew texts written for an Israeli newspaper, to be translated for an American one. The texts were

matched for style and length (332 and 337 words) and contained false cognates, source-language strings that can be lexicalised in the target language, and culture-based references. The participants could work at their homes or in their own space with unlimited time. They were given a disk with *Translog* and four blank source-text files, two for the trial translation and two for the actual translation. After completing the translation of each text, the participants were required to complete a questionnaire to assess how difficult they found each text. The difficulty scales ranged from 1 (very easy) to 5 (very difficult). An instruction sheet was provided to explain the software's use and contained some general information about the experiment. The subjects were permitted to use any reference materials. The findings showed that L1 translation required less time but more keystrokes than L2 translation.

Regarding the difficulty of translation, the L1 group assessed the texts as easier to translate than the L2 group. However, the author suggested that this study was based on one language pair; future studies with other language pairs could yield different results. Malkiel (2004) found that translating from L1 into L2 causes more interference. Translating from L2 into L1 (the mother tongue) is sometimes referred to as a 'more natural' translation direction. Hopkinson (Ostrava) (2007) also confirms this statement that working from L1 into L2, interference from the L1 source text becomes a critical element of the L2 target text production.

Though some researchers take a critical stance towards L2 translation, some scholars such as Campbell (1988), Lorenzo (1999) support L2 translation. They point out that there is no need to pay too much attention to describing and discussing the translators' role and ability. In reality, translators are inherently assumed to be bilinguals. They are required to be able to translate in both directions, something which researchers based in major-language countries may not understand (Pavlović, 2007). As globalisation expands, translators are required to do both directions, students need to learn to translate in and out of their mother tongue (Taviano, 2013), and it is the way people of this profession work. A survey in Finland shows between 69.7 percent to 91.7 percent of the 18 text types were translated by Finnish agencies.

Nevertheless, 94 percent of the Finnish Translators and Interpreters Association claimed to be Finnish native speakers. Pavlović (2014) points out even though the traditional view of directionality completely neglects L2 translation and qualifies it as impossible and inappropriate, various studies conducted in European countries indicate that L2 translation is possible and highly needed (Pokorn 2005; Pavlović, 2007; Pavlović, 2014).

Another argument on directionality is either translating from L1 into L2 or vice versa; errors could be made. Malkiel (2006: 339) states that 'interference is not only a feature of into-L2 translation but also of into-L1 translation as well.' Havlásková (2010: 13) investigates interference in L1 translation; she found 'most translations are in some ways influenced by the language of the original text from which they are translated.' Havlásková also points out that interference frequency depends on the proficiency of the translator. This means that student translation tends to evidence more interference than professional translation does. Kussmaul (1995: 17) confirms from his experience that knowledge of certain linguistic principles and methods helps identify translation problems and probably also solve them because the most prominent cause is that translators do not have sufficient linguistic sensitivity to notice the issues. He advises the only solution for this is to improve one's linguistic competence both in the mother tongue and in the foreign language.

In my view, I do not agree with the notion that non-native speakers can never produce effective L2 translation. For novice translators, it is possibly true. Still, for professional translators who have spent year after year gaining experience in translation, they definitely will be able to produce an effective inverse translation. I support that a non-native speaker should learn to do inverse translation either in the university or themselves, as it is necessary if they take a translation path. It is fruitless to espouse the view that non-native speakers should never do inverse translation because they can never produce it effectively, as in the real world, translators are required and expected to be able to do a translation in both directions. In addition, as most universities offer translation courses that train students to do both into and inverse translations. The translation is a skill, as such, it can be acquired through practice and experience.

2.2.3 English Language Teaching

2.2.3.1 Consciousness-raising (C-R)

English grammar occupies a significant role in English language pedagogy, as it is a foundation for other skills such as writing, translation, reading, and speaking. Learners must be equipped with L2 grammar knowledge to learn how to compose practical and grammatical L2. In translation, especially inverse translation, L2 grammar understanding is essential. The data collection in the current study consists of providing pedagogical sessions to remedy grammatical deficits in students' translation through the Consciousness-Raising approach (C-R) with the belief that the treatments would enhance students' linguistic translation competence.

According to my teaching experience, students make linguistic errors without noticing them even though they have a long grammar learning experience in their prior studies. Consequently, the consciousness-raising approach is adopted in the teaching intervention in this study as it has proved in many studies that it is a practical approach to teach grammar (Yip, 1994; Amirian and Sadeghi, 2012; Amirian and Abbasi, 2014; Iskandar and Heriyawati, 2015; Idek and Fong, 2015; Yarahmadzehi, Ghalaee, and Sani, 2015; Ranalli, 2001).

2.2.3.1.1 Grammatical C-R and Conventional grammar teaching

The difference between *grammatical C-R* and the conventional notion of *grammar teaching* is that C-R is a *means* to attain grammatical competence in another language, whereas grammar teaching typically represents an attempt to instil that competence directly (Rutherford, 1987: 24). According to Rutherford (1987: 160), grammatical C-R is the idea to be considered 'representative of various means of raising learners' consciousness to grammatical system aspects and are not intended as suggestions about how to 'teach' particular grammatical constructs. Grammatical C-R is a learning aid, not the object of learning. It serves as the means, not the end, as it is considered facilitating language learning. It has different 'modes' of operation, which have to do with the means for attention-getting and degree of consciousness. C-R functions as a facilitator of explicit knowledge, which in the long term, can

contribute to the development of implicit knowledge, the knowledge that becomes the eventual goal in language pedagogy (Sugiharto: 2006). Richards and Schmidt (2002: 109) define C-R as 'techniques that encourage learners to pay attention to language forms in the belief that an awareness of forms will contribute indirectly to language acquisition.' Techniques include having students infer grammatical rules from examples, comparing differences between two or more different ways of saying things, and observing differences between a learner's use of a grammar item and its use by native speakers. This is in accordance with Rutherford and Sharwood Smith (1985) and Dickens and Woods (1988), who point out that C-R tasks do not require students to produce target structures, but the teacher uses the tasks to make students aware of grammatical features. For instance, students are given a set of *inflectional plural s* sentence examples and asked to figure out the rule, how to use it/ when to use it. Sugiharto (2006: 22) exemplifies a similar instance when learners might be unaware that the third person singular requires -s by exposing them to C-R tasks. Thus, C-R tasks are designed to raise learners' Language Awareness (LA) (Svalberg, 2005: 2007). The implications of C-R for teaching instruction are clear. In a situation where learners are initially unable to process certain linguistic forms, C-R tasks can be used as a powerful tool to develop the awareness of these forms.

The C-R approach contrasts with traditional approaches to teaching grammar (e.g., drilling, sentence practice, sentence combining). The goal is to establish a rule or instil a grammatical pattern directly. C-R constitutes an approach to grammar teaching, which is compatible with current thinking about how learners acquire L2 grammar. It also includes a method that accords with progressive views about education as a discovery process through problem-solving tasks (Rezaei & Hosseinpour, 2011). Traditional teaching methods mostly deal with explicit, deductive, and linear rule instruction followed by exercises, including translation into and out of the mother tongue. The teaching starts with the teacher's explanation of the grammatical rule, followed by students analysing and practicing the application of such a rule in the examples or exercises provided. The C-R is an inductive approach related to rule discovery learning, while a deductive approach is rule-driven learning (Yarahmadzahi, Ghalaei, and Sani, 2015). Ranalli (2001) asserts that in the C-R approach, the emphasis is not

on explicit rule-giving and immediate practice, but instead on drawing learners' attention receptively to formal and semantic features of linguistic forms to achieve the goal of eventual, versus rapid, mastery. In accordance with Willis and Willis (1996), who state that learners are motivated to notice particular features of the language in C-R, draw conclusions from what they notice, and organize their view of language in the light of the conclusion they have drawn. C-R is a kind of task-based learning that provide learners with grammatical problems to solve. It counters many traditional ideas because the learners, not the teachers, take the classroom's central role. In line with Rezaei & Hosseinpur (2011), who point out that learners are encouraged to notice the language's particular features and draw conclusions from what they see with the C-R approach. The goal of teaching grammar with consciousness-raising activities is not to fluency in discussing grammar, but to enhance students' grammatical awareness so that they can reach good achievements and have useful grammatical competence. This technique can also help students notice the grammar rules (Iskandar and Heriyawati, 2015).

Here are examples of grammar consciousness-raising tasks.

Read the sentences and answer the questions.

'I'm with my husband,' she said.

She said (that) she was with her husband.

'I'm with my husband,' she told her friend.

'She told her friend (that) she was with her husband.'

What is the basic rule about the use of tenses in reported speech?

What is the difference in the way 'say' and 'tell' are used?

'Are you on your own?' He asked.

He asked if I was on my own.

What differences are there between direct questions and indirect questions?

(Nitta and Gardner, 2005: 5)

Ellis (2002) compares two ideas used for teaching grammar: practice and consciousness-raising. Ur (1988: 9-13) demonstrates five characteristics of 'practice' in grammar teaching that are most defined by methodologists as follows:

1. There is some attempt to *isolate* a specific grammatical feature for focused attention.
2. The learners are required to *produce* sentences containing the targeted feature.
3. The learners will be provided with opportunities for *repetition* of the targeted feature.
4. There is an expectancy that the learners will perform the grammatical feature *correctly*. In general, therefore, practice activities are 'success-oriented.'
5. The learners receive *feedback* on whether their performance of the grammatical structure is correct or not. This feedback may be immediate or delayed.

Whereas Ellis points out that consciousness-raising involves an attempt to equip the learner with an understanding of a specific grammatical feature. He defines the main characteristics of consciousness-raising activities as follows:

1. There is an attempt to *isolate* a specific linguistic feature for focused attention.
2. The learners are provided with *data* that illustrate the targeted feature, and they may also be supplied with an *explicit rule* describing or explaining the feature.
3. The learners are expected to utilise *intellectual effort* to understand the targeted feature.
4. Misunderstanding or incomplete understanding of the learners' grammatical structure leads to *clarification* in the form of further data and description or explanation.
5. Learners may be required (although this is not obligatory) to articulate the rule describing the grammatical structure.

The primary purpose of consciousness-raising is to develop explicit knowledge of grammar, and learners' explicit knowledge of grammatical features will be improved through C-R instructions (Ellis, 2002). Consciousness-Raising (C-R) does not involve learners in repeated production; this is because the purpose of this kind of grammar teaching is not to help learners to perform structures correctly but to help them to gain some knowledge about structures (Amirian and Sadeghi, 2012).

2.2.3.1.2 C-R roles and universal principles

Rutherford (1987) explains the roles of C-R and universal principles that all languages have 'basic word order' containing the universal constituents *subject, object, and verb*. The amount of deviation is allowed differently in each language. Thus, 'basic word order' is language-universal; the amount of permitted departure from basic word order is language-specific. The role of C-R here is crucial for the learners' testing of hypotheses and their forming generalization. For C-R and the learners' access to necessary data, the learning progress in terms of 'familiar to unfamiliar' will be manifested in the accretion of new data to old and the abandonment of old hypotheses for new ones. The 'familiar' is the universal characteristic of fundamental word order deviation; the 'unfamiliar' is the degree of language-specific word order deviation. C-R is invoked to aid the learner's perception of how deviation may be constrained in the target language. An example of English and Thai, mostly English and Thai are structurally different, including word order. For instance, English 'will you go to school?'; Thai 'เธอจะไปโรงเรียนไหม (Back translation: *you will go school* <with the rising tone at the end of the sentence to indicate questions>).' C-R comes into play to provide the negative data (i.e., the word order constituents cannot freely move in English <-> Thai translation) necessary for guiding the hypothesis formation of the Thai speakers learning English.

2.2.3.1.3 C-R roles and universal processes

We need to remember that learners have already acquired their mother tongue; therefore, they know how language serves to carry out communicative functions. What people use

general task of aiding the learners' gradual reanalysis of non-English topic-comment, as English is subject-predicate. This example serves to define the ultimate role of grammatical C-R as 'facilitator' of language learning, where 'facilitation' is to illuminate the learner's path from the known to the unknown (Rutherford, 1987: 19-21).

2.2.3.1.4 Consciousness-Raising activities

C-R activities have been a part of language teaching for a very long time. Indeed, the grammar-translation approach to language teaching certainly embodied C-R. C-R can help better learn a language in two ways: first, by making learners conscious of the knowledge being invoked by having them carry out a task; second, by helping them organize their language in a way that will help them tap this knowledge (Willis and Willis, 1996). According to Willis and Willis (1996), through C-R activities, the teacher aims to provide learners with language data either in the form of a single text or a set of examples from familiar sources. Willis and Willis (1996: 69) list seven kinds of operations that students might be asked to perform in the classroom as follows:

1) *Identify/consolidate*: students are asked to search a set of data to identify a particular usage pattern and the language forms associated with it.

2) *Classify (semantic; structural)*: students are required to work with a set of data and sort it according to similarities and differences based on formal or semantic criteria.

3) *Hypothesis building/checking*: students are given (or asked to make) a generalization about language and asked to check this against more language data.

4) *Cross-language exploration*: students are encouraged to find similarities and differences between patterning in their language and patterning in English.

5) *Reconstruction/deconstruction*: students are required to manipulate language in ways that reveal underlying patterns.

6) *Recall*: students are required to recall and reconstruct elements of a text. The purpose of the recall is to highlight significant features of the text.

7) *Reference training*: students need to learn to use reference works - dictionaries, grammar, and study guides.

To make learners learn grammar, the teacher needs to input them with explicit knowledge through 'discovery activities' (Roza, 2014), where the learners are asked to formulate a grammar rule based on some language examples. For example, a set of carefully written examples might lead learners to formulate a rule for when to use present simple instead of past simple. The purpose of consciousness-raising activities: 1) to direct learners' attention to grammar features they might not notice on their own; 2) to help learners make form-meaning connections; 3) to allow learners acquire conscious knowledge which can be used to understand input and monitor their output; 4) to make learners more autonomous by developing their analytical ability.

Here is an example of a consciousness-raising activity taken from Ellis (2002: 173) for the discovery about when *for* and *since* are used:

Table 1 An Example of a Consciousness-Raising Task

1. Here is some information about when three-people joined the company they now work for and how long they have been working there.		
Name	Date joined	Length of time
Ms. Regan	1945	45 years
Mr. Bush	1970	20 years
Ms. Thatcher	1989	9 Months
Mr. Baker	1990 (Feb)	10 days
2.	Study these sentences about these people. When is <i>for</i> used and when is <i>since</i> used? a. Ms. Regan has been working for her company <i>for</i> most of her life.	

	<p>b. Mr. Bush has been working for his company <i>since</i> 1970.</p> <p>c. Ms. Thatcher has been working for her company <i>for</i> 9 months.</p> <p>d. Mr. Baker has been working for his company <i>since</i> February.</p>
3.	<p>Which of the following sentences is ungrammatical? Why?</p> <p>a. Ms. Regan has been working for her company for 1945.</p> <p>b. Mr. Bush has been working for his company for 9 months.</p> <p>c. Ms. Thatcher has been working her company since 1989.</p> <p>d. Mr. Baker has been working for his company since 10 days.</p>
4.	Try and make up a rule to explain when <i>for</i> and <i>since</i> are used.
5.	Make up one sentence about when you started to learn English and one sentence about how long you have been studying English. Use <i>for</i> and <i>since</i> .

This is a simple example of an inductive task designed to raise learners' consciousness about the grammatical differences between *for* and *since*. When learners fail to distinguish the difference in the usage of *for* and *since* in present perfect sentences, the data provided must be adequate to enable learners to discover the rule that governs the usage. Moreover, the task requires minimal production from the learners, but the emphasis is placed on developing an idea of when the two forms are used. This does not intend to practice the rule but to promote its storage as explicit knowledge. Suppose learners notice the grammatical feature of *for* and *since*, it will be implicit knowledge (Roza, 2014). Roza gave another example of C-R activities by designing an activity for past simple learning with a natural tendency to focus on meaning before form. Learners will naturally notice content words first but may ignore function words such as prepositions, conjunctions, and endings for tense and number. The activity aimed to help learners see and process the use of past tense as a step in their learning to use it correctly by themselves.

Table 2 Activities for the Simple Past Tense.

For each of the underlined words, decide if it is an adjective, a past tense verb, or past participle:		
My dad is very interested in old coins. He started collecting them when he was ten. When he got the detector, Dad believed he would find a huge treasure, but he detected mostly old, used nails. I have borrowed his metal detector to see if I can find coins...		
Adjective	Past tense verb	Past tense participle
Interested		Borrowed
Used		

The fact that the same *-ed* forms can have different functions makes it difficult for learners to spot the past tense verbs. This consciousness-raising activity provides training in doing that.

To conclude, C-R activities are the activities designed to raise learners' consciousness of the teacher's topic. The activities require learners to be analytical and communicative as they have to talk to others in the groups to figure out what rules are in the language data. In my study, C-R activities will be designed to raise students' awareness of grammar (syntax, morphology, lexis, and semantics). The C-R approach is the main activity in the pedagogical intervention for the participants with the purpose that it would help the students reduce linguistic interference and improve translation in terms of linguistics. In addition, this is the intervention intended to enhance students' translation competence; thus, C-R activities will be integrated with translation practice.

2.2.3.1.5 The Rationale for using C-R in this study

The pedagogical intervention is expected to enhance students' linguistic knowledge and reduce their linguistic interference in translation, which is the study's primary purpose. Iskandar and Heriyawati (2015) point out some learning benefits as follows:

- 1) C-R activities build implicit as well as explicit knowledge.

- 2) C-R activities work for learners with different learning styles and intelligence.
- 3) C-R activities show grammar in context.
- 4) C-R activities show authentic language.
- 5) C-R activities can present a large amount of input.
- 6) C-R activities encourage cooperative learning.
- 7) C-R activities are interesting and fun.
- 8) It is easy for learners to prepare their C-R activities.
- 9) Skills learned in C-R activities can be used outside the classroom.

Consciousness-Raising is widely accepted as a tool to teach grammar (Yip, 1994; Ranalli, 2001; Amirian and Sadeghi, 2012; Amirian and Abbasi, 2014; Iskandar and Heriyawati, 2015; Idek and Fong, 2015; Yarahmadzahi, Ghalaee and Sani, 2015; Mohamed, 2004). Thus, it is adopted to be the potential approach to develop translation skills in my study.

2.2.3.1.6 Previous studies on Consciousness-Raising

Yip (1994) conducted a study on English ergative verbs with which learners have comprehension problems. She observed that ergative verbs such as *shatter*, *break*, *melt*, *happen* were a problem for many of her students, even the advanced ones. She found that many students judged good ergative sentences ungrammatical. For example, ‘the mirror *shattered* during the last earthquake or the car *broke down*.’ They corrected them using their version; ‘the mirror *was shattered* during the previous earthquake; the car *was broken* down.’ The latter version was grammatical for them. Her study was a pilot study. The participants were from two advanced ESL classes at the American Language Institute (ALI), the University of Southern California. Five students from each group participated in the study. They were from various backgrounds: Spanish, Hebrew, Korean, Chinese, and Indonesian in the first group; German, Greek, Korean, Chinese, and Indonesian in the second group. The instruments

were a pre-test and a post-test. The two groups were asked to take the pre-test, and immediately after the pre-test, the C-R sessions were held.

Two weeks after the C-R sessions, the post-test was administered. The results confirmed that C-R could be effective in resolving the difficulty posted by the ergative verbs. Based on the findings, Yip concluded that C-R could be useful, at least in the short-term, to direct learners' attention to grammatical features' ill-formedness. However, there was something to bear in mind. This is a short-term study; the performance was better after the C-R treatments, but no study could prove that the achievements would be permanent. Another thing was that the number of participants was small, so the results could not effectively be generalised. Hence, I think a more extended period of the C-R treatments and more participants should be investigated. In this regard, my study will be a similar one with longer treatments, and a more significant number of participants will be included.

Ranalli (2001) investigated learners' preference for consciousness-raising (C-R), which was a means to make students aware of grammatical structures without explicitly telling them the rules. The study adopted C-R and deductive approaches in which grammar rules were explicitly presented to students and followed by the exercises applying the rules. The participants were upper-intermediate learners in a general English course in a private (English) language institute in Korea. They were university students, professional people, housewives, children. The researcher studied two groups of students; both took a 60-hour course taught four times a week; each class was run for 90 minutes. The two groups consisted of the early morning class from 7 - 8.30 a.m. and the afternoon class from 4.30 - 6.00 p.m. The early morning class consisted of four male students and four female students; one was a graduate student, three were working adults, and the rest were undergraduate students. The afternoon class was more homogenous, consisting of nine female undergraduates aged 21 - 25. The researcher chose *This/It/That was/is the first/second/etc. time I + present perfect/past perfect* as the focus structures for the study; it can be typified in the sentence: 'This is the first time I've eaten Japanese food.' The instruments were two questionnaires; the first was distributed before the treatments and the second after the treatments. The treatments were made up of

deductive treatments and C-R treatments. After the treatments, the second questionnaire, which asked questions in more detail about the two approaches than the first one, was distributed. In the first questionnaire, the students chose the inductive approach over the deductive approach. However, surprisingly in the second questionnaire, in which another option, which was a combination of the deductive and the C-R approaches, was added, the results revealed that most students preferred both approaches. This study implied that both consciousness-raising and deductive approaches were favoured by students who studied grammar. However, this study did not show the teaching outcomes. It investigated only the students' opinions towards the two approaches. In my research, the two groups received different treatments (translation lessons with grammar taught using C-R as a method and traditional translation lessons according to the textbook, without extra grammar lessons inserted). The treatments will be assessed concretely by having students take a pre-test and a post-test. The results will show if the approaches contribute to better translation learning with grammar-focused and which approach yields better learning. I also investigate students' opinions towards the two approaches to see if the test results and the students' views are in accordance.

Amirian and Sadeghi (2012) studied grammar consciousness-raising tasks on EFL learner's performance in Iran. The participants were 60 female students at a senior high school in Sabzevar, Iran. They were all native speakers of Persian aged 16-17. They were divided into 30 students in a Traditional group and 30 in a C-R group. They attended the English class twice a week, forty-eight sessions during two semesters (six months). The C-R group was taught by the researcher using C-R tasks, and the Traditional group was taught by another English teacher, teaching grammar based on practice and traditional approaches. The instruments in the study were a language proficiency test and a teacher-made grammar test.

The former consisted of 30 multiple choice items with three sub-tests (a 10-item grammar test, a 10-item vocabulary test, and a 10-item reading comprehension test). The latter consisted of 60 multiple choice items mainly constructed based on the students' textbook's grammar points. The primary resource used for both the Traditional and the C-R

groups was taken from some high school book chapters. In terms of the procedures, both groups took a pre-test; the traditional group was then instructed to use pattern drill practice and the C-R group with grammatical C-R activities and tasks. In the treatments, the C-R group materials were not much different from those of the Traditional group. In the C-R group, first, the teacher wrote and highlighted some examples of grammar on pieces of paper and delivered them to students at the beginning of the grammar session. The students were then asked to read the examples and figure out the grammar rules themselves or in groups. After the treatments, both groups took a grammar post-test. Then *T*-test was run to detect differences between the means of the two groups. The findings showed that implementing C-R activities can help learners improve their grammar knowledge as the C-R group significantly outperformed the Traditional group. This indicated that C-R was more effective in developing learners' understanding of grammar than traditional approaches. This is another example of the effectiveness of C-R.

Nonetheless, as different teachers taught the two groups, and the researcher did not closely follow the Traditional group, there might have been many factors involved. For example, how the researcher could confirm that the Traditional group was appropriately taught as it should be. The Traditional group might not be adequately instructed. With the traditional teacher-centred approaches, students could get distracted easily so that the students could not get the gist out of them, resulting in them performing worse than the C-R group in which the researchers designed the teaching methods meticulously. The study could have more validity if the researcher worked with the Traditional group's teacher closely.

Mohamed (2004) carried out a study to explore learners' attitudes to learning grammar through two types of consciousness-raising tasks. The study investigated learners' preference between deductive and inductive tasks. The participants were 51 ESL learners who were taking language courses in a tertiary institution in New Zealand. Two groups were ranging from lower-intermediate, intermediate, and upper-intermediate levels. The three proficiency levels were referred to as Group 1 (lower-intermediate), Group 2 (intermediate), and Group 3 (upper-intermediate). In terms of the procedures, suitable grammar structures were chosen,

which, in this study, were relative clauses, negative adverbs, ergative verbs. Deductive and inductive C-R tasks were designed for each of these.

Regarding the tasks, the deductive one consisted of two main parts: the first part provided learners with language data in the form of syntactic rules, then the subjects were invited to use the data to complete a language activity in the second part. The inductive tasks' information was the same as the deductive, but the difference was, rather than explicitly explaining the rules, the tasks required learners to search for the rules themselves. In the deductive tasks, the learners were required to perform the tasks individually; grammar rules were explicitly presented to learners, and then they were required to do exercises, whereas they did the inductive tasks in pairs, and students were given specific examples to figure out general rules. In each class, the learners were divided into two C-R groups: one for the deductive tasks and the other for the inductive tasks. In total, 23 learners performed deductive tasks, and 28 learners the inductive tasks. After the tasks were completed, a questionnaire was distributed to explore learners' attitude towards the tasks. The t-test was employed to determine if there were any statistically significant differences between the two groups. The findings showed that both groups viewed both tasks positively, and the t-test showed that both tasks generally equally preferred and were seen by the subjects as effective methods to learn grammar. 73% of the 28 learners who performed the inductive tasks agreed that the tasks were interesting, clear, useful, and easy to understand. The tasks helped them to learn more about how English worked. This group had a mean response of 2.91. Similarly, 72% of the 23 students of the deductive groups favoured the tasks they performed, and their collective response to the task evaluation questions was 2.86. With each statement about the task attaining a mean response above 2.6, both deductive and inductive tasks were seen to be effective (Mohamed, 2004: 231). This study indicates that both approaches are favourable for students. My research also investigates these teaching approaches and compares them to see which one is better in reducing students' linguistic interference. In addition, the study explores students' attitudes about the approaches as well.

Amirian and Abbasi (2014) did a similar study about the effect of grammatical consciousness-raising tasks on Iranian EFL learners' knowledge of grammar. The participants were 64 female students randomly selected out of ninety from a pool of second-grade high school students at the beginning of the course in Iran. All were 14-15 years old and were Farsi native speakers learning English. They were equally divided into two groups: the C-R group and the Traditional group. The assigned teacher taught both groups, but the researcher and the teacher worked together on the tests and the teaching materials. The study's purpose was to compare the two teaching methods for grammar teaching, which were Presentation-Practice-Production (PPP) approach and Grammar Consciousness Raising (GCR) tasks. The former was the approach used in the school; the latter proposed by the researchers. The researchers intended to examine which approach was more effective in learning grammar. Two instruments were employed in the study. One was the Preliminary English Test (PET), which was generally used to test high school EFL learners' proficiency level. It was used before the experiment to ensure the same level of proficiency of both groups. The PET test consisted of 50 items: 30 items addressing the students' knowledge of grammar, ten items evaluating the students' vocabulary knowledge, and ten items assessing their reading comprehension skills. The test's total score was 50, and the time allocated to the test was 30 minutes. Another instrument was a post-test at the end of the experiment to compare the scores of both groups. The test consisted of 30 multiple-choice items. The time limit for the test was 30 minutes. One of the materials used in the study was a book, and both groups received the same one.

However, in the C-R group, the C-R tasks based on Rod Ellis's C-R tasks were adopted. They included some texts followed by a few questions. The texts were downloaded from the internet, or they were selected from classic English books such as *Total English Books*. The researchers avoided selecting the text with lots of unknown vocabularies that were above students' proficiency levels. Questions were developed according to the text. The questions were designed to tap autonomy and responsibility in students because they were supposed to be aware of the new grammatical points in the text and were expected to distinguish the rules themselves. Every lesson consisted of at least a two-page text, comprehension exercises,

and grammatical issues with related activities. The researchers and the teacher were not the same people, but the researchers followed steps closely. The C-R group started with the teacher explaining the grammar point on the blackboard and clarifying what students were going to face in the C-R tasks, and then students took the tasks and made attempts to distinguish the rules: how they worked and where they appeared. Students were free to guess and discuss, and the teachers stayed quiet and listened during this time. After students made the correct hypothesis, the teacher confirmed it. Such a treatment was run for seven sessions, one session every other week. The treatment took place in twice-a-week English classes. The classes covered two semesters (six months), consisting of 48 sessions. After the treatment period was finished, the students of both groups were asked to take the post-test. Then, a *t*-test was run to detect differences between the means of the two groups. The findings align with Amirian and Sadeghi's (2012) study that C-R was more effective than Presentation-Practice-Production (PPP) approach.

The results showed that the students' awareness of grammatical points was enhanced. It also revealed that Grammatical Consciousness-Raising Tasks (GCRT) more effectively promoted explicit grammatical knowledge than PPP. This study is different from the previous one in terms of the instructor. The researcher took the role of an outsider and let the teacher do the teaching. When the researcher is an outsider, the issue of conflicts of interest may be dropped, but there is a disadvantage as well. The research access and communication could be more difficult and produce less fruitful and less pertinent results as the researcher only acknowledges the situation from the second source: the teacher. In my study, I think it is better that I take both the teacher and the researcher's roles as in the future; I will be the one who teaches them. If I teach them in this experiment, I would better perceive problems and solve them in order to improve the teaching in the future.

Iskandar and Heriyawati (2015) investigated grammar teaching in a vocational school in Malang, Indonesia, using grammar consciousness-raising activities. The study examined the differences in grammatical competence in students who were given grammar consciousness-raising activities and those who were not. The participants were 70 first graders of a State

Vocational High School in Malang, Indonesia. They were divided into two groups, 35 students in the C-R group and 35 students in the Traditional group. The researcher taught the C-R group using grammar consciousness-raising activities. The traditional group was also taught by the researcher using traditional teaching techniques, which is often called presentation-practice-production (PPP). The instrument was a test that included a pre-test and a post-test. The test consisted of 40 multiple choice items in two sub-tests (20 items about past tense and 20 items about present perfect tense). The treatments were divided into four sessions: the first was for the pre-test, the second and the third ones were teaching sessions, and the last session was the post-test. The pre-test results and the post-test were computed using SPSS 19.0 to find the *t* value. The findings indicated that there was a significant difference between the Traditional group and the C-R group. The C-R group outperformed the Traditional group, which led to the conclusion that C-R is more effective than the traditional teaching approach (the PPP in this study).

Nevertheless, both groups in this study taught by the researchers could have a shortcoming. The researchers might be biased in teaching as they wanted the C-R group to outperform the Traditional group. In my study, I face this problem as well, and I think it can be solved. At the university where I will collect the data, a textbook that the translation teachers use to teach the translation module will continue to be used in my study in the Traditional group. Before I came to study for a Ph.D., I used this textbook to teach the translation module as well. Thereby, the bias issue could be dropped as the lessons are fixed.

Idek and Fong (2015) examined the use of consciousness-raising techniques (identifying, classifying, and hypothesis-building/checking) in teaching the verb to *be* to students of vocational colleges. The participants were 18 ESL learners aged 17 years old from Keningau Vocational College, Malaysia. They were the second-year students from three courses: Construction technology, Electric technology, and Cosmetology. Their English level was intermediate. The study instruments were tests (a pre-test and a post-test), a questionnaire, and an interview. The tests contained 20 fill-in-the-blank questions on the verb *be*. The questionnaire consisted of 3 main items designed to explore learners' opinions on the

techniques' general effectiveness with 5 Likert-scale adopted. A set of interview questions focused on eliciting learners' perception of how they helped them learn the verb *be*. The three classes were labelled as Group 1 (Construction technology), 2 (Electric technology), 3 (Cosmetology). Group 1 was assigned with the 'identify' C-R tasks, Group 2 was given the 'classify' C-R tasks, and Group 3 received the 'hypothesis-building/checking' C-R tasks. In 'identify' C-R tasks, learners were required to identify the verb *be* in the texts. In 'classifying' C-R tasks, learners had to indicate the accuracy of the use of the verb *be* by marking the sentence as wrong if the verb *be* being incorrectly used and as correct if it is accurately used. In 'hypothesis-building/checking' C-R tasks, learners were asked to identify errors in using the verb *be*. Learners were expected to provide rules for the use of the target form in all tasks. The research was conducted over five weeks. The first week was the pre-test, followed by two weeks of treatments. The post-test was administered in the fourth week. In the fifth week, three students from each group were randomly selected for the interviews. The questionnaire was distributed to the subjects in the same week. ANOVA was utilized to determine any significant difference between the means of gain scores among the three groups based on the different treatments they received. The data from the questionnaire were tallied and categorized. The interview responses were also analysed and coded according to themes concerning how the tasks improved their learning. The test results showed that Group 3, which performed hypothesis-building tasks, had the highest average gain scores in the post-test, followed by Group 2 and 1. Overall, students' performance in the post-test generally improved, implying that all three C-R techniques can help learners increase their understanding of the target form. The questionnaire results indicated that all three groups agreed that they preferred the C-R tasks over other grammar tasks they previously performed. As for the perceptions on the effectiveness of the C-R tasks compared with other conventional grammar tasks, the participants generally agreed that the C-R tasks were more effective than the traditional method. Regarding the interview, all randomly selected students showed they could use the verb *be* in terms of forms, functions, and contexts.

To sum up, all three C-R techniques contributed to successful learning verb to *be*, and C-R was a preferred method by most participants. However, this study investigated only the verb to *be*, which is a minimal point in English grammar. The results could be different if more grammatical issues are investigated because each point has different difficulty levels for L2 learners. My study will use the C-R approach to examine the improvement of grammar learning in a broader range. The results can reveal if C-R is still effective when used to teach several linguistics points.

Yarahmadzahi, Ghalaei, and Sani (2015) conducted a study to investigate teaching grammar through indirect consciousness-raising tasks on learners' grammatical knowledge versus conventional grammar approaches such as target grammar explanation. The participants were 66 male Farsi native-speaker students being members of four classes at a public high school in Dashtestan, Bushehr, Iran. They were from two second-grade classes and two third-grade classes aged between 16-17 years old. One group in each pair was C-R and the other one was the Traditional group. Accordingly, 20 second-grade and 22 third-grade students comprised the team of C-R groups; 10 second-grade and 14 third grade students comprised the pair of Traditional groups. All of them were at the intermediate level. They were nearly at the same language proficiency level, which was determined through the Nelson Language Proficiency test written by Flower & Coe (1976). To make it clear, there were four groups: Group 1, 2, 3, 4. Group 1 and 2 were Grade 2 students. Group 3 and 4 were Grade 3 students. Group 1 and 3 were C-R groups; Group 2 and 4 were Traditional groups. All groups received the same pre-test and post-test. The instruments consisted of the Nelson 200 C test, a standardized grammar test (from Cambridge Exam English.Com) as the pre-test and the post-test, and inductive grammar consciousness-raising tasks. The Nelson 200 C test with 50 multiple-choice items was used to investigate students' proficiency. The standardized grammar test was used as the pre-test to ensure their homogeneity regarding their grammatical structure knowledge. It contained 20 multiple-choice items and ten gap-fill items constructed based on students' text book's grammar points. The 30-item pre-test was also used as the post-test. The inductive grammar consciousness-raising tasks were adapted to

meet the main criteria of C-R activities established by Ellis (1992, 2003) and Willis and Willis (1996). Another source used for both control and C-R groups was grammatical contents from second and third-grade high school books. In the treatment for the C-R groups, the teacher assigned students to work in groups. A task sheet was distributed to all students. Instead of giving an explicit explanation about the target structures, the researchers employed a sequence of C-R tasks to make the learners discover how the aimed grammatical structures worked. During the process, the teacher moved around the classroom, checked, and helped the learners think of more challenging exercises. The consciousness-raising tasks were performed in both the first language (L1) and the target language (L2). Learners were encouraged and helped determine grammar rules from the evidence given and arrive at an explicit understanding of the rules. To raise their motivation, they were engaged in a competition in which each group received credit for finishing the task earlier. This task aimed to encourage learners to experiment with the target structure, not its mastery. The results showed in the proficiency test and the pre-test that students in four groups had the same grammar proficiency. However, after the treatments, students in the C-R groups showed remarkable grammatical ability when comparing the pre-test and post-test results. Therefore, consciousness-raising tasks developed for the second and third-grade C-R groups were practical enough to help the subjects make significant grammatical proficiency progress. The study suggested that implementing C-R activities would help learners improve their knowledge of grammar. It showed the students were more active in class while learning the grammar points because they were asked to extract the grammar points themselves by focusing on the examples in their handout by working collaboratively. The researchers also suggested since CR tasks were based on discovery-learning, using L1 may help the learners (especially the less proficient ones) make the most of their prior knowledge to discover and understand the rules more effectively.

As reviewed, numerous studies have proved successful results from consciousness-raising tasks on the attainment of linguistic accuracy. In my research, I focus on enhancing students' grammatical competence as it is persistently problematic in their translation. The C-

R approach has positive feedback in grammar learning empirically; students also have a positive attitude. However, there have yet had any studies using C-R related to the improvement of translation skills. It is evident that C-R benefits grammar learning, but what will the situation be when learners must apply the knowledge after grammar lessons with C-R sessions to translation. Does C-R still contribute to better learning? This is a question my study intends to answer.

2.2.3.2 Attention

Attention can sometimes be used interchangeably in literature with related terms such as *consciousness*, *noticing*, *awareness*, and *understanding* (Schmidt, 1994a). When talking about attention, it is unavoidable to mention awareness as they are two sides of the same coin, and it is impossible to separate them (Schmidt, 2001). According to Carr and Curran (1994), *consciousness* and *attention* are often viewed as synonyms, 'if you are conscious of something, then you are attending to it (or you are about to), and if you are attending to something, then you are conscious of it' (Carr and Curran, 1994: 219). Furthermore, these terms are used overlapping in everyday use as one concept often entails the other (Al-Hejin, 2004). Regarding *noticing*, Schmidt (1994b: 179) defines it as 'the registration [detection] of the occurrence of a stimulus event in conscious awareness and subsequent storage in long term memory....' Al-Hejin (2004) represents Schmidt's definitions as *noticing* = *detection* + *awareness*. He adds that as it is implausible to be aware of something without detecting it, he simplifies the equation to *noticing* = *awareness*. In terms of *understanding*, he explains that it is a higher level of awareness. In Schmidt's study, he uses *noticing* to 'mean conscious registration of some events' occurrence, whereas *understanding* implies recognition of a general principle, rule, or pattern' (1995: 29). Nonetheless, to avoid confusion about the term *attention*, Schmidt's definition (1994a), which seems to be the most widely cited in SLA literature, will be adopted. Schmidt (1994a) defines *attention* as one of the four dimensions of the concept of consciousness, which consists of *intention*, *awareness*, *control*, and *attention*. Al-Hejin (2004: 2) defines *intention* as learners' deliberateness to attend to the stimulus

attention. He explains that *awareness* is the subjective experience or knowledge of the learners detecting a stimulus. Awareness is often involved with explicit versus implicit learning; learners may or may not be aware that they have acquired a new structure. For example, generally, children are unaware that they have learned the complex syntactic rules. *Control* refers to how the learners' language output is controlled, which requires substantial mental processing effort. If it happens spontaneously, it requires little mental processing effort. Regarding *attention*, Al-Hejin refers to it as the detection of a stimulus.

The role of attention has necessary implications for many theories in second language learning, such as second language input, processing, development, variation, and instruction (Al-Hejin, 2004). Attention is seen as essential for storage and a necessary precursor to hypothesis formation and testing. In most psychological models, attention is essential and sufficient to encode a stimulus into long-term memory (Schmidt, 1990). Attention will allow learners to be aware of mismatch or gaps when producing the target language (Schmidt, 2001). In SLA as well, attention is necessary for input to become intake for a further mental process (Carr and Curran, 1994; VanPatten, 1994; Schmidt, 1995); how efficient the input depends on time, quantity, and quality of attention to input. According to SLA theorists such as Bialystok (1994), attention functions as the process that brings things into awareness. The orthodox idea in psychology claims that there is no learning without attention; unattended stimuli create only short-term memory, and attention is necessary and sufficient to build long-term memory. Schmidt (1995) agrees that attention is needed and sufficient for long-term memory storage to occur as unattended memory persists only a few seconds. Not all learning is intentional; some learning is incidental; for example, a vocabulary can be learned through reading, but all learning needs attention. If readers ignore new words, they will not learn them. Schmidt (2001) points out that to acquire phonology, learners must attend to the sound of the target language, especially the contrastive one, so that they can distinguish the difference in the sound system of the two languages. Moreover, to acquire pragmatics, learners must notice both linguistic forms and relevant contextual features. As such, without sufficient attention to the input, the output cannot be processed efficiently. Peters (1998) proposes that in all language learning areas (phonology, grammar, semantics, pragmatics, vocabulary,

discourse structuring), learners must attend to and notice any source of variation that matters, whatever make a difference in meaning. In some structures, learners may not have to attend to the difference, as it does not matter; for example, 'give the present to Jane' and 'give Jane the present' both are correct. Nonetheless, in some structures, such as an utterance containing a pronoun, learners have to attend to and notice the difference and know the ordering because it matters. Schmidt (2001: 7) exemplifies that it is possible to say 'I turned it down' but 'I turned down it' is possible only in the sense of 'I turn down the road' while 'I turned the road down' makes sense only with the semantic reading of a road being offered but rejected as a gift.

Schmidt (1995: 3) states that 'while input and interaction are important to establish a secure level of communicative proficiency, this is not because language learning is unconscious, but because input and interaction, attention, and awareness are all crucial for learning.' As emphasised in psychology, attention is the mechanism that controls access to awareness (Schmidt, 2001). Schmidt (1995) also points out that 'overly explicit instruction does not lead to productive use, but direct instruction, consciousness-raising, and a focus on form are valuable when they help learners bring order to the input they encounter. They facilitate understanding, and boost or support natural acquisition process because understanding and application need to be well synchronized.' Schmidt gives an example of learners who have been instructed with an excessive focus on the form and cannot apply what they have learned because they have only abstract rules but lack of good synchronization between understanding and application.

McGinnis (2007) investigated the nature of attention in mind and current knowledge about the relationship between attention and language learning. He states some researchers and language teachers (such as Krashen, 1981; Williams, 2005) argue that L1 learners have the natural language ability to learn L1 effortlessly in which attention with awareness is not required; hence, this ability could apply to learn L2 as well. Nonetheless, McGinnis declares that adult learners are seemingly unable to reproduce the learning of their L1 in their L2 learning, and it is evident in learning grammars. This is the problem I have pointed out in my study as my research subjects are university students and are considered adult learners. They

have trouble acquiring L2 grammar resulting in them producing a poor-quality translation, even in simple sentences. Attention is necessary for language learning, especially grammar, which is the focus of this study. Attention is also an essential element in many language learning approaches, such as noticing, focus-on-form, or consciousness-raising, of which the last one is my study's primary approach. In my research, students are instructed with linguistic lessons through the C-R approach. I design teaching materials functioning as a stimulus to students' learning carried out through the C-R approach. Students will be urged to come up with the rules from the sentences given. After that, they are required to do practice exercises to revise what they have learned; they are asked to fill in the blank with the right answer. I view that to acquire the rules, repetition and practice are essential, which is in line with many researchers such as Havlásková (2010) and Rutherford (1987), who agree that practice can reinforce the rules learners have learned. Schmidt (2001) agrees that practice in language learning can effectively help learners attend to different aspects of the target language and help focus learners' attention to achieve the ultimate goal that is, in my case, translation skills in terms of linguistics. Hulstijn and Hulstijn (1984) also suggest that specific tasks can be repeated to make learners pay attention to different features, such as grammar and completeness of the information. In my opinion, to produce a grammatically correct sentence in another language, one must know the good grammar of that language, and to do so, they need to attend to the rules. Many researchers have conducted studies and found that the most prominent errors occurring in students' translation are grammatical ones (Galvao, 2009; Havlásková, 2010; Elmgrab, 2013; Othman, 2017). Lederer (2014) also agrees that before you can translate, language skills have to be mastered.

Regarding learning forms to acquire a language, there are two major contrasting views: one supports the focus-on-form (rules) school (e.g., Harley, 1998; Lightbrown & Spada, 1990; Spada & Lightbrown, 1993; White et al., 1991) and the other the communicative-focused school (Krashen, 1981; 1982, 1985, 1994). My study is more likely to be in the focus-on-form school as the participants are directed to learn linguistic rules. In other words, students will get to understand forms and then be tested if they acquire the forms they have learned, and the method used to test them is translation. In basic translation (translation in sentences),

forms (rules) are essential to the quality of work because students need to know linguistic rules to be able to construct sentences. Particularly in inverse translation, to translate L1 into L2, students are required to understand the L2 structures and recognize them; accordingly, conscious or selective attention is needed in the learning process. The teaching method used here is not direct or explicit instruction of rules but instance-based learning through the C-R approach. The technique is used to raise consciousness to the input so that attention can be focused.

In this study, attention plays a vital role as I intend to investigate whether students do better in translation in terms of linguistics when attention is focused on grammar. Whether linguistic interference usually occurs in students' translation is reduced after students have received the input in which their attention is directed. There are studies on grammar learning, showing that students' grammar knowledge was improved when attention was directed to grammar. For example, Storch (2001) investigated three grammar-focused classroom tasks and found that when students' attention was focused on grammar, in this case, by having the students do grammar-focused tasks, their grammar knowledge was improved. The findings revealed that all three tasks were successful in drawing students' attention to grammar. The translation is used to investigate learners' conscious mental processes. I hypothesize that if the input, which is the teaching material I design, successfully enhances students' linguistic acquisition, linguistic interference in students' translation will decline.

Nevertheless, some researchers, such as Carr and Curran (1994), state that focused attention is required for some types of structural learning. Still, when structures are more complicated and ambiguous, focused attention may not yield successful learning. However, this could be true; my study's focused points are not cumbersome or vague because I test the subjects on translation in sentences. These sentences emphasize grammar; thus, attention is one domain in the literature as it is essential and necessary for the learning process. The approach employed to direct students' attention is Consciousness-Raising.

2.2.3.3 Grammar-Translation Method (GTM)

Grammar-Translation Method is inherited from the teaching of Latin and Ancient Greek in which the emphasis was on writing, on grammar, on accuracy. Grammar-Translation Method was dominant in teaching modern languages in European secondary schools at the end of the 19th century and continued to be so, despite the attack, long into the 20th century (Cook, 2010: 9). The method aimed to enable its students to read the literary classics of Latin and Ancient Greek (Cook: 2010). Grammar-Translation Method began in Germany at the end of the eighteenth century. It prevalently established its position in language teaching (Chang, 2011) until the mid-and late 19th century, before members of the Reform Movement disagreed with abstract grammar rules and vocabulary lists in language classrooms. The Reform Movement claimed that Grammar-Translation Method did not help students learn a language communicatively (Schjoldager, 2004). Its focus was on grammatical rules and written language, not communicative skills. Grammar-Translation Method is a teaching method that has been heatedly criticized for the past years for several reasons. For example, it primarily dealt with the translation of isolated sentences out of contexts; it focused on grammatical rules through written exercises, memorizing vocabulary believed not to be a natural way to acquire an L2.

Moreover, the mother tongue was used as a medium of instruction, which some believed resulted in a general inability to use the language for communication purposes. Also, listening and speaking skills were not acquired with this method (Leonardi, 2011). Grammar-Translation Method ceased to dominate language teaching practice around the 1940s, and translation was banned from language classrooms as it was considered detrimental to language learning. Cook (2010: 4) states that 'in language teaching theory, translation has been consistently an outlaw for around a hundred years. Grammar-Translation Method, however, has unofficially been a pedagogical device in language classrooms in many non-English speaking countries. For example, in Taiwan, Grammar-Translation Method is a traditional teaching method that has dramatically influenced grammar teaching for decades (Chang, 2011). I will discuss Chang's study later.

Asl (2015) comparatively explored Grammar-Translation Method (GTM) and Communicative Language Teaching (CLT) in language teaching and found that each method has both advantages and disadvantages. For instance, several CLT techniques such as role-play, simulation, drama, projects, interviews, and problem-solving require students to prepare, rehearse, speak, act; accordingly, they help students develop their fluency and confidence in the target language. However, this approach requires the teacher to prepare motivating and creative materials to get all students involved, which is a demanding task, and it is difficult to do with large groups. Regarding GTM, its method focuses on analysing grammar rules and memorizing vocabulary, so it benefits primarily reading and writing, and the mother tongue is also used as a medium of instruction. Thus, the disadvantages of GTM are speaking and listening as they are not explicitly focused on. Modern language theorists believe that these skills are more important in language learning than reading and writing skills. Moreover, in GTM, the teachers play a dominant role, speak mainly in classrooms and in their mother tongue, which does not contribute to developing learners' communicative skills. Asl (2015) suggests that it cannot be judged which method is the best because it depends on who the learners are, their level of language proficiency, what sort of communicative needs they have, and the circumstances in which they use English.

Chang (2011) investigated two college classrooms in Taiwan to compare the effectiveness of using Grammar-Translation Method and the Communicative Approach in teaching English grammar. Two groups of second-year English majors who had similar levels of English were selected. The author used a pre-test, a post-test, and a questionnaire as the instruments of the study. The experiment was conducted in the first semester (4.5 months) and divided into three stages: Week 1 – pre-test, Week 2-17 – the C-R sessions, Week 18 – post-test. The pre-test was to ensure that the subjects had the same levels of English. The pre-test and the post-test included 50 multiple choices of 5 subject areas: imperatives, passive voice, attribute clause, non-finite verbs, and subjunctive mood. The study was designed carefully and conducted by dividing the subjects of the same level into two groups (C-Rand control), then had them receive the treatments (one with Grammar-Translation Method, the other with the

Communicative Approach) through the semester with a pre-test administered before the intervention and a post-test after the intervention. The data were analysed to answer three questions: (1) whether learners in the C-R group can make significant progress in grammar learning after experiencing a C-R semester; (2) whether learners in the C-R group can make more progress in grammar learning than those in the Traditional group through the C-R semester; and (3) whether Grammar-Translation Method is more effective in improving learners' learning confidence and motivation than the Communicative Approach (Chang, 2011: 19). The only difference between the two groups was the teaching method as the author intended to explore the effectiveness in learning grammar by comparing two methods (Grammar-Translation Method and the Communicative Approach) to answer Question 1 and 2. The questionnaire was distributed to survey the students' attitude towards the teaching methods in order to answer Question 3. The results were analysed and compared between two groups with SPSS 16.0. The results showed that the C-R group students (taught by Grammar-Translation Method) made more progress than the other in the Traditional group (taught by the Communicative Approach). The questionnaire indicated that most students preferred Grammar-Translation Method in learning grammar. In my opinion, the study was conducted in favour of Grammar-Translation Method because it investigated grammatical competence; as a consequence, it can be expected that Grammar-Translation Method will be more useful to teach grammar than the Communicative Approach. The study investigated grammar learning by comparing the usage of two approaches, and one thing it proved is that Grammar-Translation Method is effective in grammar learning. In my research, Grammar-Translation Method is used as exercises to scaffold the grammar lessons students have learned through the C-R approach. I believe that the practice with Grammar-Translation Method does help students build solid grammar knowledge.

Abdalla (2016) surveyed teachers' attitudes towards Grammar-Translation Method. He evaluated Grammar-Translation Method versus the Communicative Approach by having EFL teachers complete a questionnaire of twelve items about the usefulness of the two mentioned methods in teaching EFL students at Taif University at Rania, Saudi Arabia. The

questionnaire was distributed to twenty EFL teachers with academic degree grading from bachelor to Ph.D. As mentioned in the study, 75% of the participants agreed that students in this university had a weak level of English, and 65% of the subjects supported the use of Grammar-Translation Method when considering the English level of the students at Taif University at Rania, Saudi Arabia. Most teachers preferred Grammar-Translation Method to the Communicative Approach.

As a consequence of students' weak English level, Grammar-Translation Method was more useful in setting up a solid foundation for L2 (English) acquisition. I agree with this statement; teaching students with a weak English background, Grammar-Translation Method is needed because grammar is a base of English learning that could help students develop other reading, writing, and translation skills. Most participants opined that in acquiring a second language, accuracy is more important than fluency. I doubt it because I believe that to develop a second language, both fluency and accuracy are mutually beneficial and have their strong points; that is, accuracy is much needed in receptive skills and fluency in productive skills. Though this is only one questionnaire exploring the teachers' opinion toward Grammar-Translation Method used in teaching grammar in one university, there was no empirical data to support the results. The results might come out differently if the variables were changed, e.g., students' English level and a larger number of participants; accordingly, the results could not be generalized effectively. However, some empirical studies on Grammar-Translation Method have been reviewed earlier in this study, and the results showed that Grammar-Translation Method was a useful tool to support grammar learning. Accordingly, this method is adopted in my research.

A study in secondary education conducted by Mondal (2012) also investigated Grammar-Translation Method and the Communicative Approach by comparison. The subjects of the study were college students in Bangladesh. They were divided into two groups: one taught with Grammar-Translation Method and the other with the Communicative Approach. The participants were 88 students from different colleges in four districts. They were selected through a random sampling method. The data were collected through a survey in the form of

a self-administrated questionnaire in English. The participants could take as much time as they needed to complete it and were requested to return it after that. The data analysis was done with SPSS software. The study's objectives were to know the pros and cons of Grammar-Translation Method and the Communicative Approach for teaching the English language (especially in college-level education in Bangladesh) and justify which method is better in a practical sense. The results of this study contradicted Chang's study (2011). In Mondal's (2012) study, the group with the Communicative Approach teaching made more progress than the other one with Grammar-Translation Method teaching. Nonetheless, the study suggests the best way for teaching a foreign language is to combine the two methods because Grammar-Translation Method emphasizes accuracy while the Communicative Approach promotes fluency, which is the objective of learning a language. In my view, this study was not set up reliably. First, the participants' English levels were not identified. It is highly possible that if the subjects had a good English command, they would view that the Communicative Approach is better. In addition, the study was descriptive, not experimental. It only examined opinions without any teaching sessions of the two approaches to compare which one is better. It would be more reliable if the study had empirical data to confirm the research subjects' views.

According to these studies, Grammar-Translation Method may not be the method that benefits language learning in all skills, but it proves that it is useful in grammar learning. Moreover, it is an excellent way to teach L2 to students with low English proficiency. What is more, when a class is big, Grammar-Translation Method is a better method to teach students an L2 than the Communicative Approach, which requires a small class to be effective.

Even though Grammar-Translation Method is a teaching method that is hotly criticized in terms of its effectiveness as it is unnatural, teacher-centred, textbook-dependent, authoritarian, and norm-referenced (Cook, 2010) which could be considered weak points of the method, it is still used in many countries to teach grammar such as Taiwan, Bangladesh, Thailand, Saudi Arabia. This could mean that it is effective in some way. Furthermore, Cook (2010: 14) suggests that Grammar-Translation Method can be adapted and supplemented by activities focusing on the aspects of language use that it ignores: connected texts, authentic

examples of use, student-centred activities, to mention a few. Cook further states Grammar-Translation Method does develop grammatical accuracy and written translation skills. It is in line with this study's purpose, which is to develop students' linguistic competence. In my study, the focus is on improving linguistic competence so that students will do better in translation in terms of linguistics (grammar, syntax, morphology, lexis, and semantics); I teach grammar, which I would instead call the adaptation of Grammar-Translation Method. That is, grammar is taught unit by unit by the C-R approach. The lessons focus on grammatical rules of L2; translation is used as practice activities for students after they receive grammar lessons. Still, the way grammar lessons are delivered is not the same as in Grammar-Translation method. It is not teacher-centred, teacher-led, or teachers explaining the rules explicitly and then students do the practice. It is student-centred, and the rules are discovered by students themselves through given examples in sentences. The method I use to deliver grammar lessons is the Consciousness-Raising approach aiming to raise students' consciousness in grammar points taught in class. It can be said that the teaching intervention I design is the combination of the C-R approach and something akin to Grammar-Translation Method. After that, my approach's effectiveness will be evaluated by the students' test results, a questionnaire, and an interview.

2.2.3.4 Translation as a tool for language learning

In second language acquisition (SLA), the assumptions about translation in language teaching (TILT) is that translation is often considered detrimental to learners' fluency and the development of a new language. The objection is that translation obstructs the development of an ability to use the language automatically. However, in language teaching, translation is no longer a negative tool to language acquisition, for it could benefit L2 learning as a potential device to acquire the language. Even though fluency is considered the most important in communicative competence, translation deals primarily with accuracy, reinforcing fluency in the communicative skill. When doing translation, learners need to be accurate in structures

to construct a sentence. Many previous studies in language teaching empirically prove that translation is a useful tool to teach a language. Atkinson (1987) suggests that translation allows students to say what they want to say and encourages them to express it in English. These students can be helped by teachers if needed because not all English learners expected to be fluent in English are fluent enough to say all they want to say. The view that translation should be used in language teaching is also supported by many studies in the past such as Duff (1989), Sewell and Higgins (1996) and recent researchers such as Laviosa (2014), González-Davies (2017), Barnes (2018). For example, in reading classes, if the teacher translates texts in Thai, it would be easier for students to understand them; it could encourage them to have more interactions in class than monolingual English classes do, especially students with low proficiency. Moreover, teachers can explicitly point out the differences between L1 and L2. In this respect, a translation could be useful because it can be interactive, learner-centred, promoting learners' autonomy (Mahmoud, 2006). Atkinson also adds that translation is useful for many activities such as checking comprehension, giving instructions, co-operating among learners.

Antón Remírez and Lázaro Ibarrola (2011) carried out a study to see if translation helped students learn the structures: 'used to,' 'didn't use to,' 'to be used to,' 'the relative pronouns' and the new vocabulary used in the translation. Also, they intended to explore if the reverse translation activity motivated students. The study was carried out with 15 students in the last year of Compulsory Secondary Education in Spain. Most of them were 15-16 years old and had been studying English for eight years. All had the A2 level according to CEFR (the Common European Framework of Reference for Languages). The experiments were divided into two sessions; each session lasted 55 minutes. A teacher-researcher oversaw the whole process. Students were divided into seven pairs in the first session and were asked to translate a text (196 words) from Spanish to English. Dictionaries, textbooks, questions were allowed. The text included the following structures: 'used to,' 'didn't use to,' 'to be used to' and 'relative pronouns.' Three of the pairs finished the translation; one of them almost finished it, and the other three pairs did half of the text. While doing translation, the students were also

taught the mentioned structures. In the first session, students worked in pairs. The teacher-researcher assessed their performance and guided them continuously and explained the vocabulary problems by writing them on the blackboard so the students could follow or note them down. A week later, the students worked individually and received both individual feedback and whole-class feedback on Session two's common mistakes. Afterward, a post-test with five sentences similar to those of the translated text and vocabulary and grammar structures included were administered. The results showed that the activities were successful. The relative pronouns were most learned, with 12 students translating them successfully. The structure 'used to' was also translated correctly by nine students. However, the structure 'be used to' was not correctly translated by most students. Almost all students were able to use the vocabulary correctly in the post-test. The author concluded that there was enough evidence to prove that using translation in the EFL classroom contributed to positive outcomes.

Calis and Dikilitas (2012) investigated the use of translation in EFL classes as L2 learning practice with 28 elementary students learning English intensively for their academic education in different majors. They were taught pronouns, the singular /plural forms, there is /there are structures through translation exercises for seven weeks. Two hours per week were allocated for translation practice in which the students were required to translate Turkish sentences into English. They were also assigned to do related activities outside the classroom. The instruments of the study were two sets of the questionnaire as IBT (The Inventory for Beliefs about Translation) and ITLS (The Inventory for Translation as a Learning Strategy) and the Interview Guide adapted from Liao (2006), which were used to measure beliefs, strategy use and interviewing process (Calis and Dikilitas (2012: 5080). The instruments were translated from English into Turkish in order to make the questions understandable for students at elementary levels. SPSS analysed the data. The findings revealed that the participants believed translation helped develop reading comprehension skills, vocabulary, composition writing, and speaking. They seemed to think that doing translation for learning promoted firstly their receptive skills and then productive skills. The interviews showed that students felt that translation allowed them to compare and contrast the L1 and the L2. It can be seen from the

studies reviewed that students with a beginning level of a second language like A2 level in Antón Remírez and Lázaro Ibarrola's research (2011) and elementary level in Calis and Dikilitas's study (2012) saw translation as a useful learning tool. This emphasizes the appropriateness of using translation as a language learning tool in my study because the participants mostly are the students of A1-A2 level, according to CEFR. House (2018) states that translation is a natural process in all language use. When learners learn a new language, mother tongues are clearly not separated in learners' minds; learners will seek to interpret the new language instinctively and attempt to relate it to their lingua cultural contexts. She suggests that using translation in foreign language teaching is recommendable. It helps learners recognize how another language should be used with the recourse to the linguistic repertoire they are familiar with.

Leonardi (2011: 82-84) explains how translation can be used in foreign language classrooms:

a) as a critical reading tool: to translate, students have to read carefully to get the right meaning; after that, they need to analyse and assess the text to find the most appropriate translation

b) for grammatical analysis and explanation: students are expected to notice the similarities and differences in the L1 and the L2 in a contrastive perspective. On the grounds of this, students develop awareness in using the language and also develop proficiency in their mother tongue;

c) as a vocabulary builder and facilitator: translation activities or L1 use could prove to be a more efficient tool in making students connect the meaning of the term to their L1 knowledge than a foreign language;

d) as cultural mediation and intercultural competence development: L2 learners and translators alike have to negotiate and mediate the most suitable language element in the translated version of a text. The translation is cross-culture communication, thus doing the translation is developing intercultural competence;

e) to develop communication (written and oral production): it is commonly known, especially in L1 to L2 translation, that translation strengthens written production because to translate into the L2 successfully, learners need to have a certain level of writing skills. Furthermore, Leonardi (2011) illustrates through translation activities in her suggested pedagogical translation framework that translation could enhance oral skills and other primary skills. Leonardi (2011: 94) suggests reading aloud so that students have an opportunity to exercise their vocal organs. They can also imitate the teacher's intonation and rhythm and get chances to ask questions in the reading, which could be in the L1 or the L2 depending on the lesson's purpose. In this way, students can improve their spelling and pronunciation.

Kasmer (1999) suggests ways to use translation in the EFL/ESL classroom: 1) bilingual immersion, 2) co-teaching, 3) using bilingual text, and 4) combination approaches. Bilingual immersion is an idea when EFL/ESL students study subjects such as Maths, Music in English, and when their L2 is not likely to be adequate for understanding the lectures, it is highly feasible that they will take note in the L1. It means that they will get the gist of what they have heard and directly translate it. Co-teaching was experienced by Kasmer (1999) in Taiwan. There were two instructors: one was a native English; the other was a native Taiwanese. With this approach, students received similar knowledge in two languages: the class with the native English teacher and then with the Taiwanese teacher. This allowed students to ask what they did not understand in the class with the native English instructor.

The third approach is using a bilingual text, which primarily aids students in reading comprehension. It allows students to understand vocabulary better. 'The use of bilingual texts cuts down on time needed to learn vocabulary, and hence, the time needed to reach a better reading comprehension level' (Kasmer, 1999: 12). The last approach is to combine some of the mentioned approaches. The author illustrated commercial schools in Taiwan and Hong Kong, where bilingual textbooks and co-teaching were used together. Kasmer (1999) further suggests classroom activities such as lost in translation when students are divided into a group of ten, for example. Each even-numbered student will receive a different English sentence written on a piece of paper. Each odd-numbered student will receive one of the same English sentences

translated into a native language sentence. Students must translate the main idea of the sentence and write it below the original sentence and then conceal the papers and pass them in a clockwise fashion until everyone completes them or the teacher stops the activity. After that, students examine what has been lost in the translation. This activity helps students improve vocabulary and raise consciousness in terms of grammatical and contextual structures in both languages; in addition, wording and phrases will be recognized. Another activity is bilingual dialogues where students are paired off, and one receives a native language version of the dialogue, the other an English version of the same dialogue. They will attempt to translate their dialogues and later compare the result and act out the English dialogue. The last suggested activity is role-playing with native language brainstorming. Students will be given a set of English discussion phrases that usually have been pre-taught and practiced. Students then break into brainstorming groups to develop strategies for their later discussion with an opposing group. For their brainstorming, the students may use the L1 and can ask for the teacher's guidance and critique. Students should consult dictionaries first to formulate expressions, and the teacher should point out some distinction and formality in the meaning of some words. Students can use the L1 in the preparation, but later, they are required to use English. Finally, students prepare for the discussion, practicing the English expressions. The teacher should critique the debate, such as presentation sequencing, word usage, grammar errors, and body language. Students benefit from this activity, including dictionary usage, speaking skills, vocabulary, phrases, and cultural differences between the L1 and the L2. Kasmer's (1999) approaches are practical in terms of translation being used as a tool in acquiring a second language. They benefit particularly in reading and vocabulary and speaking in the co-teaching approach, but this has limitations because it requires native English speakers. In some educational settings, native English instructors are not always available as many as the demand. Still, I agree that this approach contributes to considerable advantages, especially to students with inadequate English background who cannot effectively learn English by the L2 only. The first and second approaches are practically arranged in many classrooms around the world. The suggested activities could be instrumental in class, and they benefit students in improving many skills. However, the

activities are more suitable for small to medium classes because they will take much time in a large class of 50 students or more. Nonetheless, Kasmer's (1999) approaches provide some guidelines for conducting classes with pedagogical translation.

Cunningham (2000) investigated translation in the classroom as a useful tool for second language acquisition. Her paper aimed to demonstrate that translation truly helps language learning, especially in terms of linguistic competence accuracy. The author conducted an informal case study with a group of Japanese adult students. Given that many Japanese English learners are confused about using the auxiliary verbs 'be/do/have', this study was conducted to see if translation exercises helped solve the problems. Contrastive Analysis was used to analyse the exercises, and the results showed that after the treatment, students still made mistakes but quickly self-corrected. This indicates that translation does help. However, this study was an informal case study in which the treatment lasted only five minutes and was conducted with a narrow subject area. As the author suggested, more experiments are required to justify the potential usefulness of translation.

Negari (2011) carried out a study to investigate the role of translation in improving EFL learners' reading comprehension. The participants were 120 EFL learners studying at the English Language Institute in Zahedan, Iran. They were categorized into beginner, and intermediate levels after the Michigan Test of English Language Proficiency was administered. They were divided into four groups: two beginner groups and two intermediate groups. Each group consisted of 30 students. One group of the beginner groups and one of the intermediate groups were put into the C-R group and the other two in the Traditional group. The classes were taught by the researcher who had gained teaching experience in teaching students of all levels for eight years. The teaching lasted 45 days, three times a week, consisting of 18 sessions. Each session lasted one hour and a half. In the C-R group, for both beginner and intermediate learners, the teacher asked students one by one to read the sentences in the passage and translate them. If they had any questions, they asked in the L1, which was Persian, and the teacher also answered in the L1. The class went on like this until the passage ended, then the teacher asked them to answer the comprehension questions which appeared

at the end of the passage. The questions were in English, and the students wrote the answers in English as well. The questions and the responses of each student were read out loud. If the answer was wrong, the teacher corrected it. In the Traditional group, both beginner and intermediate groups were taught without using translation techniques. The teacher speaking English asked the students to read a sentence from the reading passage one by one. After the students finished reading the passage, they were asked in English whether they had any questions. If they had questions about the passage's vocabulary, the teacher tried to clarify its meaning using pictures, drawing on the board, and giving examples. All activities, including Q/A, drills, explanations, were carried out in English (L2), and the students practiced vocabulary by using words in complete sentences. After all the teaching sessions were finished, the students were asked to take a final test consisting of unfamiliar reading passages suitable for the students with different language proficiency levels. The test included 40 reading comprehension questions from four unfamiliar reading comprehension texts. The two-way ANOVA (Analysis of Variance) was used to determine whether there was a relationship between the method of teaching and the level of proficiency on the reading comprehension of the participants, and the results revealed that the method of teaching and the level of proficiency did affect learners' reading comprehension. The study indicated that translation had a positive effect on reading comprehension of EFL learners at the intermediate level as the finding showed that translation of passages from literature in their first language (L1) offered students of English as a foreign language (EFL) a unique opportunity to explore the dimensions of both languages and to develop their skills and style of written expression in English. The study empirically proved that translation is not detrimental to language learning, at least in reading comprehension. The author concluded that translation undoubtedly had pedagogical implications both from theory and practice, as it is a crucial teaching device to promote reading comprehension.

2.2.3.5 Using L1 in the classroom

Thailand is a country where English is used as a foreign language, not a second language. Most Thai cannot speak English. The environments in daily life are described in the Thai language. Thai L2 learners of English do not have much opportunity to speak English in everyday life; they can speak English only when they have classes with foreign teachers. Even if students are generally required to study English at a very young age, they cannot use English well or are confident to use it. Most English classes in Thailand are conducted in Thai because, in many educational institutions, the teachers themselves cannot speak English so well that they can deliver courses in English, especially in rural areas. Public schools are short of foreign staff as the government budget is limited. This situation generally occurs in public schools in Thailand. Only some schools, which are considered the minority, are fully equipped with adequate foreign staff. These schools charge very high tuition fees or are located in big cities. This means only rich people or city children can afford good schools as most Thai people are poor and live in the countryside. Most students in the country do not speak English in daily life; accordingly, they all are too shy to speak English with teachers. When Thai teachers, I, for example, spoke English with them, the class kept quiet, they did not answer the questions and were not eager to have interactions. I knew they understood what I asked because it was easy, but they were too shy to respond and were afraid to speak in English, and if I said something very complicated, they would not understand. When I switched to the Thai language, they looked relaxed and more confident to reply. Still, if I asked them ‘any questions?’ at the end of class, there was no question most of the time. If some students did, they would likely wait until the class was dismissed and come to me in person. Even though we spoke in Thai, students were still shy to show their opinion in front of people, let alone arguing with teachers if they disagreed with something during the class. In Thai culture, teachers have a highly respected role; it might be considered rude and disrespectful if students argue with teachers. In my case, students also lacked confidence in English usage.

Many studies reveal that one trait of Asian students is shyness; they do not discuss. They listen and keep quiet. Wong (2004) conducted an interview-based investigation with

Asian international students from different disciplines, year levels, and countries of origin at an Australian university to seek perceptions of their learning experiences. Wong (2004) pointed out that the teaching styles of Asian students were more teacher-centred. This style made it easier for students as they did not have to do self-study; teachers prepared all their knowledge. That is why Asian students are passive learners. This teaching style was also called the 'spoon-feeding' style. The study stated that Asian assessment systems required students to remember many things to pass the examination. In other words, the exams tested more memorized knowledge than analytical or critical ones. The assessment system was examination based. The style of teaching aimed to help students pass the examination.

Loh and Teo (2017) also investigated Asian students' learning styles. They pointed out that different countries had different learning styles. Asian countries' societies tend to exhibit collectivism and high-power distance, while Western societies, e.g., UK, Australia, and United States, exhibit individualism and low power distance (Loh and Teo, 2017: 195). According to Loh and Teo (2017), Thailand was a country where teachers were expected to initiate communication; students were expected to highly respect teachers, answer only when asked, keep harmony in class. The society was people-oriented, caring for others. Success was assessed by academic performance. With culture and students' background knowledge, I decided to deliver a class in the L1 (Thai) because I believed that L1 interaction would create a more productive classroom environment. In addition, it was a translation class; the L1 was unavoidable.

Support for the use of students' language has seen an increase in the first decade of the 21st century after having been criticized in terms of effectiveness for language learning by the Natural Approach theorists such as Krashen (1982), who states that a language is best acquired through natural and monolingual acquisition. Similarly, the Communicative Approach of the 1970s and 1980s, focusing on developing learners' communicative competence, discouraged the use of L1 in the language classroom (Al-Amri and Abdul-Raof, 2014: 3). At the beginning of language teaching history recorded around the 1850s, cross-language teaching, e.g., Grammar-Translation Method was the first method used, then the

First Revolution (Intra-lingual teaching, i.e., Direct Method) outlawed the first method around 1900s. Nonetheless, the Second Revolution Meaning focus broke out at the beginning of the 21st century, bilingualism in language teaching was revived (Cook: 2010). The use of students' L1 had a growing interest in both the ELT and the applied linguistic literature (Cook, 2010: 46). Students' L1 is primarily used in the teaching sessions in my study as many factors are also considered, such as students' language proficiency, the subject of the teaching (translation). An L1 is used to translate a new word or explain complicated grammar rules of an L2 and answer students' questions. It is difficult to make students with low proficiency understand complicated grammar points without resorting to their language. Moreover, translation cannot be treated separately from bilingual activities (Cook, 2010: 37). Many approaches mentioned in Cook (2010: 23-24) use the L1 in teaching a language such as the *Army method* that combines the presence of the L1 speakers and the L2 trained linguists in class; *Suggestopedia*, for which the L1 is used to reduce students' stress in learning and L1 explanation is used to reduce the risk of student errors/ the stress about speaking the language incorrectly and increase student's courage to ask a question, to have an interaction with friends/ teachers and encourage to be engaged in class; *Total Physical Response* (TPR) in which students learn by acting out instructions which in a way is a translation of words into gestures; *Community Language Learning* that allows translation between students and teachers to encourage more engagement in learning. As Cook (2010: 130-132) points out, 'for beginners, without any use of the students' language, or clarity as to when and for what purposes it can be used, lessons can be both confusing and demoralizing.' For beginners to intermediate learners as the subjects in my study, using the L1 in language teaching could increase translation skills and explicit knowledge. It encourages students to discuss, find translation equivalents, and figure out translation problems such as the lack of exact equivalents between the L1 and the L2. In line with Widdowson (2014: 229-230), who points out that L1 linguistic experience is a natural expedient of making sense of what is new, learners will relate their new learning to what they are familiar with. He also emphasizes that teaching focusing exclusively on an L2 as something separate and distinct that closes off learners' L1 experience inhibits the learning process. Cook (2010) suggests that bilingual

translation resources, e.g., such as bilingual dictionaries, vocabulary lists, and watching subtitled films, will become increasingly important if students move on to an advanced level. Atkinson (1987) is one of the scholars who agrees that L1 should be used in language classes. He points out many reasons why the mother tongue should not be completely excluded from the classroom. Translation, by many learners, is considered an effective learning strategy (Carreres 2006). The mother tongue encourages students to say what they want to say, and then the teacher can help them find a way to express the meaning in English. Atkinson (1987) observed teaching monolingual classes for ten months with the students who had between 0 and 200 hours of English. He taught the mother tongue for various purposes: eliciting language, checking comprehension, giving instructions (for early-level students), cooperation among learners, discussing classroom methodology (for early-level students), presentation and reinforcement of language (mainly early levels), checking for sense, testing development of useful learning strategies. However, Atkinson (1987) emphasizes that the mother tongue should be used judiciously; excessively using it could harm language learning. Cunningham (2000) also supports the use of the first language. She states that denying the use of the first language denies the students' access to an important learning tool: other students. Permitting the use of the L1 allows students to check their understanding and help them organize ideas to explain their thoughts to teachers. In accordance with Cole (1998), who supports using the L1 in the classroom, he explains that avoiding the L1 at all costs could lead to bizarre behaviour: one can end up being a contortionist trying to explain the meaning of a language item where a simple translation would save time and anguish. In learning an L2 in an FL setting, learners are inherently doing translation in their mind because they have not received such sufficient exposure to an L2 that they can instantly think in an L2. Hence, why should we not take this as an advantage in learning an L2? Translation can save much time in explaining the meaning of vocabulary and linguistic structures; when learners are not in an advanced English level, it would be a lot more productive and timesaving to use an L1.

Kavaliauskienė and Kaminskienė (2007) surveyed to examine students' perceptions of mother tongue application and mental translation in learning English for Specific Purposes (ESP). The participants were students specializing in Social Sciences at Mykolas Romeris

University and studying English for Specific Purposes. There were 45 participants at the pre-intermediate and intermediate levels, aged 18 to 22. Translation activities were used in class. The activities, including post-reading in the L1, allowed students to review, summarize, and react to the reading material through discussions in small or large groups), writing different types of summaries in the L1, e.g., restatement, descriptive summary, or opinion essays. The most useful activity was back translation as it gave students the opportunities to review, discuss, ask questions, and allowed the teacher to pinpoint errors stemming from the mother tongue. The activities raised learners' awareness of vocabulary, grammar, and language transfer as students were required to do the translation in their mind before doing these activities. In accordance with Meyer (2008), who points out that L1 use is useful in terms of classroom management, comprehension checks. Students also prefer using L1 as it makes asking teachers for clarification of some points they do not understand less threatening. After the teaching, the questionnaire with seven items on L1 use was distributed. All the statements were rated on the *Likert* scale of five possible answers: 1 – strongly disagree, 2 – disagree, 3 – not sure, 4 – agree, 5 – strongly agree. The findings revealed that students favoured using their mother tongue in class; however, the amount of using the L1 depended on their proficiency and linguistic situations.

As seen in Kavaliauskienė and Kaminskienė's study, an L1 creates positive attitudes towards language learning. This is evidence that students' language is favoured in English language learning, and it fosters an understanding of other cultures and enables faster and more efficient explanation. Using an L1 is more motivating and less alienating. Besides, it builds a good relationship between learners and teachers. Kavaliauskienė and Kaminskienė (2007: 133) point out, 'no matter how good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from an L2 into an L1 and vice versa'. In translation, thinking in an L1 before translating it into English is not considered a setback because students will be required to do both into and inverse translation. The teaching sessions in my study consist of complicated linguistic components of English such as syntax, morphology, lexis, and semantics, so resorting to the L1 is necessary not only for general communication but also for a clear understanding of grammar issues.

Bhooth, Azman, and Ismail (2014) examined the use of L1 in an EFL reading classroom in a University in Yemen to find out how the EFL Yemeni students perceived the use of the L1 and the role it played in the EFL classroom. The participants were 45 second-year undergraduate Yemeni students studying English as a foreign language at the university. All participants spoke the same mother tongue (Arabic) and had between five to seven years of English instruction and the same level of secondary education. The study employed a mixed-method design using a questionnaire to collect the quantitative data and interviews the qualitative data. Fourteen items in the questionnaire asked about the functions of the L1 in terms of translating in the EFL/ESL classroom, and semi-structured interviews were conducted with 10 participants from the total sample to gain a better understanding of their reading practices. Each interview lasted approximately 15-20 minutes. The questionnaire data were analysed descriptively using SPSS, and data from semi-structured interviews were transcribed and analysed to search for semantic patterns that suggested trends in practices and preferences (Bhooth, Azman, and Ismail, 2014: 78-79). The findings revealed that the EFL Yemeni students perceived Arabic as a useful facilitating tool in their learning of English as a foreign language by being a learning strategy, i.e., translating new words, defining concepts, and helping each other in their groups. The L1 could also be used by the teacher as a pedagogical strategy to facilitate students learning and maximize their engagement in the classroom.

Ma (2016) examined the functions of L1 use through teacher and student interactions with 17 adult Chinese migrants in the English classroom in Australia. Data were collected from lesson recordings, classroom observations, and two interviews with the English-Chinese bilingual teacher. The study revealed that the L1 was used for various purposes such as pedagogical ones, classroom environment control, and social objectives to help adult beginners acquire English language skills. The teacher used it mainly for eliciting answers, giving instructions, and explaining the meaning. In contrast, students used it to ask questions, respond to questions when lacking the necessary English skills, and offer peer assistance in learning. The use of the L1 enabled them to participate actively in various classroom activities,

follow instructions, and understand the lesson content, which may otherwise be too complicated (Ma, 2016: 398).

The studies' results show that L1 facilitates L2 classrooms to help define and explain difficult concepts, encourage interactions between students and teachers-students, and more engagement in class for students with a weak English background. Consequently, an L1 is proved in some way, a useful and effective tool in language learning.

2.2.3.6 Students attitude towards translation as a teaching tool

Carreres (2006) conducted a study to demonstrate good reasons to use translation as a tertiary education pedagogical tool. In her paper, she focused on translation into the L2. The research subjects were 31 second and third-year Modern Languages students of the University of Cambridge. Carreres (2006) employed translation as a tool in language classes; after that she distributed a questionnaire of 11 questions about the usefulness of translation in learning the language. The results showed that all students regarded translation as a handy tool in learning a language. In particular, translation into the L2 considerably helped students acquire the L2 and also benefited writing skills. However, the study's findings did not confirm the effectiveness of pedagogical translation, for it was the students' opinion towards it. Empirical data is still needed. In this paper, students had a positive attitude to translation use in class. Nonetheless, the research subjects were small and were above average students in the UK, which the author also realized. In addition, translation items in the study were a literature that did not represent a wide variety of real-life texts. The results from the findings cannot be widely generalized. Notwithstanding, this study indicated that above-average students were in favour of pedagogical translation. In my research, I investigate 69 students and both directions of translation. The participants are intermediate students. The outcome will reveal the effectiveness of translation as a teaching tool more thoroughly and how it affects intermediate English learners.

Hosseini-Maasoum and Mahdian (2012) surveyed 20 Iranian adult learners in using

translation in reading comprehension activities. The study aimed to reveal effective ways of using the 'act of translating' to promote these learners' better comprehension of FL texts, spoken or written. The researcher attended two classes of 20 students in a beginner FL programme, ten in each group. They were divided into ten students in the experimental and ten students in the control group. A pre-test, a post-test, and a questionnaire were deployed to assess the students of both groups. In the control group, the teacher taught the pre-test and the post-test with the L2; in the experimental group, the pre-test was conducted with the L2 but the post-test with the L1. The two groups received the same pre-test and post-test, which were reading comprehension passages following by questions. In the pre-test, both groups were asked to answer the same tests in 15 minutes after the instructor taught the reading passage in the L2. However, in the post-test, the experimental group was provided the gist of the passage by the teacher in the L1 and the students translating the passage into Persian (L1); the control group was taught without the mother tongue intervention. The teaching sessions continued for six weeks. After that, both groups were asked to do the questionnaire consisting of 30 items regarding their opinions towards the use of translation. After all sessions, the results of both groups were compared. The finding showed that in the control group, there was no development in the pre-test and the post-test; in the experimental group, the improvement rate was higher, about 20% in the post-test than in the pre-test; almost all students improved in the post-test. In addition, the questionnaire results showed that about 78% of the students viewed that it is acceptable to use an L1 in foreign language classes; most students considered translation a useful tool in reading comprehension classes. However, this is small-scale research conducted with small participants; the result might indicate that students had a positive attitude toward translation, but it cannot be widely generalized. What is more, the study focused on one-way translation (L2 -> L1); if a two-way translation is conducted with broader subjects, the findings might be different and more reliable.

Visintin (2011) surveyed students' attitude in using translation as a pedagogical tool at the University of Quintana Roo, Mexico. The author explored fifty English majors in the 8th

and 10th semesters of the major, and the questionnaire containing seven open questions about translation as a tool was distributed. The research subjects were required to answer Yes/No and explain the reasons for their answers. This study was different from the previous ones in terms of the way the data was analysed. The author divided the analysis into two exact parts: Yes/No answers are illustrated with pie charts; the explanation of the answer with bar charts. For analysing the latter, the author extracted the keywords and terms the students used frequently in their explanations. The questionnaire results were demonstrated transparently and understandably, and they indicated that most students had a positive attitude towards translation as a tool in language classes. The findings showed the students favouring translation outnumbered the students who did not prefer translation for six questions. Only in Question 5 that asked if the translation could be sufficient as a tool to teach a foreign language were the Yes and No answers equally balanced. In the students' negative responses to this question, the most tendencies were translation was useful as a complementary method. Still, it was not an efficient enough tool because it did not potentially improve all skills. The students agreed that translation was a useful tool in improving vocabulary, writing, grammar, reading, and English use from the survey. The results of this study support my study as it is designed to improve students' grammar by using translation as a teaching tool. This study shows that translation is viewed as a useful tool for grammar learning.

Djo (2016) explored students' beliefs towards the use of translation as a learning tool. The study was conducted with 102 senior students of the English Department of Satya Wacana Christian University, Indonesia. Two questionnaires, which were Inventory for Beliefs about Translation (IBT) with 19 questions, and Inventory for translation as a Learning Strategy (ITLS) with 20 questions, was distributed to the research participants. They were allowed to fill in the questionnaires at home. The first questionnaire focused on students' beliefs on translation, and the second one using translation as a learning strategy. The questionnaires were divided into two to see the correlation between students' views about translation and their actual use. The author analysed the results with quantitative descriptive analysis by

adopting SPSS. The results were scaled using the Likert scale ranging from 1 to 4, 1 indicating strong disagreement, 2 for disagreement, 3 for agree, and 4 for a strong agreement. In the analysis, the first questionnaire answers were grouped based on their functionality as Learning tools (LT) and as Personal Beliefs (PB). The second one was analysed to find the means of the use of translation. The findings of the first questionnaire answers indicated that students overwhelmingly believed translation was a useful tool in English learning. The highest tendencies of usefulness were to interact with peers on completing an assignment and understand teachers' instruction, understand spoken English, and write English composition, to mention a few. The findings also revealed that most students preferred to use their mother tongue in their English learning. Overall, students believed translation was a useful tool for their English learning in reading, writing, speaking, grammar, and vocabulary from this questionnaire. The second questionnaire that investigated translation as a means to learn English indicated students used translation mostly to recall some vocabularies and expressions in the middle of conversations, followed by using it to memorize new vocabularies.

Moreover, students also used translation to have a better understanding of reading and checking comprehension. To conclude, translation is still a legitimate and favoured language learning tool for students. They agreed that translation helps develop reading, writing, communicating with peers, and maintaining conversation flow. This study was conducted with a reliable number of research participants. They were senior students with some English language input, and most of them favoured pedagogical translation. This study was conducted with no time constraint, no supervision, and the participants could complete the questionnaires at home. With this method, as the author stated, the participant will have time to think carefully before completing it. Nonetheless, it could be argued conversely that the participants may ignore the questionnaires and finish it in order just to give it back to the researcher because the questionnaires did not require any explanation to make students spend some more time on it like in Visintin's study (2011). In my opinion, it would be better if the researcher has the participants finish the questionnaires under supervision. In addition, there were 20 questions in the questionnaires; if some items were not straightforward, the

participants could ask and would be able to make a more prudent decision.

2.2.3.7 Second Language Acquisition

This study focuses on grammar learning and uses translation as a teaching tool to promote the learners' understanding of grammar taught with the C-R approach. Translation in this study is used in exercises and practice activities after the lessons and used in the pre-test and the post-test. The sentences that learners are asked to translate contain grammar points that are the focus of each lesson. It could say that the practice in the intervention is Grammar-Translation Method (GTM) as students are directed to be aware of grammar points while they are translating. As discussed earlier, Grammar-Translation Method was initially used as a teaching method to teach the classical languages of Latin and Greek. These languages' study was not for communicative purposes, as no one spoke them. They were studied for intellectual advancement and as a means to read the 'classics' of Greek and Roman literature in the languages in which they were written. However, when foreign travel increased, there was the realisation that other languages might be beneficial or necessary; therefore, there was the teaching of foreign languages. There was little theoretical research on second language acquisition. Grammar-Translation Method was used and predominant at that time as a means to teach languages until the emergence of the Communicative Approach when it was rejected, and then it was revived after that. Though GTM was hotly criticised and has been through ups and downs, it has never disappeared from language teaching classrooms, as I discussed in Grammar-Translation Method section (See Section 2.2.3.3).

Second Language Acquisition (SLA) is a relatively new field of study around the 1960s (Ellis, 1994). One of the general questions in SLA research is 'what second language learners acquire?' According to Ellis (1994: 15), this question is motivated by recognising that learners often failed initially to produce correct sentences and instead displayed language that was markedly deviant from target-language norms. That was when errors emerged and were inspected and then classified by the researchers who collected learner language samples and tried to describe the main features. Moreover, alternatively, the researcher recorded the

communication between learners and native speakers or other learners and then transcribed it. Specific grammatical features such as negatives or interrogatives were identified in the data, and descriptions of the ‘rules’ which could account for learners’ production were developed. At that time, grammar influenced SLA research massively as grammar teaching was one of the first ways researchers used to investigate L2 acquisition. Researchers did an investigation by analysing learners’ errors. There are many factors involved in acquiring L2, both external and internal. External factors are such as the learning environment; for instance, L2 is used as an official language of the country, L2 is used as a medium instruction. These factors have a huge influence on how L2 learners acquire L2.

Regarding internal factors, language transfer is the one that is the focus of this study. L1 transfer, or L1 interference, usually refers to incorporating elements of the L1 into the knowledge systems of the L2, which learners are trying to build. The factors are covert and can only be inferred by studying learners’ output. It was assumed that the ‘habits’ of the L1 would be carried over into the L2 (Jiang, 2009). In cases where the target language differs from the L1, this would result in *interference* or *negative transfer* (Ellis, 1994: 28-29), which is the main issue investigated in my study.

2.2.3.7.1 Acquisition of syntax

The syntax is the organization of word order in a sentence or a clause. It is one field of knowledge that students have to acquire so that they can apply it to translation. According to Universal Grammar, learners’ access to an L2 is through an L1 parameter, and when there is a difference between the L1 and the L2, L2 learners have to reset the parameter. If some features are non-existent in the L1, but they are in the L2 or vice versa, they need to be added or subtracted when necessary (Mitchell, Myles, and Marsden, 2013), which is the process of parameter resetting. To illustrate, there is no article system in Thai; when Thai learners learn English, this parameter has to be added.

Another example is negative construction, Thai only needs the word ‘no’ in front of a verb to construct a negative sentence, but in English, it also needs an auxiliary verb. This is

one of the common mistakes Thai learners of English make; for example, ‘*I do not eat bread*’ in English; Thai learners usually produce, ‘*I not/no eat bread*’. This is because the parameter of the L1 is transferred to the L2. Most Thai word orders are SVO, which is similar to English such as “ฉันกินขนมปัง (Back translation: *I eat bread*)” is ‘*I eat bread*’ in English. It is in the same order. However, there are some different features between the two languages; for example, unlike English, Thai has ending particles to create meaning, such as polite words ‘*krab*’, ‘*ka*’ to make a sentence more polite and placed the end of the sentence. There is also a particle ‘*na*’ to make a sentence less intense and softer or make a request, or ‘*wa*’ to make a sentence more intense and more impolite. Question words also pose problems. In English, they are placed at the beginning of the sentence, but in Thai, they are put at the end of the sentence; for instance, ‘*what are you eating?*’ in English is ‘*you are eating what*’ in Thai. When a feature in the L1 and the L2 has a different value or is expressed on a different syntactic category, parameter resetting would entail the feature reassembly (Slabakova, 2016). When L2 learners fail to reset the parameter to its correct value or transfer their L1 parameter value (Mitchell, Myles, and Marsden, 2013), it results in errors.

2.2.3.7.2 Acquisition of morphology

L2 researchers have been interested in morpheme studies since the 70s. The most common method to evaluate morphology is to count the environments in which a native speaker of the language would use a particular piece of morphology such as plural *-s*, the progressive *-ing* suffix (Slabakova, 2016). There are many interesting hypotheses on how morphology is acquired.

Let us discuss the first one proposed in Slabakova (2016), *Representational Deficit Hypotheses*, which assume a strong link between inflectional morphology and syntax in L2 grammar and that errors with morphology indicate deeper problems with syntax. I agree with this because Thai learners of English often make errors of this kind, such as past tense *-ed*, plural *-s*, which indicate their syntactic knowledge deficit. Slabakova (2016) gives an example of Hawkins and Liszka’s study (2003) that compared the incidence of past tense morphology in oral production by five German, five Japanese, and two Chinese speakers learning English.

The Chinese learners produced significantly fewer *-ed* morphemes than the other two groups of learners. They stated that this was due to the Chinese learners' impaired representation of the Tense functional category as the Chinese language lacks Tense Phrase (TP). This is the same as Thai that many learners fail to demonstrate *-ed* morphemes in the past tense as Thai has no TP.

Another hypothesis on the acquisition of morphology proposed in Slabakova (2016) is *the Missing Surface Inflection Hypothesis*. This hypothesis opposes to *Representational Deficit Hypotheses* as it asserts that the impairment in learners' linguistic representations can be dubbed Full Functional Representation; in other words, learners can achieve native-like functional representation in the L2. This could be true, but not all L2 learners have reached that point when required to virtually produce the language. This hypothesis attests that three types of features (morphological, syntactic, and semantics) go together to construct a functional category. I agree as I view that knowing only one component is not enough to produce a language communicatively. Slabakova (2016: 189) points out that speakers know more than we give them credit. Slabakova (2016) provides an example of a fluent woman in English who has a successful career in a US company. She produced the past tense ending only 35% of the time. The Missing Surface Inflection Hypothesis is opposed to Representational Deficit Hypotheses. The latter views that there may be representational deficits in learners whose language production of the morphology is not optimal. In the Missing Surface Inflection Hypothesis, it views that it may be a mapping problem of abstract features and surface morphological forms; therefore, incorrect production underrepresents underlying knowledge. In other words, there is some rupture between syntax and morphology resulting in the missing of morphological features, and it is just on the surface, as the name of the hypothesis.

To sum up, this hypothesis views no representational deficits but performance limitations, which sometimes results from communication pressures. According to my own experience as an L2 learner, this hypothesis is sensible as I notice myself when I get nervous or in other uncomfortable situations involved in my communication, such as the unfamiliarity

with the interlocutor, lack of confidence in my production, I am likely to communicate poorly and make easy mistakes in morphological ending such as plural *-s*, past tense *-ed* even though I know the correct forms. In my study, it is not the oral production that is evaluated but written production, which is translation. However, though my participants have time to think, recall what they have learned, or even revise what they have done, the time is limited. Hence, mistakes could also have resulted from surface problems. In addition, many reasons could be assumed to be the cause. For example, it could be individual differences; some students might do well in the exam; others might not. It could be a representational deficit as they have impaired representation of the knowledge. According to the Missing Surface Inflection hypothesis, it could be the surface problems mentioned earlier because in doing the test, students also have some pressure such as time pressure, test-difficulty pressure, and anxiety about the grades.

The Prosodic Transfer Hypothesis (PTH) by Goat, White, and Steele (2003) and Goat and White (2004; 2006) is another hypothesis proposed in Slabakova (2016). This hypothesis views that as the prosodic structures of learners' L1 may differ from the L2, it could lead learners to build the incorrect prosodic structure for the L2. This is one of the major problems found in L1 to L2 translation of Thai students as there are many different prosodic structures between the two languages. An obvious example is the structure of adjective and noun. In the Thai language, an adjective comes after a noun; in English, a noun comes after an adjective, e.g., *nice hair* (Eng), *hair nice* (Th). Thai English learners usually make this mistake as Thai prosodic words are transferred into English. This situation also happens in English to Thai translation as learners transfer English prosodic words into Thai, which results in unnatural Thai sentences, or worse, wrong-meaning sentences. An example of a native prosodic transfer on morphological features in Thai to English translation is

ลิลี่ ใส่ กระโปรง สีแดง

(Back translation: Lily wear skirt red)

What is likely to happen when Thai students translate this sentence is that they produce *Lily wear skirt red*. In Thai, we do not have a morphological marker for a verb

following a third singular pronoun; second, an indefinite article *a* is missed; third, a noun comes before an adjective. This results from Thai prosodic structures are transferred into English. To adapt native prosodic structures to target language prosodic structures is a learning process, and it takes time to develop. Some students who are more advanced in their English knowledge could make fewer of these mistakes.

The Feature Reassembly Hypothesis (FRH) proposed by Lardiere (2009a, b) mentioned in Slabakova (2016) suggests that successful acquisition involves acquiring the set of formal features of the second language, which includes phonological, syntactic, semantic features (Slabakova, 2016: 197) which is in accordance with *the Missing Surface Inflection hypothesis*. I agree with the view, so I design the teaching intervention in my study with syntactic, semantics, morphological, and lexical lessons. All functional features have to come together to produce a language and produce effective translation as the end goal of this study.

2.2.3.7.3 Acquisition of the mental lexicon

After several decades of C-R research, it is widely accepted that the different languages' lexical items in a multilingual individual's brain are integrated and stored together (Slabakova, 2016: 248). According to *the Inhibitory Control Model* by Green (1998) and Abutalebi (2008), bilinguals select the words of the language in use by inhibiting the other language's activation. Gollan and Ferreira (2009) concluded that the first language's inhibition is a standard part of production in the second language, even for proficient bilinguals. Accordingly, it means competition between the L1 and the L2 when it comes to production. If the L1 is more activated in learners' brains than the L2, the output of the L2 will not come out predominantly as it is expected when learners want to produce the L2. As Slabakova (2016) stated, when bilinguals try to access the vocabulary of one language, they are suppressing the vocabulary of the other language(s) they know. Hence, for my research subjects, it can be assumed that Thai still stops access to the English lexicon in Thai learners' brains. In daily life, learners get to use a lot more Thai than English. The more learners use the vocabularies, the more proficient they are in activating them. English and Thai come from entirely different language families, so Thai English learners do not have the advantages of learning English as many other

European learners. English lexicon is mostly stored in Thai learners' mental storage when they use it or encounter it daily. This is a problem of English education in Thailand as learners do not use the language often; therefore, increasing the English lexicon is mostly by individual perseverance in the Thai context. Suppose learners bring themselves into contact with English-language environments such as by reading books, watching the news, and movies in the language. In that case, they will be more proficient in English, and this behaviour needs passion. This is another issue with my research subjects as they are from local areas where competition in English is low, so they are not as motivated to learn as they should be. In the real world, when job hunting comes, they have to compete with the graduates from all over the country, not just from their areas. As the learners do not have much opportunity to have face-to-face interactions with foreigners other than their foreign teachers in some class hours, they must keep practicing by themselves after class so that they will remember vocabulary, usage and be more familiar with English. The Declarative/ Procedural model by Ullman (2001, 2004) explains that processing a language; even a native language involves two different brain systems: the declarative and procedural memory system. The declarative system is that the lexical store of memorized words depends on the declaration memory. That is the part of the brain used to recall and recite memorized information such as names. The procedural memory system is a combinatorial mental grammar that uses productive rules, working with memorized units to produce larger language units. This view is supported by Neubauer and Clahsen's study (2009), which investigated lexical access to German particles ending in *-t* (regular) and *-n* (irregular) by German native speakers and very highly proficient Polish learners of German. The findings showed that L2 processing relied more on memory storage than L1 processing.

2.2.3.7.4 Acquisition of lexical semantics

The study of the linguistic meaning of morphemes, words, phrases, and sentences is called semantics. Subfields of semantics are lexical semantics concerned with the meaning of words and the meaning relationship among words, and phrasal, or sentential, semantics, which is concerned with the meaning of syntactic units larger than the word (Fromkin, Rodman and

Hyams, 2004: 173). Lexical semantics is one main part of the teaching intervention in my study as students need to know about the meaning of words that are part of the sentence they are translating. As the translation assessment in this study is at the sentence level, I discuss lexical semantics here. According to my teaching experience, semantic errors in students' translation are usually triggered by students using the wrong words which have a similar meaning to the correct one. For example, English has *smell*, *fragrance*, *scent* to describe something your nose smells, but in Thai, we have only one word for them either it is a good or bad smell, that is the word '*klin* (กลิ่น),' and the most familiar word of this meaning for Thai learners is '*smell*.' Therefore, when students do L1 to L2 translation, they are likely to use '*smell*' for any context; for instance, '*best smell flower*,' which should be '*best fragrant flower*.' Slabakova (2016) proposes *Poverty of the Stimulus* (POS) situations, which are learning situations when the linguistic input to learners is insufficient for language acquisition to take place. In this case, it is because Thai has only one word to represent the meaning of '*smell*.' Slabakova (2016) states that in L2 acquisition, learners have no way of knowing about the absence without negative evidence; that is, explicit instruction from instructors when the mistake occurs.

In the present study, most research subjects are in the A1 and A2 levels which are considered low levels for university students considering that they have learned English for more than ten years. The acquisition of linguistic knowledge mainly relies on the teaching sessions I design for students hoping that they will apply the knowledge to improve their translation in terms of syntax, morphology, lexis, and semantics. My study uses the C-R approach to help students acquire the mentioned linguistic knowledge and uses translation to assess their development. Besides being used as an assessment tool, translation in this study is also used as a teaching tool incorporated in practice exercises to help students acquire the skills (syntax, morphology, lexis, semantics).

CHAPTER 3 RESEARCH METHODOLOGY

The description of the chapter covers the rationale, the research participants, the instruments, the procedures, the materials, the ethical considerations on role of the researcher and the assessment of the pre-test and the post-test.

3.1 Rationale

There are four objectives in this study: first, to investigate if the teaching intervention with the C-R approach helps eliminate linguistic interference in students' translation, and to comparatively evaluate students' performance before and after the teaching sessions in both groups to see if the C-R method of teaching or the traditional approach is better in improving grammatical accuracy in students' translation; second, to investigate how the opinions of Thai English majors towards the teaching sessions of which the teaching methods differ; third, to examine if the views of the research subjects of both groups towards the teaching sessions and the testing outcomes are aligned; fourth, to comparatively determine how far the teaching sessions in which different teaching methods were applied in two groups have an influence on students' translation in different directions.

According to the aims of the study, action research is the most appropriate method to be used as 'it is a powerful tool for change and improvement at the local level' (Cohen, Manion and Morrison, 2011: 344). This is in line with my objectives in conducting research as I attempt to understand, improve and reform practice in translation teaching. Action research refers to research activities using a cyclical, action reflection model to investigate and attempt to make change in an organization.

Action research in education is now used in many countries and rapidly growing (Check and Schutt, 2012). Most people are likely to associate action research with the cycles of investigation or observation but actually the term 'action research' refers more to a philosophy that emphasizes social change as an outcome of research (Atkins and Wallace, 2012). Carr and Khemmis (1986: 162) define action research as 'simply a form of self-reflective

enquiry undertaken by participants in social situation' which is undertaken to achieve three possible outcomes: improving practice; improving understanding of practice, improving the situation in which the practice takes place. According to McIntyre (2008: 6), action research is a recursive process (a process that loops back on itself) and involves a spiral of adaptable steps that includes questioning a particular issue, reflecting upon and investigating the issue, developing an action plan, and implementing and progressively refining the plan. Kemmis and McTaggart (1992: 10) state that 'to do action research is to plan, act, observe, and reflect more carefully, more systematically, and rigorously than one usually does in everyday life'. To achieve the aims, I take steps as follows: identify the problem, plan the intervention, implement it, observe it, evaluate it, and reflect on it. An intervention was designed and applied in a natural classroom setting. In accordance with Cohen and Manion (1994: 186) who define action research as 'a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention'. Furthermore, as mentioned earlier, the participants of this study mostly are in the A1 and A2 levels, thus the research may possibly be generalized to students of the same levels in Thailand and the teaching materials can also be used with them in translation groups. (Cohen, Manion, and Morrison, 2011: 355) propose a framework for action research of which I applied to my study. The process is set out in eight stages (see Figure 1).

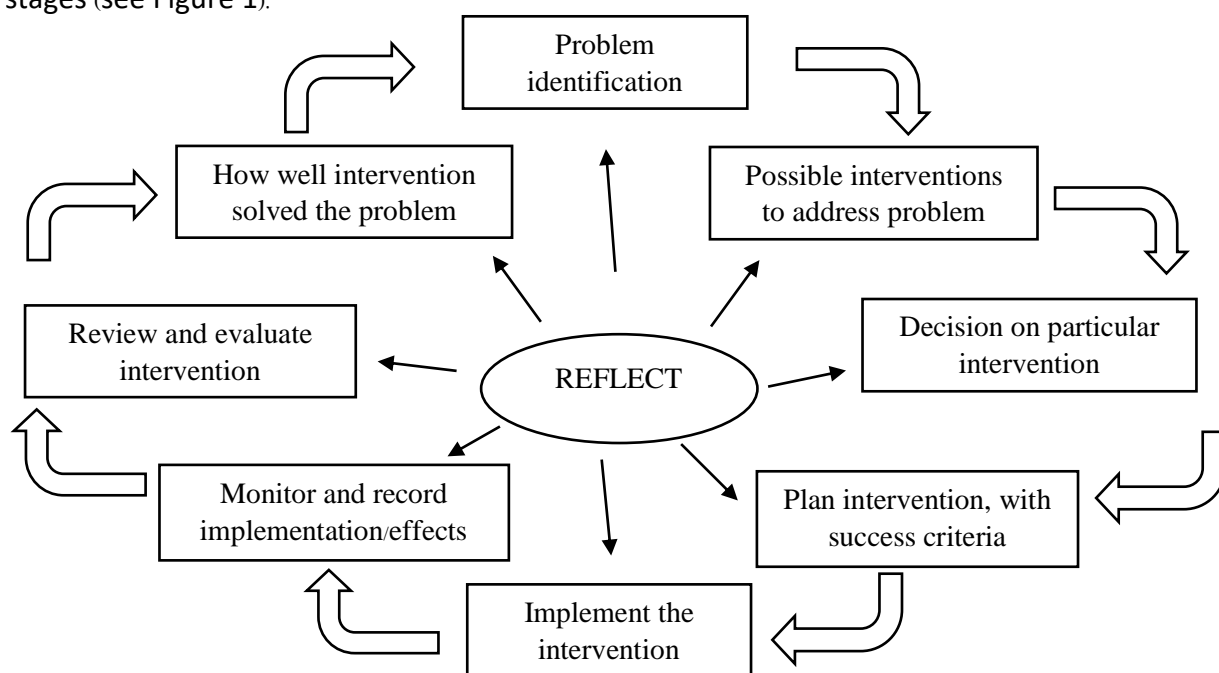


Figure 1: A framework for action research

Steps in this study follow the framework above:

1) Problem identification: linguistic errors in translation, including syntactical, morphological, lexical, and semantic ones, were found during my two-year teaching translation for undergraduate students at SRU. This took in the form of introductory translation courses for beginners, so the lessons and tasks were simple such as sentences and short conversations. However, I still found many errors in the students' translation, most of which were grammar, syntactic, and lexical, and traced back to the source language (SL). Accordingly, I believe that insufficient linguistic competence is a significant cause of interference errors. In this process, relevant literature was reviewed pertaining to interference, translation and English language teaching.

2) Possible intervention to address the problem: I hypothesized that the lessons, which include syntax, morphology, lexis, and semantics, would help students set up a solid foundation for linguistic competence. Consequently, I designed an intervention to improve it in further hope that students would improve their translation in terms of linguistics as I believe that linguistic competence can improve by learning, and the current study is underlined by the acquisition-learning hypothesis of Krashen (1982) (see Section 2.1).

3) Decision on particular intervention: after reviewing studies on teaching L2 grammar, I found the Consciousness-Raising approach (C-R) was one of the most used for enhancing students' linguistic competence. According to many studies, the approach has been proved a useful tool to improve linguistic competence (Yip, 1994; Ranalli, 2001; Amirian and Sadeghi, 2012; Amirian and Abbasi, 2014; Yarahmadzahi, Ghalaee and Sani, 2015; Iskandar and Heriyawati, 2015; Idek and Fong, 2015). These studies were discussed in the literature review (see Section 2.2.3.1.6).

4) Plan intervention, with success criteria: my intervention was divided into linguistic lessons and translation practice exercises. These two sections were not entirely separate as each linguistic lesson was combined with translation practice exercises. There are two main parts of activities: linguistic exercises and translation practice exercises relevant to the

linguistic points taught in the session. The intervention will be evaluated by the improvement of students' translation scores.

5) Implement the intervention: the intervention was implemented with second-year English students at SRU for sixteen weeks (a semester). Only the C-R group received the intervention; the Traditional group was taught with the traditional textbook that has been used by other teachers in the past, including me.

6) Monitor and record implementation/effects – the intervention was monitored and recorded as a diary in every session. The pre-test and the post-test done by both groups were collected as they were one of the primary data used for evaluating the intervention and students' progress.

7) Review and evaluate an intervention – The pre-test and the post-test will be analysed to investigate students' performance in translation. If the test scores are increased in the post-test, it could mean the intervention is adequate, and the results of the C-R group will be compared with the traditional one as a means of evaluating the intervention. Moreover, a questionnaire will be distributed to the students, and an interview undertaken with some of them to evaluate their attitude towards the teaching intervention.

8) How well intervention solved the problem – Each student's performance will be analysed to see how far the intervention influences students' linguistic errors in their translation.

Once all steps are done, I will be able to see how well the intervention works and what setbacks could be improved in the translation teaching in the future.

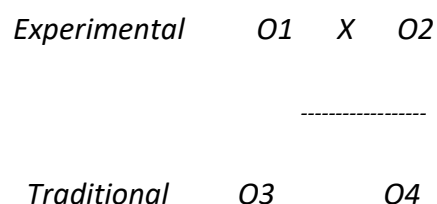
3.2 Research participants

Action research (see Section 3.1) was undertaken with the second-year English students at Suratthani Rajabhat University (SRU), Thailand. The research subjects were 69 second-year English majors of the Faculty of Humanities and Social Sciences who had learned English for

more than ten years. To enter the English Programme, they were required to take two admission exams (multiple choice): a general knowledge test and an English test organized by the university, plus one interview (in English) by the English Programme to demonstrate their background knowledge and interest in English. The language requirement is A1 level according to the Common European Framework of Reference for Languages (CEFR). All freshers who did not reach A1 were required to participate in the remedial course before the semester started. The subjects of the study had never enrolled in any translation module. They were divided into two groups: the C-R group and the Traditional group. The Traditional group was taught with the traditional method using the traditional textbook that was typically used in the course. In the Traditional group, 84.4% of the participants were female; 15.6% were male. Most students were over 20 years and studied formal English for 15 years. The C-R group was taught with the C-R approach and the teaching materials designed for the study. In the C-R group, 77.1% of the participants were female; 22.9% were male. This spread is not surprising as, in Thailand, females tend to study languages or choose language majors more than males. Most of the participants (77.1%) were over 20 years old. 40% of the participants studied English for 15 years, which means they started studying in kindergarten.

In the first week of the teaching intervention, the participants took the pre-test. All participants were asked to take the pre-test in the first and post-tests in the last session. In the pre-test and the post-test, they translated sentences into both directions. Four hours were allocated for the translation (2 hrs. for English - Thai and 2 hrs. for Thai - English translation). Time for the pre-test and the post-test was limited as only 4 hours were allocated in each group. The participants were supervised while doing the translation to prevent copying and using machine translation. They were allowed to use paper dictionaries (English-Thai and Thai-English), and they all used the same one as I asked them to obtain it before the class started. The pre-test and the post-test were analysed after the teaching sessions finished at the end of the semester. The objective was to see the development of their linguistic interference in translation after being input with the teaching materials.

The pre-test and the post-test followed non-equivalent group design (Cohen, Manion, and Morrison, 2011: 323), which is one of the most used in educational research and can be represented as:



For my study's purpose, the C-R group can be considered the 'experimental' group and the 'traditional' group to be the 'control' group. *O1* and *O3* is the pre-test; *O2* and *O4* is the post-test. The participants were tested on their linguistic translation competence before and after the intervention. Unlike the curriculum delivered to the Traditional group, the teaching materials designed for the intervention in this study included C-R's grammar lessons. *X* was the intervention, and only the C-R group received it. The study took place in a natural classroom setting; the participants were randomly assigned into two groups since they started their first year in the English Programme. The C-R group had groups on Tuesdays at 12.30 – 4.30 p.m. and the Traditional group on Mondays at the same time. The room was also the same. Each session allowed 20 minutes' break. The variables were controlled as far as possible, and the researcher taught both groups.

The subjects had the official test result of their English proficiency according to CEFR, of which I obtained the copy from the faculty (see Appendix A).

The English proficiency was varied in six levels: A0, A1, A2, B1, B2, C1. See table 3

Table 3 The summary of students' CEFR levels

Group	C-R group						Traditional group					
CEFR levels	A0	A1	A2	B1	B2	C1	A0	A1	A2	B1	B2	C1
Number of students	1	15	18	2	1	-	-	21	8	2	-	1
	In total (69 students)											

CEFR levels	A0	A1	A2	B1	B2	C1
Number of students	1	36	26	4	1	1

3.3 Instruments

There are four instruments in the study: the pre-test/the post-test, the teaching materials, the questionnaire, and the interview.

1. The pre-test and the post-test (see Appendix B) are translation tests containing short sentences and passages. Each test consists of fifty Thai items and fifty English items for the participants to translate to both directions. The time allocated is 4 hours. English to Thai and Thai to English dictionaries are allowed, as translators use them to translate in real life. These two tests are necessary to be included in the instruments in order to evaluate the improvement of the students before and after the teaching sessions. Yip (1994) (see Section 2.2.3.1.6) also included the pre-test and the post-test in the study using the C-R approach to enhance grammar learning of the students.

In the pre-test and the post-test of my study, sentences were devised with the awareness of the level of students. To design grammatical sentences of appropriate levels, the researcher used the teaching experience and various valid sources such as Oxford Grammar Books, Cambridge Grammar books as references.

To evaluate the teaching materials' effectiveness, students were required to translate the pre-test and the post-test consisting of 50 Thai sentences and 50 English sentences in the opposite direction (see Appendix B). The tests were designed with an equivalent form and in accordance with the aims of the research, which is to investigate if the teaching intervention with the Consciousness-Raising approach (C-R) helps eliminate linguistic interference in students' translation, and to comparatively measure linguistic error occurrence before and after the teaching sessions of both groups to see if the new method for the C-R group or the traditional method for the Traditional group is better in reducing linguistic interference in students' translation. The tests assessed linguistic competence (syntax, morphology, lexis,

semantics) in translation before and after the students received the teaching sessions and linguistic interference errors were counted. The pre-test was taken in the first week of the teaching intervention. The post-test was taken after all the teaching sessions were finished. In the analysis, I found lots of untranslated sentences, and they could result from many reasons such as time management, ignorance, or a learning difference such as dyslexia. Concerning dyslexia, I realized that it could be an issue. If students had had dyslexia, I would have expected to see specific writing problems in their tests. For example, they might put letters in the wrong order; they cannot write the letters in the same size (Jutrakul, 2018). As I did not feel able to ask students whether they had been diagnosed with dyslexia and did not have access to this information, I decided to carefully look at the translations and look for any characteristics to see if they should be removed from your data set. If any problem of this nature was displayed in the tests, I would decide to take those tests out of my data. In this respect, after all, data were analysed, I did not find any test showing dyslexic signs.

2. The teaching materials with the C-R approach (see Appendix C) are teacher-made and divided into sixteen weeks according to the academic calendar of the second semester of SRU, where the data are collected. The teaching materials are used only in the C-R group. The C-R approach is widely used for teaching grammar and proved successful in various studies such as Ranalli (2001), Amirian and Sadeghi (2012) (see Section 2.2.3.1.6). For the Traditional group, the coursebook that has been used by other teachers in the English Programme at SRU and Ramkhamhaeng University, Thailand is used. The mentioned textbook is called *Introduction to translation* by Ajchara Laisattruklai (2017) (see Appendix C).

In the experimental group, the class starts with the students inferring grammar points from the given sentences. Then, the students did grammar exercises in group. After that, they were asked to translate sentences containing the grammar points they had learned in group. Whereas, in the traditional group, it was teacher-centred as each session started with I explaining what contained in the book. Then, the students were asked to do translation exercises in group. After that, each group sent one student to write what the group translated on the blackboard. I corrected and explained their translations. The class went on this way in

every session. The materials in both groups were different as they contained mostly translation lessons in the grammar exercises in the C-R group (see Appendix C).

3. The questionnaire (see Appendix D) is used to explore students' attitude towards the translation course. As the teaching intervention needs to be reflected according to the action research. The questionnaire is distributed to both groups. It was designed with rating scales as the rating scale questionnaire is widely used to obtain opinions and evaluate teaching (Brennan and Williams, 2004; Suwannoppharat, 2014). Close-ended questions were utilized in Likert-scale items, for the 'Likert scale' is the most famous type of closed-ended items (Dörnyei, 2007: 105). The questions were adapted from class evaluation questionnaires conducted at various educational institutions presented in Brennan and Williams (2004) and from Suwannoppharat's study (2014). The questions aim to examine the respondents' opinions towards the teaching intervention, including teaching methods, teaching materials, teaching activities, and the respondents' opinion towards the benefits of the intervention on enhancing linguistic knowledge in contribution to reduce linguistic interference and improve translation. The questionnaire is distributed in Thai to prevent language barriers. It was verified and validated by three experts in Applied Linguistics and Second Language instruction. The evaluation was undertaken using the IOC index (Rovinelli & Hambleton, 1977) to calculate the content's validity. See the IOC formula below.

$$\text{IOC} = \frac{\sum R}{N}$$

Figure 2. IOC formula

IOC = the index of item-objective congruence

$\sum R$ = total scores (of an item) from all experts

N = the number of experts

The experts evaluated each item by giving the item a rating of 1 (or clearly measuring), -1 (clearly not measuring), or 0 (the degree to which it measures that the content area is unclear) for each object. The IOC results are in Appendix CCCC. The validity must be higher than 0.5 to be considered valid (Rovinelli & Hambleton, 1977). The content validity of the questionnaire was 0.6. The questionnaire was translated into Thai to avoid language barriers, and three experts evaluated it. After that, it was refined according to the comments. See Appendix E.

Following the experts' evaluation, Expert 1 suggested deleting 'no' in all items to make all positive statements. Expert 2 also suggested deleting 'no' and divided Item 19 into two items as it had been a compound sentence. It would be an issue if the participants agreed with one and disagree with the other. In addition, another item that said 'the assessment criteria were in accordance with the lessons and activities in class' should be added. As such, the questionnaire was added with two more items totalling up from twenty items to twenty-two items. Expert 3 gave suggestions about the wording in Item 4 and questioned negative statements like the other two experts. She also suggested changing the wording in Item 11 to make Thai more understandable and separate the sentence into simple sentences. Consequently, Item 11 was divided into 11 and 12. Hence, even though there were twenty items in the questionnaire, as shown in Appendix E after it was revised according to the experts' suggestions, there are twenty-three items in the questionnaire (see Appendix D). After the questionnaire was refined according to the experts' suggestions, the final version distributed to the research subjects contained twenty-three items.

4. The interview (see Appendix F) is used to explore the subjects' opinion towards the translation class, and the students from both groups are interviewed. It is a standardized open-ended interview type as the exact wording and sequence of questions are determined in advance. A sample of the students was chosen to be interviewed. All interviewees are asked the same basic questions in the same order (Cohen, Manion, and Morrison, 2011: 413). The interview uses four questions, revised according to the suggestions of the experts. The teaching intervention happened in late November 2018 and ended in March 2019. I went back

to Thailand to administer the questionnaire and conduct the interviews with the participants in early December 2019 after nine months. This method I used was categorized as a confirmative assessment. According to Prasanthi and V.V.Vijetha (2019), a confirmative assessment is when an instruction has been implemented in a classroom. The success is checked after the class has finished for a long time. The questionnaire and the interview were conducted to determine if the teaching intervention is successful in the students' opinion after nine months passed. This amount of time is enough for the students to reflect if their knowledge in the previous semester is maintained. This assessment serves my purpose in terms of learning, as I would like to see if the teaching intervention is successful in the long run. The interview was conducted with randomly selected participants of each English level from both groups. The interview aims to investigate in-depth opinions of the sample participants towards the translation class. Accordingly, samples of students of each English level from both groups were interviewed. As the sample should be at least 30% of the participants (Cohen, Manion and Morrison, 2011), the number of students of each level was as in the table below. As there were only a few students of A0, B1, B2, C1, they all were asked to participate in the interview. The questions were asked and answered in Thai to prevent any misunderstanding. The interview was audio recorded.

Table 4 Number of interviewed students from each English level from both groups

Group	C-R group						Traditional group					
	A0	A1	A2	B1	B2	C1	A0	A1	A2	B1	B2	C1
CEFR levels	A0	A1	A2	B1	B2	C1	A0	A1	A2	B1	B2	C1
Number of students	1	15	18	2	1	-	-	21	8	2	-	1
Number of students to be interviewed	1	5	6	2	1	-	-	7	3	2	-	1

Before the interview was conducted, the interview questions were refined according to the suggestions from three experts. See Appendix G

The tables in Appendix G show that all experts approved the interview questions with some suggestions from Expert 2. Expert 2 suggested that Question 1 should be divided into

two questions because there were two questions. Moreover, the items should be more opened to search for opinions. I revised it as suggested, so one more question was added. The expert also stated that Question 2 should be the last question and another question should be added before; in other words, it would be Question 3 (as Question 2 was moved to be Question 4). She suggested that a question to investigate awareness or consciousness towards using grammar in translation after receiving the intervention should be added. I revised it as suggested, so there were four questions in total after the revision.

As there were only a few students of A0, B1, B2, C1, they all were asked to participate in the interview. The questions were asked and answered in Thai to prevent any misunderstanding. The interview was audio recorded.

Before interviewing with the sample participants, the interview questions in Thai were validated by three experts. IOC formulas were used. All experts taught English in tertiary education for more than ten years (see Appendix G).

The evaluation results are in Appendix G. As three experts did not accept all items, the unaccepted items were changed according to the experts' suggestions.

Initially, there were two questions, but it was suggested to adjust some wording and add two more questions to cover the topics investigated. Therefore, the number of interview questions after the revision was four, as in Appendix F. The data obtained concerning each of the questions is considered below.

The interview was analysed using the content analysis method. See Appendix H

3.4 Procedures

As this study is conducted in the attempt to improve translation teaching, the methodology follows the action research framework since the beginning (see Section 3.1). The problem was identified; I would like to find a way to solve it. Thus, I invented new teaching materials and plan to use them with my student to see change. I also intend to compare the results before

and after my students are taught with my materials. Moreover, I want to compare the results between learning with the new materials and method I design and with the traditional ones. Lastly, the teaching needs to be assess if it is favoured, how much it is favoured by learners, and how much it is effective. For the first two, I used a questionnaire and interview questions; for the last one, I used the pre-test and the post-test. The triangulated results from these three data can reflect the success or failure of the teaching intervention I design.

After I finished all the designs of the materials, I went back to Thailand to collect a part of the data (pre-test and post-test) for 16 weeks (a semester) at Suratthani Rajabhat University (SRU), the university I worked as an English teacher. At SRU, ordinary classrooms are furnished with desk chairs that can be organised in any formation, e.g., horseshoe and U-shape. There are also whiteboards, overhead projectors, electric fans (and AC in some buildings). Two translation groups with 2nd-year English majors were assigned to me. Two groups of students had teaching sessions in the same classroom.

The teaching intervention was a semester-long (16 weeks). A comparative study was designed to see the differences in results between two groups of participants: the C-R group and the Traditional group. The C-R group was taught by the C-R approach, the Traditional group by the traditional method. The two groups enrolled for the translation module. They were input with different teaching methods to see whether one contributed to better linguistics for translation at the end of the semester. The C-R group was taught with linguistic-oriented lessons with the C-R approach; the Traditional group was conducted with translation lessons following the traditional textbook. Both groups were taught with different methods and teaching materials. The C-R group was taught adopting the C-R approach and using the teaching materials I designed. The materials were grammar lessons integrated with translation practice exercises. In the Traditional group, the students were taught with teacher-fronted instruction. I started by explaining the lessons' grammar points; after that, the students were required to do translation practice exercises. The procedures to collect the data began with the pre-test consisting of 100 sentences for students to translate from Thai into English and from English into Thai. After that, students attended classes for fifteen weeks, and

in the sixteenth week, they sat the final exam, which was the post-test. The data I collected for analysis was the pre-test and the post-test. A semester later, students were asked to complete the questionnaire and the interview about the teaching sessions to reflect if what they learned was useful for their basic translation skills in the long run. Hence, three sets of data were analysed in this study to answer the research questions: the pre-test and the post-test, the questionnaire, and the interview.

The lessons for each group were different as the traditional one followed the coursebook that had been used before, which was mentioned earlier, and the C-R one was taught with the lessons I designed. The lessons for 16-week sessions for the C-R group were scheduled as follows:

Table 5 The lessons for 16-week sessions for the C-R group

Weeks	Contents
1	<p>Pre-test (translation test)</p> <p>Questionnaire</p> <ul style="list-style-type: none"> - English grammar: - <i>Sentence and text</i> 1) tense 2) statements, negatives, and questions - Translation practice
2	<p>Test on the topics taught in the previous week (translation test)</p> <ul style="list-style-type: none"> - English grammar (continued): <i>Verbs</i> 1) the verb phrases 2) modal verbs 3) <i>be, have, and do</i> 4) infinitives 5) gerund

	6) participles <i>Nouns</i> Determiners Quantifiers - Translation practice
3	Quantifiers (continued) - Test on the topics taught in the previous week (translation test) - English grammar (continued): <i>Pronouns</i> <i>Adjectives</i> <i>Adverbs</i> <i>Preposition</i> - Translation practice
4	<i>Conjunction</i> - Test on the topics taught in the previous week (translation test) - English grammar (continued): <i>Clauses</i> 1) Noun clause 2) Adjective clause 3) Adverb clause - Translation practice
5	- Test on the topics taught in Week 1-4 (translation test) - The distinctive grammatical structures between English and Thai that cause problems in translation - Group translation practice (English ↔ Thai) - Discussion
6	- Syntax - Test on the syntactical topics taught this week
7	- Syntax (continued)

	<ul style="list-style-type: none"> - Test on the syntactical topics taught in Week 6 and 7 - Syntactical interference in translation - Group translation practice (English - Thai) - Discussion
8	<ul style="list-style-type: none"> - Syntactical interference in translation - Group translation practice (Thai □ English) - Discussion - Translation test on syntax
9	<ul style="list-style-type: none"> - Morphology - Test on the morphological topics taught this week
10	<ul style="list-style-type: none"> - Morphology (continued) - Test on the morphological topics taught in Week 9 and 10 - Morphological interference in translation - Group translation practice (English □ Thai) - Discussion
11	<ul style="list-style-type: none"> - Morphological interference in translation - Group translation practice (Thai □ English) - Discussion - Translation test on morphology
12	<ul style="list-style-type: none"> - Lexis - Exercises - Test on the lexical topics taught this week
13	<ul style="list-style-type: none"> - Lexis (continued) - Test on the lexical topics taught in Week 12 and 13 - Lexical interference in translation - Group translation practice (English □ Thai) - Discussion
14	<ul style="list-style-type: none"> - Lexical interference in translation

	<ul style="list-style-type: none"> - Group translation practice (Thai ↔ English) - Discussion - Translation test on lexis
15	- Comprehensive translation workshop
16	Final exam (Post-test)

In the first class, both groups were asked to take the pre-test (translation test). According to the academic calendar, each class was allocated 4 hours, as mentioned earlier, which was theoretically divided into 2 hours of lecture and 2 hours of practice. In this research context, the C-R group was conducted through C-R activities and discussions. All activities were carried out interchangeably in 4 hours in the class for the C-R group. For the Traditional group, the class started with me explaining the lessons following the coursebook; then, the students practiced exercises from the book. Class time was 2 – 3 hours in other subjects, but for translation classes, it was usually 4 hours; I did not add one more hour just for the study. Nonetheless, I allowed a 20-minute break in each class so that the subjects were not overstressed. In class, they worked in small groups to share and discuss ideas.

3.5 Materials

Concerning the teaching materials, the lessons on grammar, the linguistic exercises, the practice exercises were collected from many resources, e.g., books, online resources, and C-R activities were used to deliver the grammar lessons. The lessons on syntax, morphology, lexis, and semantics were obtained from the textbooks available and online materials and students' approaches through C-R activities. Translation items in the practice exercises, the pre-test, and the post-test were gathered from many resources, including corpora, books, online resources, and many designed by me to test the issues in translation I had directed students' attention to. The errors found in students' translation were categorized according to Carl James' error taxonomy (James, 1998). Regarding the post-test, Yip (1994: 134) points out the disadvantage

of using the same questions in both the pre-test and the post-test that there is no way to tap learners' creative use of the rules. To avoid this pitfall, different but comparable questions should be used instead. Thereby, the post-test in this study was not exactly the same as the pre-test, but an equivalent version and both groups took the identical post-test.

3.5.1 Reliability

The parallel forms reliability was applied. According to Webb, Shavelson, and Haertel (2006), creating two similar forms of the test is a way to design a reliability study, say Form 1 and Form 2, and give the two forms of the test the same day. Initially, I had intended to design 25 English-Thai translation items and 25 Thai-English translation items for the pre-test and the post-test. However, as the parallel form's reliability was applied, I was required to design another similar pre-test and post-test, which included the same number of items that were 25 English-Thai translation items and 25 Thai-English translation items. Thus, there were 100 items for the research subjects to translate in the pre-test and the same amount in the post-test. Section 1 contained 25 English-Thai sentences and 25 Thai-English sentences, and Section 2 included 25 English-Thai sentences and 25 Thai-English sentences in both tests. In the analysis, if the results of Section 1 and Section 2 are similar, it means the tests are reliable. Both groups received the same pre-test and identical post-test.

After analyzing the tests, SPSS was used to calculate Pearson's Correlation Coefficient and the statistics shown in Table 6.

Table 6 Test reliability results

		Test1	Test2
Test1	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.000
	N	45	45
Test2	Pearson Correlation	.766**	1

Sig. (2-tailed)	.000	
N	45	45

To find the correlation between Section 1 and Section 2, forty-five pre-tests (4,500 translated sentences) out of sixty-nine from both groups were taken to be calculated. To assure the reliability of the results, I excluded the other tests because there were insufficient data.

According to the table above, the results showed that the significant level was 0.000, which was less than 0.05 ($0.000 < 0.05$). This means Section 1 and Section 2 were correlated. Moreover, the correlation coefficient value was .766 (close to 1), considered high (Hinkle, William, and Stephen, 1998: 118). To sum up, the reliability of the tests was high.

3.5.2 Validity

To ensure the validity of the teaching materials and the tests, a panel of five experts validated them (three translation experts and two research experts). All of them had more than ten-year experiences in teaching in tertiary education. The IOC index formula was used to compute the content validity results. The validity must be higher than 0.5 to be considered valid (Rovinelli & Hambleton, 1977). After the calculation, it was revealed that all five experts accepted the teaching materials and the tests and offered useful suggestions to improve them. The content validity was 0.9. See Table 7 below

Table 7 IOC results of the pre-test and the post-test and the teaching materials

Topics	Experts' evaluation					Points in total	Mean (\bar{x})
	Expert 1	Expert 2	Expert 3	Expert4	Expert5		
A. Contents							
1. The materials support the objectives of the course.	+1	+1	+1	+1	+1	5	1
2. The materials are appropriate for the students' English levels.	+1	+1	+1	+1	+1	5	1

3. The contents are properly demonstrated with the Consciousness-Raising approach.	+1	+1	+1	+1	+1	5	1
4. The quantity of the contents is proper.	+1	+1	0	+1	+1	4	0.8
B. Skills							
1. The skills presented in the materials are appropriate and in line with the objectives of the course.	+1	+1	+1	+1	+1	5	1
2. The materials include the linguistic skills focused in the study.	+1	+1	+1	+1	+1	5	1
C. Practice and Activities							
1. The practice and the activities help raise students' consciousness in learning linguistic points in order to enhance translation skills in terms of linguistics.	0	+1	+1	+1	+1	4	0.8
2. The quantity is proper.	+1	+1	+1	0	0	3	0.6
3. The practice and the activities reinforce the contents the students have learned.	+1	0	+1	+1	+1	4	0.8
D. Pre-tests and Post-tests							
1. The pre-tests and the post-tests are appropriate for the students' English levels.	+1	+1	+1	+1	+1	5	1
2. The pre-tests and the post-tests include the focused skills that have been taught in the course.	+1	+1	+1	+1	+1	5	1
3. The quantity of the tests is appropriate.	+1	+1	+1	0	0	3	0.6
Mean (\bar{x})							0.9

The evaluation form was devised using a checklist adapted from (Suwannopparat, 2014). Experts evaluated each item by giving the item a rating of +1, 0, and -1 (+1 = clearly

measuring, - 1 = not clearly measuring, 0 = unclear) with comments provided (see Appendix I). I revised the materials and the tests according to the experts' comments, then I piloted the test with 19 third-year students at SRU and found that the test was still too difficult because most students left considerable sentences untranslated. I revised the pre-test again to make the sentences less challenging by making them shorter sentences, including less challenging lexical items. Moreover, the post-test was also revised along similar items to make it comparable to the pre-test. After that, I distributed the pre-test and the materials to the participants, and the post-test at the end of the semester.

The experts suggested that some translation tests in paragraphs were not appropriate as practice exercises were sentences. Furthermore, the teaching materials and the tests were too difficult; they needed some adjustments. One and half an hour for fifty sentences was too little. The number of items in practice should be the same. The word 'Activity practice', 'Translation practice' should be added to clarify to students what kind of practice they were. There were too many lessons. These are the comments from all experts, and I adjusted the tests and the materials as suggested before giving them to the participants. Some lessons were deleted, fewer sentences in translation practice exercises. I changed some words in sentences to be more comfortable, replaced long and complicated sentences with short and simple sentences. One hour was added for the pre-test and the post-test, so the test time was four hours.

In all materials designed, I was aware that the level of difficulty needed to be ensured. To do so, the examples, the linguistic exercises, the practice exercises, and the pre-test/ the post-test were designed to meet an intermediate level and textbooks such as *English grammar in use with answers* (Murphy, 2012), *Macmillan English grammar in context* (Vince, 2007) were used as references. The participants were introduced to *the Corpus of Contemporary American English*, as suggested in Hubert (2017), *Thai National Corpus* (<http://www.arts.chula.ac.th/~ling/TNCII/>) and online collocation sites, e.g., *Oxford collocation* (<https://www.ozdic.com>). Students were also introduced to useful references such as *Oxford-River Books English-Thai Dictionary*, *Longman Language Activator*, *Thai Corpus book* by Dr.

Nawawan Punthumetha (Thai book), in which the last one is one of a few references that are of great help for English to Thai translation.

3.6 The ethical considerations on the role of the researcher

This was dual-role research as I was the instructor and the researcher researching with students in my classrooms. There were 69 students; they were randomly divided into two groups since they entered the programme: 37 in Group 1 and 32 in Group 2. I designated Group 1, the C-R group, and Group 2, the Traditional group. The C-R group was taught with the C-R approach, the Traditional group with the traditional approach. Regarding the issue of bias in teaching, as the researcher conducted both groups and it could be possible that the researcher would be partial to the C-R group, it was ensured that the researcher could not be biased because the Traditional group was taught following the textbook that had been used in this course by other teachers including the researcher before.

Taking a dual role could pose challenges regarding ethical principles and practices, including voluntariness of consent, conflicts of interest, and undue influence. As in Thailand, teachers are highly respected by students; students might inevitably be afraid of non-participation in the study. This could be because our cultural background makes us not confident to express our own thoughts, especially to teachers or seniors. Being a teacher of my participants could raise a problem on ethics because they may have no choice other than joining the study. However, they were assured that their non-participation in the study would not negatively impact their place in class. Students could be too immature to decline participation and be afraid that their non-participation might affect their learning outcomes and grades (Nolen and Putten, 2007). The violation of these principles results from the imbalances in teacher-student power relations and the lack of respect for students' autonomy in deciding to participate in a research study (Al-Hinai, 2015). Outlined in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada and Social Sciences

and Humanities Research, 2018), 'voluntariness of consent is important because it respects human dignity and means that individuals have chosen to participate in research according to their own values, preferences, and wishes.' Even though there are ethical issues on a dual-role practice, many researchers support this practice. Nolen and Putten (2007) point out that as teachers are familiar to students, this could help make research access and communication easier and produce more fruitful and more pertinent results. Borg (2010) asserts that teachers researching their own students is the most appropriate as they are familiar with their students, and learning can be promoted. I agree with Borg as teachers are in class so they experience problems in learning first-hand and know their students the best. When conducting studies to develop students, courses, or curriculums in any way, teachers may see the cause of problems more clearly. Therefore, they could do the investigations to tackle those problems better than someone who is not in the classroom. Taking a dual role also yields another advantage; that is, an insider's perspective of people who belong to the classroom community is attained (Tabach, 2006). Tabach (2006) proposes two terms: a teacher-researcher and a researcher-teacher. A teacher-researcher is an in-service teacher involved in teachers' groups, school staff, professional development programs, or academic courses. For example, university teachers in Thailand are required to conduct research yearly, as stated in the work contract. A researcher-teacher is a researcher who chooses to go into the practice of teaching in order to conduct their research in the class that they are teaching. They are driven by the research questions that have evolved from the literature of their own field, or their curiosity, or both. Tabach was also a researcher-teacher as she was a Ph.D. student who conducted a study stemming from her own curiosity as a teacher and she intended, in her Ph.D. thesis, to design an innovative learning environment in which a computer was always available and to implement the teaching in this environment for two years. The learning environment and materials were designed before she started teaching from a researcher's point of view while bearing in mind the practical aspects of classroom life (duration, difficulty level, applicability, content, etc.). During the school year, teaching in the classroom was done from the teacher's point of view while keeping an 'observer's eye' on things, as was typical for a researcher (keeping a diary of interesting phenomena, documenting classroom work). Tabach stated that

self-awareness of the role you took on at every moment was crucial. The most difficult part of being a teacher and researcher simultaneously arose during the lessons: the teacher's first commitment was to students' needs. Hence, in the classroom, the teacher must act as a teacher, keeping the researcher's voice silent. In the analysis, the main perspective should belong to the researcher. In the present study, I took the same role as Tabach, as I was a Ph.D. student who conducted a study to find the answer to my curiosity as a teacher. Accordingly, I took the role of a researcher-teacher. Another similarity other than what has been mentioned is that my study designed an innovative learning tool as well to help students improve knowledge in the field, which is English. One difference between Tabach's study and mine is the period of implementing the teaching. Instead of two years like Tabach, my teaching intervention lasted only one semester. Though the teaching materials could be designed to be delivered over a longer period, one semester is still appropriate because general courses of study in Thailand and mostly worldwide have a semester. Consequently, this design will be practical in real education environments and ready to use as one-semester teaching design can be adapted to general classes.

As recommended in MRU Human Research Ethics Board (2012), to avoid undue influence and teacher-student power relations, the researcher may ask someone who does not have power over students to provide letters of information, collect consent forms, and keep them until the final grades for the class have been submitted. Only then would the instructor- researcher learn the identity of students who consented to participate. Only then would the researcher be free to use assignments and test marks (for research purposes) from which consent was obtained. However, there were other factors involved in my research, such as lack of a teacher assistant, students' low proficiency (as all information and the consent will be in English). I had to adjust something to be in accordance with my context. As the participants were divided into two classes, I asked for their gathering altogether. I booked a conference room where all students could be seated and asked my colleague to carry out the ethical procedures for me. All of this process happened before the first week started. My messages were sent to all students through the class heads. I asked the faculty staff to book a

conference room for me. The study's purpose was explained to both groups, and they were provided with the consent form to sign during class time. After that, the ethical procedure was carried out by my colleague; I did not show up in the room. This was to prevent undue influence and teacher-student power relations. In my view, it is better to do it at one time, not separately in each class, as it could be sure that all students of both the C-R and the Traditional groups would receive the same information. It was explained clearly to the students in the Thai language that each group's teaching was different because of the research context. They were assured that they were free to move to either the C-R or the Traditional group and had the full liberty to choose to participate in the study, and their choice would not have any effect on their marks and grades. Besides, their identity in the consent would be learned after all the exams had taken place at the end of the semester. At the end of the semester, only the students I had their consent to use their work for the study were the participants. However, unlike what was suggested by the MRU Human Research Ethics Board (2012), I kept the documents with me as they were essential, and my data collection took one semester, which was quite long. Suppose I left them with other colleagues or staff. In that case, nothing could guarantee that the documents would be kept safe and not lost before the semester ended as everyone already had loads of responsibilities and documents to take care of. I considered the possible consequences, and I thought it was safer this way. In addition, I had to disclose the records before all the exams ended because I had to upload them onto SafeSend, the University of Southampton service for safe sending data, according to Ethics and Research Governance Online regulations.

3.7 The assessment of the pre-test and the post-test

James's (1998) error taxonomy is used to categorize errors as the taxonomy covers most of the error types that occurs in this study and it has widely been used by many researcher (see Section 2.2.1.2). James' error taxonomy is accounted as follows:

- Substance errors

In my study, punctuation errors are categorized as substance errors. The errors include the use of all punctuation marks and the use of capitals.

- Errors in lexis

James classifies lexical errors into formal errors and semantic errors.

Formal errors are sub-typed as follows:

1. Formal misselection
 - 1.1 The suffix type (e.g., *consider*<able>/ *consider*<ate>)
 - 1.2 The prefixing type (e.g., <com>*press*/ *sub*<press>)
 - 1.3 The vowel-based type (e.g., *seat*/*seet*)
 - 1.4 The consonant-based type (e.g., *cheer*/*sheer*)

A fifth sub-type was drawn from Thai data (Hemchua and Schmitt, 2006: 9), and it will be added to James' taxonomy in my study.

- 1.5 False friends are caused by divergent polysemy, partial semantic overlap, or loan words taken from English words and sometimes have meaning overlap (e.g., Thai *bank* = *bank*/*banknote*). Occasionally, the meanings are divergent (e.g., Thai *serious* = *stressed*).
2. Misformations – the source of errors is the learner's mother tongue. James (1998) categorizes them into three types:
 - 2.1 Borrowing – L1 words are used in the TL without any change (for example, *I shot him in kopf* <in German *kopf* = head>).
 - 2.2 Coinage – when the new word (derived from L1) is tailored to the structure of the TL, presumably because the learners think there is a trusty friend (for example, smoking can be very *novice* to health (*harmful* <= L1 Portuguese *novico*).

2.3 Calque – L2 words are literally translated from L1 words (for example, *each person has different thing* <is different>)

3. Distortions – misapplication of the target language without L1 interference or misspelling. James (1998) classifies distortions into five types as follows:

3.1 Omission (e.g., *intresting* <interesting>)

3.2 Overinclusion (e.g., *dinning room* <dining room>)

3.3 Misselection (e.g., *delitouse* <delicious>)

3.4 Misordering (e.g., *littel* <little>)

3.5 Blending (e.g., *travell* <travel + travelled>)

Semantic errors

James (1998) classifies semantic errors in lexis into two main types as follows:

1. Confusion of sense relations

1.1 Using a superonym for a hyponym (*The flower has a unique smell* <scent/perfume>.)

1.2 Using a hyponym for a superonym (*The colonel* <officer> *lives in the castle.*)

1.3 Using the less apt of two co-hyponyms (*You annihilate* <ruin> *my party by bullying all my friends.*)

1.4 Using the wrong near synonym (a *regretful* <penitent/contrite> *criminal or sinner*)

2. Collocation errors – James (1998) specifies three degrees of the misuse of collocation as follows:

2.1 Semantically determined word selection (*The city is grown* <developed>)

2.2 Statistically weighted preferences (*An army has suffered big losses* <heavy losses is preferred>)

2.3 Arbitrary combinations and irreversible binomials (*hike-hitch* <hitch-hike>)

The fourth type of collocation error is from Hemchua and Schmitt's (2006) study, and it will be added to James' taxonomy in my study.

2.4 Preposition partners (*some channels in* <on> *television, surrounded with* <by> *nature*)

- Grammar errors

According to James (1998: 154), 'grammar has traditionally been discussed in terms of morphology and syntax.'

Morphology errors

Morphology errors in terms of derivation morpheme and inflectional morpheme (Halliday and Hasan, 1976) are investigated.

Syntax errors

I follow James's (1998) syntax error categorization as follows:

1. Phrase structure errors which focus on Noun phrases (NP), Verb Phrases (VP), Adjective Phrases (AjP), Adverb Phrases (AdvP), and Preposition Phrases (PP). However, this categorization is sometimes found problematic as NPs can be inside PPs or an NP with errors in its AjP, such as *some immatured* teenagers. The error is in *some immatured* (AjP). In addition to the original five, James suggests functional categorizations: Determiner Phrases, Inflectional Phrases, Quantifier Phrases, Complimentizer Phrases, to name only the more plausible. He suggests using the tripartite structure: modifier + head + qualifier (MHQ) where M and Q can be refined of positional subclasses m1, m2, m3... and q1, q2, q3,... For example, that *fat big fish (is the mama fish)*. An error of misordering m2 and m3 in the AjP inside the NP (James, 1998: 156-157).

2. Clause errors

While phrase errors involve violations in the internal (or 'textual') relations between parts of phrases, clause errors involve whole phrases entering into clauses' structure. There are five conditions of clause errors:

- 2.1 the [phrase] is superfluous: *He shaved himself [the beard].*

- 2.2 It is omitted: *Give [NP] to the dog.*

- 2.3 It is misordered: *Watson sent [to him] the letter.*

- 2.4 It is misselected: *He seems [crying].*

2.5 It is blended of a hybrid: *You would be most likely get (first prize)*, which is the combination of *You would be likely to get*, and *You would most likely get*.

3. Sentence errors

These involve the selection and combination of clauses into larger units. James provides examples as follows:

(a) *Gandhi, who led the independence movement in India, was a politician.*

(b) *Gandhi, who was a politician, led the independence movement in India.*

Which one is right? It depends on the context. If the next sentence is about Gandhi as a politician, the sentence (a) is correct.

4. Intersentence errors (cohesion)

The use of cohesion is to create a logical relation between sentences, which makes texts less obscure. The cohesion markers contribute to the readability of the texts. Halliday and Hasan (1976) identify five types of cohesive links:

4.1 Reference

- 1) Personal reference: he, she, his, etc.
- 2) Demonstrative reference: this, those, here, the
- 3) Comparative reference: same, identical, better, more

4.2 Substitution

Substitution is the replacement of one item by another (A: *I want a pen.* B: *I want one too*).

- 1) Nominal substitution (one/ones)

I eat this noodle with chopsticks made of metal because I do not like wooden ones. Here *chopsticks* are the head of the nominal group *chopsticks made of metal*, and *ones* are the head of the nominal group *wooden ones*.

- 2) Verbal substitution

The verbal substitute in English is *do*. A: *Do you come with me?* B: *Yes, I do.* *Do* substitutes to *come*.

- 3) Clausal substitution

The words used as substitutes are *so* and *not*. A: *Sara is nice?* B: *I think so*. C: *She seems not*.

4.3 Ellipsis

Ellipsis is the omission of an item, is simply 'substitution by zero.'

- 1) Nominal ellipsis is ellipsis within the nominal group

A: *Have some wine.* B: *There isn't any.*

- 2) Verbal ellipsis is ellipsis within the verbal group

A: *Have you been to the UK?* B: *Yes, I have.*

4.4 Conjunctions such as *so*, *consequently*, *but*, *still*, *however*, *and*, etc.

4.5 Lexical cohesion

It is the cohesive function of the class of general nouns. Examples are: *People*, *man*, *person*, *woman*, *child*, *boy*, *girl* [human], *creature* [non-human animate], to mention a few.

For example, A: *Didn't everyone make it clear they expected the minister to resign?*
B: *They did, but it seems to have made no impression on the man.*

As seen, *man* is a general noun used in a cohesive function, and this kind of general noun is almost always accompanied by the reference item *the*.

Translation in the pre-test and the post-test were identified, categorized and counted. The error count was adapted from Hemchua and Schmitt (2006: 13). That is, individual lexical items are counted as one error, multiple errors counted separately, repeatedly identical errors through texts counted separately; for example, 'a women' if a student makes the error two times, they are counted as two (Hemchua and Schmitt, 2006's criteria count it as one).

As mentioned earlier, the research subjects were students in beginners and intermediate levels. They were in the stage of acquiring English; thus, it was highly likely that their mistakes might come from ignorance or lack of knowledge. According to James (1998), ignorance is a phenomenon that can be explained by reference to avoidance. When learners find they are ignorant of a TL item, they turn to their L1 for a surrogate resource. When they cannot find help either because they are ignorant of the L1 equivalent or the L1 lacks an

equivalent, they have no choice other than to keep silent or find in the L2 some alternative or approximate way of expressing the meaning. They might turn to some strategy of paraphrase or circumlocution. The first strategy will manifest itself in the covert error of underrepresentation, the second in the overt error of either verbosity or vagueness (James, 1998: 176). Ignorance can also result in *false friend*; for example, this was an example from the pre-test of Student 16, ‘ฉันล้อเล่น อย่าเครียดสิ’ (Back translation: *I'm kidding. Don't be serious*), students translated ‘I just kidding. Don't be stress.’ Students translated ‘เครียด’ to ‘stress.’ It is a word for word translation, and it is inaccurate. The right word is ‘serious.’ From the example, it can be assumed that students were ignorant of the L2 equivalent. This could be the results of learners being forced into premature production of TL forms they have not yet learned (James, 1998), and it is highly possible to be the case for the subjects of this study as they were in the stage of acquiring English. According to O'Brien (2012: 63-64), recurring errors coming from negligence or lack of knowledge (ignorance) should be counted more than once. She states that ‘whether or not an error is counted more than once depends on the nature of the error; if the error results from translator negligence or lack of grammatical knowledge, the error is counted each time it occurs. If, on the other hand, the error is not the fault of the translator (e.g., the term was not included in the glossary), it is counted only once.’ In this study, errors mostly come from learners’ lack of knowledge as they were students acquiring the language. Accordingly, recurring errors were counted more than once.

Translation items were analysed, marked errors occurred in each sentence, which I will explain the method below, classified them according to James’s taxonomy (1998). For instance, an example from the pre-test of Student 14 of the C-R group,

Source text: ฉันไม่ชอบอยู่คนเดียว มันเหงา

(Correct translation: *I don't like to be alone. It's lonely.*)

Student's translation: *I don't like alone, it lonely.*

The errors this student made are 1) omitted as ‘to’ is *omitted*, 2) *auxiliary verb* as ‘be’ is missing, and 3) *auxiliary verb* again as ‘is’ is omitted. I did not put Error 2) and 3) in the *omitted* category as even though they were omitted, they apparently can be placed in the auxiliary category according to James’ error taxonomy. Error 1 was the error of omitting *infinitive with*

to which did not belong to any category in James' error taxonomy, so it is put in the omitted category. This criterion was applied to all error types. If any error that is omitted can be put in any category, it will, but if it cannot, it will be put in the *omitted* category.

More error lists were added in some sections as they were found in the analysis. The lists were added into the subcategory of confusion of sense relations for lexical errors: *wrong lexical choices* and *homonyms*. For grammar errors, the lists were added into **errors in NP**: *the error of article omission in the Determiner Phrase, the error in the Determiner Phrase, the Quantifier Phrase error, errors in AjP*; **errors in VP**: *voice (passive/active), participle (present, past, perfect participle), tense, confusion in verb usage of auxiliary and ordinary verbs, auxiliary verb (misuse, omission), verb form, subject-Verb agreement*. The subcategory of parts of speech and errors in PP (prepositional phrases) were also added to the Phrase structure error category. I added these errors following the errors I found in students' translations to make the categorization more specific.

The findings were interpreted comparatively between two groups. The scores justified the quality of translation after the treatment. According to the counting strategy I explain below, the more the scores are left in the sentence, the better the students are. The findings were analysed together with the questionnaire and the interview to evaluate the intervention and assess students' progress. Each participant's progress was evaluated individually.

I used the error counting criteria of Hemchua and Schmitt's (2006) whose study was about finding linguistic errors in writing. However, my research not only attempts to find linguistic interference errors but also assesses students' translation progress. Given the students could leave sentences incomplete in translation, which means no error would not be found, fewer errors do not necessarily mean more progress. Conversely, fewer errors could mean less progress because there might be many sentences untranslated resulting in no error. Hence, Hemchua and Schmitt's (2006) error counting method was not adequate to assess translation progress. Accordingly, the method of evaluating students' translation progress was designed.

After I had done the preliminary error count of the pre-test and the post-test, I found that the highest number of errors made in a sentence was sixteen errors and that there were

many untranslated sentences. If the progress were evaluated by the number of errors occurring in translated sentences, untranslated sentences would yield no error and would eventually result in an unreliable assessment of students' progress. Accordingly, as the worst sentence made sixteen errors, I gave all sentences sixteen points, which means the worst sentence will receive a zero score. In other sentences, one error found resulted in one point deducted. Thus, untranslated sentences, which were considered the worst performance, would lose all sixteen points. To evaluate students' progress, the more points were left, the better a sentence was. With this method, students' progress will be precisely assessed.

CHAPTER 4 THE ANALYSIS OF THE DATA

This chapter presents the analysis of the data from the teaching intervention, including the results of the pre-test, the post-test, the questionnaire, and the interview. As this study's methodology follows the action research framework, this chapter proceeds Step 7-8 in the framework (See Section 3.1). The pre-test and the post-test were translation tests. There were 100 sentences in each test. The tests investigated error occurrence by counting errors found in each sentence. The students' translation progress before and after the intervention was analysed by the assessment method explicated in Section 3.7. The questionnaire was analysed by SPSS and the interview was analysed by using qualitative content analysis. Both data were interpreted triangularly with the test results to see if they were in line.

4.1 The pre-test and the post-test

4.1.1 The overall scores of the C-R group and the Traditional group

4.1.1.1 The C-R group

Table 8 below comparatively shows the summary of the test results before and after the teaching intervention taught with materials I designed.

Table 8 The summary of the test results of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
1	670	521	632	579
2	590	723	574	714
3	508	713	364	754
4	576	827	306	752

5	666	747	631	688
6	659	701	656	680
7	599	697	585	619
8	443	647	259	621
9	602	707	401	714
10	612	693	545	666
11	670	708	633	628
12	Drop out			
13	596	497	544	610
14	488	610	633	410
15	689	745	641	655
16	719	774	718	771
17	598	724	512	676
18	562	696	564	742
19	670	743	587	603
20	564	704	569	681
21	625	732	680	722
22	406	677	322	786
23	695	733	651	575
24	714	771	694	753
25	629	751	555	292
26	441	711	363	448
27	635	741	619	693
28	624	711	521	644
29	710	777	720	745
30	684	763	583	693
31	615	723	571	691
32	447	649	285	542
33	657	739	558	655
34	601	651	522	616
35	641	761	592	675

36	659	774	531	753
37	587	683	583	701
38	656	767	630	722
Total	22,507	26,291	20,334	24,269

There were 38 students in this group; one dropped out. Thus, 37 students completed the process. In other words, they took the pre-test, attended no less than 80% of the teaching sessions, and took the post-test. Table 8 above shows the pre-test results, and the post-test comparatively, the student numbers whose results are in bold mean that they had better scores in the post-test after the teaching sessions. That is, their linguistic skills in translation improved after they had received the teaching treatments. In this group, 94.5% of the participants had better scores in the post-test in English to Thai translation. In Thai to English translation, the percentage of the participants who had better scores in the post-test was 86.4%. As a consequence, the improvement rate was better in English to Thai translation. In this respect, it can be seen that the teaching intervention had a more positive impact on English to Thai translation in this group. I hypothesized that the C-R group that received the teaching sessions through the C-R approach with lessons focused on linguistics (syntax, morphology, lexis, semantics) would make progress after the intervention. The results corresponded to my expectations. The lessons in this group were designed to bridge linguistic gaps that I had identified from teaching experience. I found many linguistic errors in students' translation in previous teaching experience, even in simple sentences such as helping verb omission, inappropriate word choices, and inaccurate preposition partners.

4.1.1.2 The Traditional group

This group was taught using the coursebook used for at least five years (see Appendix C).

Following Table 9 below, there were 33 students in this group; one dropped out. Thus, 32 students were participating in the intervention until the end of the semester.

Table 9 The summary of the test results of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
1	773	768	700	692
2	441	362	630	38
3	436	352	652	505
4	634	599	438	615
5	663	594	614	606
6	739	745	695	726
7	279	355	77	344
8	361	247	193	339
9	314	666	360	497
10	501	403	166	284
11	609	589	199	294
12	581	686	62	520
13	660	650	227	231
14	622	691	317	232
15	458	214	436	547
16	540	698	627	679
17	592	610	536	450
18	160	449	175	577
19	629	658	620	627
20	489	389	264	313
21	496	513	407	465
22	641	593	547	421
23	565	479	537	532
24	610	566	524	522
25	509	562	486	394

26	665	695	642	310
27	395	640	127	512
28	448	492	196	453
29	655	648	611	627
30	697	714	616	487
31	396	659	121	502
32	Drop out			
33	490	337	405	427
Total	17,048	17,623	13,207	14,768

According to Table 9 above, 50% of the participants had better scores in the post-test in English to Thai translation; 62.5% of them had better scores in the post-test in Thai to English translation. Consequently, the improvement rate was higher in Thai to English translation. However, from the statistics, this group had less improvement than the C-R group. It was what I had expected as the lessons following the textbook were how to translate sentences with some linguistic points included, not linguistic-focused ones as in the C-R group. The C-R materials chapters were titled by linguistic lessons, e.g., *syntax*, *morphology*, *semantics*, whereas the lessons in the traditional textbook were *translating sayings/proverbs*, *translating tense*, *translating phrasal verbs*, to mention a few. The C-R lessons were listed by linguistic points; the traditional lessons by how to translate sentences. The C-R materials included linguistic rules in detail, and they were taught through the C-R approach, and then students did translation practice exercises that included these rules. The Traditional group was not taught many linguistic lessons; students learned only what was included in the book. In other words, while the C-R group learned linguistic rules in detail, the other group mostly learned them indirectly from the sentences in translation practice exercises. As seen in the Traditional group, students still improved in the translation tests that tested linguistic knowledge without linguistic-focused lessons. In the translation tests, the Traditional group did better than I had expected because half of the students had better scores in English to Thai translation. 62.5% did better in Thai to

English translation, which was considered a more challenging direction as it needs a good command of English grammar. It might be assumed from the findings that intensive linguistic lessons that taught language rules in English might not be the game-changer in translation. They translated Thai to English better than English to Thai. From Table 9 above, comparing the total scores of the pre-test and the post-test of English to Thai translation, even though the post-test scores were better than the pre-test scores, the increased scores in English to Thai translation were slight compared to the increased scores of Thai to English translation in the post-test. This means that the progress in English to Thai translation was little while it was significant in Thai to English translation. In the C-R group, English to Thai translation had better improvement, whereas, in the Traditional group, the improvement was better in Thai to English translation. Nevertheless, though the Traditional group did better than I had expected, the improvement still fell behind the C-R group that was taught with grammar-focused lessons and the C-R approach. In addition, the fact that the Traditional group had lower English levels cannot be put aside as it could affect the performance in translation, and most students in the Traditional group are in A1 while the C-R group in A2 (See Table 3).

Looking at the total scores of the pre-test of both groups, in the C-R group, the average pre-test score is 608; in the Traditional group, it was 532. The average pre-test scores of both groups were quite different. I looked back at their CEFR levels; it showed that in the C-R group of 37 students, there were 1 A0, 15 A1s, 18 A2s, 2 B1s, and 1 B2. In the Traditional group, there were 21 A1s, 8 A2s, 2 B1s, and 1 C1. Most students in the C-R group were at the A2 level, while in the other group at the A1 level. This means that the English levels of the Traditional group were lower than the C-R group. This was in line with the average score in both groups' pre-test, which the C-R group had better scores than the Traditional group. It shows that English competence, according to CEFR, is related to linguistic competence in translation as the English background of the C-R group is higher than the Traditional group, and the C-R group did better in the pre-test. Regarding the score differences before and after the intervention, the C-R group outscored the Traditional

group. The findings could result from the teaching sessions and the students' English backgrounds.

In conclusion, the results show that the C-R group has better improvement in English to Thai and Thai to English translation than the Traditional group (see Table 8 and 9). The findings show that the C-R approach and linguistics-focused lessons improve linguistic competence for translation. However, the Traditional group proves that linguistic lessons are not necessarily needed to improve translation linguistically. This means that activities in class in the Traditional group, such as translation practice exercises, could yield advantages to linguistic learning as well. I explained their mistakes in the translation in class, and I think that was when the students picked up linguistic knowledge. Without grammar lessons, linguistic competence in translation was still improved even though not immensely. The findings of the Traditional group can imply that learners could learn linguistic knowledge from translation practice exercises. In other words, linguistic knowledge was learned implicitly from translation practice exercises. Ellis (1994: 349) illustrates a theoretical framework to explain how implicit knowledge in these students' acquisition works:

L2 input → noticed output → comprehended output → intake → implicit knowledge → L2 output
(IL system)

The students in the Traditional group processed linguistic knowledge in their brains as much as possible from the sentences they translated and the teacher's explanation. This could be the reason why they made less progress in the translation tests. They processed the knowledge themselves from what they had in their translation, and it was not as thorough as the students in the other group were provided. Even if the other group started by having C-R tasks to figure out the sentences' rules, these rules were explained explicitly in the end, whereas the Traditional group only learned from translation practice exercises and the teacher's explanation.

4.1.2 Error occurrence by category

This section reports the error occurrence in three main categorizations, according to James' error taxonomy: substance error, lexical error, and grammar error.

4.1.2.1 The C-R group

Table 10 below shows the error occurrence of the mentioned categories in the pre-test and the C-R group's post-test.

Table 10 The error occurrence by category in the C-R group

S	SUBSTANCE ERRORS								LEXICAL ERRORS								GRAMMAR ERRORS							
	Pre-test				Post-test				Pre-test				Post-test				Pre-test				Post-test			
	1		2		1		2		1		2		1		2		1		2		1		2	
	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE
1	1	1	1	-	2	-	6	4	33	21	38	18	12	9	3	10	21	39	14	51	5	12	12	8
2	7	7	5	4	1	9	-	-	62	32	53	41	35	17	11	-	16	48	26	76	16	21	12	-
3	-	2	1	1	1	3	-	1	36	17	32	17	31	4	17	6	17	22	14	34	20	17	12	12
4	5	6	5	-	2	2	1	-	68	30	64	-	19	8	9	8	38	67	43	-	24	27	10	3
5	-	4	7	9	-	4	-	-	30	19	24	14	22	19	13	20	18	54	14	40	12	40	6	31
6	10	6	7	9	9	3	2	4	32	14	24	14	22	26	19	16	19	45	14	40	15	41	15	34
7	-	10	-	8	3	5	-	4	56	29	33	50	42	31	32	32	14	55	21	55	15	52	11	53
8	-	4	-	6	-	1	-	4	30	10	21	10	21	15	17	12	25	33	20	29	16	53	36	21
9	4	13	11	2	-	3	-	1	50	21	28	4	20	13	12	11	50	38	25	6	21	22	22	21
10	-	5	2	7	3	6	-	5	62	22	67	30	29	14	33	30	23	76	37	72	14	28	20	56
11	2	-	-	8	-	4	2	7	23	18	20	22	22	17	19	26	22	61	32	48	8	42	15	46
12	Drop out																							
13	3	25	6	9	-	5	-	7	39	22	35	31	24	11	20	18	40	65	50	47	11	22	16	26
14	1	4	2	5	-	1	-	2	19	15	29	16	18	13	9	9	15	68	13	60	5	52	20	37
15	6	4	1	1	-	3	-	12	34	13	27	10	19	17	11	21	20	62	22	59	11	44	10	49
16	-	1	1	-	-	2	-	-	20	15	31	15	10	2	4	-	19	29	12	20	3	11	8	-
17	-	10	1	22	-	2	-	3	52	24	49	30	17	10	20	12	43	88	54	98	23	45	17	47
18	10	8	13	6	-	2	-	-	49	33	41	33	18	12	5	5	43	74	32	71	20	23	11	17
19	-	16	2	17	2	12	1	7	47	20	21	27	21	13	15	23	23	75	27	58	12	42	9	54
20	13	8	7	9	1	3	2	6	65	13	53	22	22	12	38	17	50	93	43	72	8	34	21	49
21	-	5	1	6	-	2	-	2	52	32	58	33	22	12	7	11	35	75	30	75	8	36	6	14
22	10	2	2	13	-	2	-	4	34	8	16	34	15	9	4	6	20	33	16	68	18	34	13	24

23	2	9	-	8	2	1	-	5	28	22	32	11	16	12	18	11	25	49	18	53	9	28	12	36
24	8	12	3	6	2	1	-	1	22	16	25	11	14	9	7	5	16	34	12	27	5	21	3	16
25	2	3	2	8	-	1	-	1	55	30	63	26	16	4	15	11	23	84	26	90	11	11	8	31
26	7	7	2	11	-	6	-	11	74	45	37	28	33	9	20	14	34	11 2	31	60	10	60	14	72
27	5	5	13	9	2	1	-	7	50	19	47	13	21	13	18	9	22	69	23	62	8	34	10	39
28	1	28	2	26	-	12	-	21	41	27	42	29	16	18	26	17	34	52	29	73	12	47	11	41
29	3	3	2	1	-	1	-	2	18	4	26	12	10	9	9	11	9	32	21	27	6	19	-	13
30	5	12	1	12	-	6	-	2	32	14	24	28	12	15	8	8	20	67	28	71	13	44	6	27
31	-	15	-	20	-	8	-	8	37	20	33	23	23	23	18	14	42	59	32	76	14	51	11	49
32	12	13	1	10	1	3	2	2	41	17	19	9	13	5	9	12	26	38	12	29	14	23	15	31
33	2	16	2	14	-	5	-	6	40	17	37	32	19	17	22	23	31	66	30	71	24	49	6	45
34	-	17	4	13	-	3	-	6	68	21	50	29	13	10	10	11	42	75	34	91	8	32	6	23
35	-	11	-	12	-	3	-	7	33	19	48	29	10	10	12	9	22	74	52	67	10	50	8	41
36	1	9	2	14	-	3	-	5	39	26	35	25	10	7	6	4	22	66	29	47	8	17	2	11
37	-	22	-	25	-	2	-	8	69	15	60	22	19	11	20	17	45	74	39	67	18	32	11	26
38	5	9	2	12	-	6	-	5	44	17	42	18	8	10	8	12	24	55	24	55	13	20	3	24
	12 5	33 2	11 1	34 3	3 1	13 6	3 4	17 0	15 84	75 7	13 84	81 6	71 4	46 6	54 4	48 1	10 08	22 06	99 9	20 45	46 8	12 36	42 8	11 27
	457		454		167		204		2,341		2,200		1,180		1,025		3,214		3,044		1,704		1,555	
	911				371				4,541				2,205				6,258				2,629			
	1,282								6,746								8,887							

Table 10 shows the error numbers (not the scores) that each student made; cardinal numbers in the first column represent students' identity. Of three errors categorized following James' error taxonomy, grammar errors occurred the most (8,887 errors), followed by lexical errors (6,746 errors) and substance errors (1,282 errors). These statistics show the total number of errors made in the pre-test and the post-test altogether; most errors were made in the pre-test. After the intervention, the students made far fewer errors in all three error categories. It is shown in the table that of all three error categories, grammar errors were the most problematic in Thai students and that the C-R lessons were effective in improving grammar knowledge, as the number of grammar errors decreased by 59.27%. The intervention also had a massive impact on substance errors, which were

reduced by 40.72%. Lexical errors were the least diminished by 51.44%. The findings indicate that the teaching intervention substantially helped reduce errors.

The number of errors in this group of participants was in line with the test results (see Table 8). The error number decreased in the post-test in both English to Thai and Thai to English translation, and the test scores of both directions were increased in the post-test. This means that the decreased error numbers resulted from translated sentences. If the error reduction had resulted from incomplete sentences, the test scores would have reduced. That is, untranslated sentences would have left no error found, and they would have yielded no score.

4.1.2.2 The Traditional group

Table 11 below shows the error occurrence of three main error categories in the pre-test and the traditional group's post-test.

Table 11 The error occurrence by category of the Traditional group

S	SUBSTANCE ERRORS								LEXICAL ERRORS								GRAMMAR ERRORS							
	Pre-test				Post-test				Pre-test				Post-test				Pre-test				Post-test			
	1		2		1		2		1		2		1		2		1		2		1		2	
	E T	TE	E T	TE	E T	TE	E T	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE	ET	TE
1	-	5	1	9	-	9	-	10	5	9	10	6	9	10	6	14	5	30	6	22	9	27	6	30
2	3	7	4	5	1	2	-	1	45	21	16	10	50	4	43	-	20	39	21	19	38	13	31	6
3	-	5	-	3	-	7	-	8	35	19	13	25	11	15	20	23	13	31	15	45	18	80	15	61
4	1	5	1	3	2	5	-	1	28	17	20	5	24	9	13	16	28	33	23	26	19	26	6	24
5	-	12	-	8	-	4	-	14	42	18	39	14	45	19	20	17	18	55	15	46	26	47	28	44
6	-	7	-	6	2	6	-	2	21	14	18	16	25	5	10	14	10	32	12	28	11	23	11	18
7	5	3	-	5	-	4	-	5	41	23	10	11	28	10	17	24	24	75	11	25	26	52	39	52
8	-	7	1	8	-	7	-	3	18	5	14	4	23	18	15	6	10	23	13	17	15	39	5	15
9	9	1	9	5	1	2	1	9	28	12	42	9	28	22	32	26	32	23	16	26	30	47	25	55
10	1	2	-	1	3	3	1	1	65	2	29	5	25	7	25	5	35	5	29	26	22	14	19	6
11	-	4	-	-	-	5	-	3	26	7	25	4	27	13	33	9	12	20	16	8	27	39	32	23
12	2	3	2	-	1	3	-	5	38	5	38	1	25	17	24	31	35	8	24	8	14	23	15	58
13	-	8	-	4	-	4	-	4	46	7	38	-	39	9	44	1	12	16	16	10	21	32	53	8
14	2	3	1	3	2	-	2	-	44	9	47	10	16	8	20	3	17	27	17	39	8	5	18	6

1	1	5	1	6	3	10	-	9	30	9	39	28	23	23	19	31	15	32	36	65	18	63	18	38		
5																										
1	1	2	1	12	1	1	-	7	24	16	27	28	26	14	29	16	14	44	13	36	14	28	32	51		
6																										
1	2	10	1	16	-	7	-	5	77	38	72	38	32	25	45	16	19	92	19	70	33	70	20	49		
7																										
1	-	3	-	5	2	3	2	5	18	7	-	24	14	18	17	13	14	13	-	47	2	33	9	29		
8																										
1	7	11	1	12	1	5	1	4	28	16	40	28	19	14	34	20	21	54	32	70	15	50	40	61		
9			2		9		6																			
2	2	6	-	3	-	3	-	1	52	12	16	5	27	13	18	19	21	39	6	9	18	29	22	45		
0																										
2	3	5	2	6	-	7	-	3	42	8	16	22	28	11	25	11	23	25	19	30	23	44	36	31		
1																										
2	1	11	-	9	1	6	2	-	48	34	51	26	49	33	67	23	30	52	29	64	30	73	38	57		
2																										
2	3	5	-	11	-	11	-	16	54	30	59	22	30	33	16	32	21	73	51	96	20	90	27	85		
3																										
2	-	7	-	7	-	1	1	2	26	17	17	27	23	25	39	28	16	60	19	61	28	76	46	76		
4																										
2	-	2	-	5	-	3	-	5	49	8	27	15	61	14	39	12	25	66	29	57	25	56	37	54		
5																										
2	3	9	-	6	-	2	-	1	33	20	39	12	32	3	26	8	32	44	33	48	15	23	30	19		
6																										
2	1	4	1	-	1	5	-	4	23	3	35	2	11	20	14	16	29	19	26	6	22	28	25	36		
7																										
2	-	5	-	5	2	-	-	6	38	10	26	6	24	20	26	28	19	33	33	18	18	32	39	36		
8																										
2	1	8	2	9	2	8	-	10	27	9	27	18	20	9	32	17	18	64	14	55	24	48	24	52		
9																										
3	-	9	1	15	1	3	-	4	36	14	19	18	11	22	22	27	19	40	23	46	12	45	13	37		
0																										
3	-	-	-	-	-	4	-	3	39	6	34	2	30	18	25	10	32	22	16	11	19	25	16	13		
1																										
3	Drop out																									
2																										
3	5	33	5	33	5	33	5	33	5	33	5	33	5	33	5	33	5	33	5	33	5	33	5	33		
3																										
	8	18	5	19	7	14	5	15	11	43	94	45	86	50	83	53	66	12	66	11	63	13	80	12		
	1	1	9	4	6	5	6	7	73	8	9	7	3	2	7	3	2	41	5	80	9	28	0	25		
	262		253		221		213		1,611			1,406			1,365		1,370		1,903		1,845		1,967		2,025	
	515			434				3,017					2,735				3,748				3,992					
	949						5,752						7,740													

According to Table 11, the Traditional group had grammar errors as the most frequent errors, followed by lexical errors and substance errors.

For grammar errors, more errors were found in Thai to English translation (4,974 errors) than in English to Thai translation (2,766 errors). The result was what I had expected

as I had assumed that students were weak in English grammar, and to translate from Thai to English, they needed to have strong knowledge of this. That the students made numerous grammar errors confirmed my assumption, and this finding could be the guidance for translation curriculum design in the future.

Regarding lexical errors, students made more errors in English to Thai translation (3,822 errors) than in Thai to English translation (1,930 errors). I looked back to see which lexical errors they made the most and found that the four lexical errors that had the highest occurrence were *calque* (853 errors), *wrong lexical choice* (2,744 errors), *homonym* (556 errors), and *semantically determined word selection* (710 errors). The first one could result from L1 interference. Some examples from students' tests are shown below:

An example of *Calque* error (the sentence was taken from the post-test of Student 21)

Source text: เขาคิดว่าตัวเองตัดสินใจถูก เลยไม่ฟังใคร

Student's translation: *He thought that he had made the right decision not listen to anyone.*

Correct translation: *He thought he had made the right decision, so he did not listen to anyone.*

According to the example above, this student made a *Calque* error as he/she literally translated the Thai sentence. In Thai, the sentence ultimately makes sense without a personal pronoun 'he' and the addition of the conjunctive word 'so.' When the student translated this sentence, he/she was influenced by the structure of the source language and was not aware that this sentence in the target language could not be grammatically correct without a subject and a connector.

The other three errors (*wrong lexical choice*, *homonym*, and *semantically determined word selection*) were about selecting the context's right word. That these errors were primarily made in English to Thai translation could imply that the students failed to use an English-Thai dictionary. In addition, it is also highly possible that the students might

take the first meaning they found in the reference book and use it without considering the context.

An example of *wrong lexical choice* (the sentence was taken from the pre-test of Student 9)

Source text: *The truth is that it takes time for true colour to be revealed.*

Student's translation: *ความถูกต้องทำให้ความจริงทุกอย่างเปิดเผย*

In this sentence, the student translated the word 'truth' into 'ความถูกต้อง' (back translation: 'correctness'), which was a wrong lexical choice. The equivalent word should be 'ความจริง' (back translation: truth). As the student was in the stage of acquiring English, I assumed he/she was confused about the meaning of the word 'truth' and thought 'ความถูกต้อง' was the right translation. Thus, the student did not turn to the dictionary they had at hand. As in the dictionary, it is clearly stated the word 'ความจริง' for the term 'truth.'

The following example is also an example of a *wrong lexical choice* showing the student took the first meaning of the word instead of the equivalent meaning (the sentence was taken from the pre-test of Student 26).

Source text: *Mom, I had a bike accident.*

Student's translation: *แม่ ฉันมีอุบัติเหตุทางรถจักรยานยนต์*

In this example, the student translated the word 'had' with its first meaning that the student was familiar with the most while not its meaning.

In the C-R group, the most frequent lexical error occurrence was *wrong lexical choices* (3,083 errors), *calque* (984 errors), *semantically determined word selection* (759 errors), *homonym* (520 errors). In the Traditional group, the error types were the same, as was the ordering. Only the C-R group made a slightly higher number of errors. The findings indicate that Thai learners of English lack terminology and have problems putting the right word in the right context. It is predictable considering their English learning environment.

Most students are not exposed to real English-learning environments and do not have many chances to use English daily.

Substance errors, which included punctuation errors and capital letters, were the same as grammar errors; that is, more errors were found in Thai-English translation than in English-Thai translation (2,766 errors). There were 272 errors made in the English-Thai translation and 677 errors made in Thai to English translation. As seen, substance error problems were severe in Thai to English translation. Thai does not have punctuation marks or capital letters, so in my opinion, it is confusing for Thai learners of English as they have no background knowledge of punctuation marks that they can relate to the new input. I believe that practice in translation on this issue could reinforce the knowledge. Using the right punctuation marks or capitalization is mainly about memorising, thus to use it correctly, the practice would help.

Table 12 below comparatively shows the error number of three main error types in the C-R group and the Traditional group. It can be seen that for all error categories, the C-R group made more errors than the Traditional group. However, according to the scores of the tests in Table 13, the C-R group did better in both English-Thai, and Thai-English translations as the total scores are higher. In addition, the statistics in Table 14 shows there are a lot of untranslated sentences in the Traditional group, and each one lost sixteen points. Even though the Traditional group made fewer errors, it had lower scores than the C-R group. The results are in line with their English levels, as this group had lower English proficiency levels than the C-R group. The average scores of the pre-test in the Traditional group were also lower than those in the C-R group. Accordingly, considering their English proficiency, it was predictable that the Traditional group would leave more sentences untranslated than the C-R group.

Table 12 The error occurrence of three main error categories in the C-R group and the Traditional group

Error category	C-R group (error numbers)	Traditional group (error numbers)
Substance errors	1,282	949
Lexical errors	6,746	5,752
Grammar errors	8,887	7,740

Table 13 The test scores of both groups in comparison

Student	English-Thai		Thai-English		Total scores
	Pre-test	Post-test	Pre-test	Post-test	
C-R group	22,507	16,291	20,334	24,269	83,401
Traditional group	17,048	17,623	13,207	14,768	62,646

Table 14 Numbers of untranslated sentences in both groups

Untranslated sentences in C-R group					Untranslated sentences in Traditional group				
<i>Pre-test</i>		<i>Post-test</i>		<i>Total</i>	<i>Pre-test</i>		<i>Post-test</i>		<i>Total</i>
E-T	T-E	E-T	T-E		E-T	T-E	E-T	T-E	
99	160	59	90	408	268	543	277	435	1,523

4.1.3 Error count by type of error

This section reports error occurrence by type according to James' error categorization. I report all errors that occurred both in the pre-test and the post-test by the group. The

number of each error type that each student made in Appendix K. Table 15 below shows the summary of each error made in the C-R and the Traditional group.

Table 15 The number of all errors occurred in the C-R group and Traditional group in comparison

Error types	Number of errors in the C-R group			Number of errors in the Traditional group		
	Pre-test	Post-test	Total	Pre-test	Post- test	Total
SUBSTANCE ERRORS						
Punctuation errors	898	364	1,262	515	438	953
LEXICAL ERRORS						
A. Formal errors						
1. Formal misselection						
1.1 Suffix type	-	5	5	1	1	2
1.2 Prefix type	-	2	2	-	-	-
1.3 Vowel-based type	15	16	31	18	10	28
1.4 Consonant-based type	29	50	79	30	10	40
1.5 False friends	20	4	24	5	1	6
2. Misformation						
2.1 Borrowing	80	15	95	59	33	92
2.2 Coinage	-	4	4	1	-	1
2.3 Calque	775	208	983	481	386	867
3. Distortions						
3.1 Omission	62	2	64	42	79	121

3.2	Overinclusion	40	34	74	18	13	31
3.3	Misselection	141	2	143	62	79	141
3.4	Misordering	8	15	23	6	8	14
3.5	Blending	-	2	2	1	-	1
B. Semantic errors							
1. Confusion of sense relations							
1.1	General term for specific one	45	60	105	31	44	75
1.2	Overly specific term	10	17	27	1	16	17
1.3	Using the less apt of two co-hyponyms	141	79	220	66	62	128
1.4	Using wrong near synonyms	35	83	118	12	3	15
1.5	Paraphrasing	7	13	20	-	2	2
1.6	Wrong lexical choices	2,091	889	2,980	1,426	1,350	2,776
1.7	Homonym	404	117	521	309	252	561
2. Collocation errors							
2.1	Semantically determined word selection	500	253	753	361	357	718
2.2	Statistically weighted preferences	1	-	1	1	-	1
2.3	Arbitrary combinations	-	-	-	-	-	-

2.4 Preposition partners	35	26	61	10	29	39
3. Connotation errors	-	-	-	-	-	-
4. Stylistic errors						
4.1 Verbosity	75	92	167	44	36	80
4.2 Under specification	17	43	60	19	26	45
GRAMMAR ERRORS						
A. Morphology errors						
1. Derivational morphemes						
1.1 Prefix (un-, re-, dis-, a-, pre-, en-, etc.)	-	-	-	-	-	-
1.2 Suffix (-er, -ful, -ness, -ment, -tion, -sion, -ence, -ance, etc.)	-	-	-	-	-	-
2. Inflectional morphemes						
2.1 -s third-person singular present	37	64	101	23	69	92
2.2 -ed past tense	1	-	1	1	4	5
2.3 -ing progressive	2	3	5	1	-	1
2.4 -en past participle	-	5	5	-	2	2
2.5 -s plural	221	117	338	137	143	280
2.6 -'s possessive	31	17	48	20	22	42

2.7 –er comparative	-	-	-	10	-	10
1.8 –est superlative	-	-	-	-	-	-
B. Syntax errors						
1. Phrase structure errors						
1.1 Errors in NP						
1.1.1 the error of article omission in the Determiner Phrase	391	206	597	202	195	397
1.1.2 the error of comma omission in NP	-	-	-	-	-	-
1.1.3 the error in the Determiner Phrase	119	77	196	42	87	129
1.1.5 the Quantifier Phrase error	20	8	28	18	25	43
1.1.6 Errors in AjP	121	21	142	29	60	89
1.2 Errors in VP						
1.2.1 Voice (Passive/active)	247	80	327	133	159	292
1.2.2 Participle	88	10	98	56	44	100
1.2.3 Tense	584	256	840	319	310	629
1.2.4 Confusion in verb usage of auxiliary and ordinary verbs	73	69	142	36	31	67

1.2.5 Auxiliary verb (misuse, omission)	306	133	439	218	219	437
1.2.6 Verb form	201	131	332	90	138	228
1.2.7 Subject-Verb agreement	192	41	233	91	47	138
1.3 Parts of Speech	183	63	246	79	102	181
1.4 Errors in PP	427	113	540	201	252	453
2. Clause errors						
2.1 the phrase is superfluous	297	272	569	192	179	371
2.2 it is omitted	1,532	1,146	2,678	1,193	1,095	2,288
2.3 it is misordered	179	92	271	106	67	173
2.4 it is misselected	45	26	71	39	25	64
3. Sentence errors	229	28	257	79	175	254
4. Intersentence errors (cohesion)						
1.1 Reference						
1.1.1 Personal reference: he, she, his, etc.	390	162	552	167	348	515
1.1.2 Demonstrative reference: this, those, here, the	50	10	60	24	21	45
1.1.3 Comparative reference: same, identical, better, more	43	5	48	17	18	35
1.2 Substitution						

1.2.1 Nominal substitution	23	14	37	13	27	40
1.2.2 Verbal substitution	-	2	2	-	1	1
1.2.3 Clausal substitution	-	-	-	-	-	-
1.3 Ellipsis						
1.3.1 Nominal ellipsis	-	-	-	-	-	-
1.3.2 Verbal ellipsis	-	-	-	-	-	-
1.4 Conjunction such as so, consequently, but, still, however, and, etc.	273	119	392	190	219	409
1.5 Lexical cohesion	-	-	-	-	-	-

According to Table 15, the three errors that had the highest incidence in both groups were *wrong lexical choices* (3,083 errors in C-R group, 2,744 errors in Traditional group), *omitted* (2,641 errors in C-R group, 2,264 errors in Traditional group), and *punctuation* (1,250 errors in C-R group, 958 errors in Traditional group). The most frequent error category was lexical errors, the second most was grammar errors, and the least was substance errors. The findings show the same results as Hemchua and Schmitt (2006), Galvao (2009), Havlásková (2010), Othman (2017) who studied errors in translation and writing and found that the most severe error problem is lexical errors. Though, these studies are in different language pairs (English-Thai, English-Portuguese, English-Czech, English-Arabic). This could mean that the lexical error problem is universal and in urgent need of close attention in ELT if we want our students to be better at learning English.

Table 15 shows error occurrence in the pre-test and the post-test of both groups. I mentioned earlier that while the most errors found were in the pre-test, the errors considerably reduced in the post-test, particularly in the C-R group. It shows that the teaching method and materials in this group worked well in reducing linguistic errors in

translation, which, in this study, include substance errors, grammar errors, and lexical errors. In the C-R group, the error occurrence was in line with the test scores; when the errors were reduced, the test scores were increased. There were many error types in the Traditional group in which the error occurred in the post-test outnumbered the pre-test (it means that there were errors to be counted in the post-test). As the Traditional group made progress after the intervention following the increased scores they made, this means there were many sentences left incomplete in the pre-test. This assumption is in line with the results in Table 14, showing the Traditional groups left many sentences untranslated in the pre-test, so fewer errors were found to be counted. However, looking at these statistics shows that both groups made the same most frequent errors, and the order is also the same; these findings could imply something. As *wrong lexical choice* errors are the most frequent errors found, it could mean that Thai students might have problems finding terminology in translation.

Another related problem might be that when students could not translate, they left a blank in the sentence. This was the second most frequent error. This problem was also critical, indicating that students had no idea what to put in translation. There were no words, no structural knowledge in their heads, so they just left a blank in the sentences, and it made that sentence ungrammatical. Even though this error was categorized in the *omitted* error, which is a subcategory of grammar errors, in practice, when students left a blank in the sentence, it could indicate that students had problems finding terminology.

From my perspective as an L2 learner, *wrong lexical choice* errors could be rooted in Thai students learning words by memorising them and mostly only memorising the first meaning in the dictionary. Thus, when they have to put words in context, it is difficult for them because they do not know which word to choose as they only know one word and do not know the others. For *omitted* errors, students made substantial numbers of them. When they could not translate, they just left a blank in the sentence. They cannot translate as they do not know the word either in the source text or in the target text, or more often, they do not know the structure, so they just leave a blank. Though they had dictionaries, they could not get the appropriate word as they might only focus on the first meaning. In the translation tests, I did not ask them to translate complicated sentences; the tests were

designed with short sentences and a few short passages. Regarding *punctuation* errors, which included capitalization, their errors were understandable as Thai has no punctuation marks. This error was reduced in the post-test.

The error occurrence in Table 15 above shows students' weaknesses and what problems are critical to be solved in Thai students of these English levels. The students of both groups made substantial error numbers of *wrong lexical choices* (3,083 errors in the C-R group, 2,744 errors in the Traditional group), *omitted* (2,641 errors in the C-R group, 2,264 errors in the Traditional group) and *punctuation* (1,250 errors in the C-R group, 958 errors in the Traditional group). The errors were significantly reduced in the post-test, especially in the C-R group, which means the teaching methods and materials effectively reduced these errors. In the Traditional group, the number of these errors declined in the post-test as well but not as significantly as in the C-R group. The findings can be the guidelines for designing the curriculum for the students of the coming years to make them better in English and in translation.

4.1.3.1 Intralingual and interlingual errors

There were fifty-five error types found in the study, and the distribution of errors according to diagnosis-based categories is shown in Table 16 below.

Table 16 The distribution of errors according to diagnosis-based categories

Types of error	C-R group			Traditional group			Sub total
	Pre-test	Post-test	Total	Pre-test	Post-test	Total	
Intralingual errors							
Substance errors							
1. Punctuation errors	898	364	1,262	515	438	953	2,215
Total	898	364	1,262	515	438	953	2,215
Lexical errors							

1. Suffix type		5	5	1	1	2	7
2. Prefix type		2	2				2
3. Vowel-based type	15	16	31	18	10	28	59
4. Consonant-based type	29	50	79	30	10	40	119
5. False friends	20	4	24	5	1	6	30
6. Omission	62	2	64	42	79	121	185
7. Overinclusion	40	34	74	18	13	31	105
8. Misselection	141	2	143	62	79	141	284
9. Misordering	8	15	23	6	8	14	37
10. Blending		2	2	1		1	3
11. General term for specific one	45	60	105	31	44	75	180
12. Overly specific term	10	17	27	1	16	17	44
13. Using the less apt of two co-hyponyms	141	79	220	1	16	17	237
14. Using wrong near synonyms	35	83	118	12	3	15	133
15. Paraphrasing	7	13	20		2	2	22
16. Wrong lexical choices	2,091	889	2,980	1,426	1,350	2,776	5,756
17. Homonym	404	117	521	309	252	561	1,082
18. Semantically determined word selection	500	253	753	361	357	718	1,471
19. Statistically weighted preferences	1		1	1		1	2
20. Preposition partners	35	26	61	10	29	39	100
21. Verbosity	75	92	167	44	36	80	247
22. Underspecification	17	43	60	19	26	45	105
Total	3,676	1,804	5,480	2,398	2,332	4,730	10,210
Grammar errors							

1. -s third-person singular present	37	64	101	23	69	92	193
2. -ed past tense	1		1	1	4	5	6
3. -ing progressive	2	3	5	1		1	6
4. -en past participle		5	5		2	2	7
5. -s plural	221	117	338	137	143	280	618
6. -'s possessive	31	17	48	20	22	42	90
7. -er comparative				10		10	10
8. the error of article omission in the Determiner Phrase	391	206	597	202	195	397	994
9. the error in the Determiner Phrase	119	77	196	42	87	129	325
10. the Quantifier Phrase error	20	8	28	18	25	43	71
11. Errors in AjP	121	21	142	29	60	89	231
12. Voice (Passive/active)	247	80	327	133	159	292	619
13. Participle	88	10	98	56	44	100	198
14. Tense	584	256	840	319	310	629	1,469
15. Confusion in verb usage (auxiliary and ordinary verbs)	73	69	142	36	31	67	209
16. Auxiliary verb (misuse, omission)	306	133	439	218	219	437	876
17. Verb form	201	131	332	90	138	228	560
18. Subject-Verb agreement	192	41	233	91	47	138	371
19. Parts of Speech	183	63	246	79	102	181	427
20. Errors in PP	427	113	540	201	252	453	993
21. the phrase is superfluous	297	272	569	192	179	371	940
22. it is omitted	1,532	1,146	2,678	1,193	1,095	2,288	4,966

23. it is misordered	179	92	271	106	67	173	444
24. it is misselected	45	26	71	39	25	64	135
25. Sentence errors	229	28	257	79	175	254	511
26. Personal reference: he, she, his, etc.	390	162	552	167	348	515	1,067
27. Demonstrative reference: this, those, here, the	50	10	60	24	21	45	105
28. Comparative reference: same, identical, better, more	43	5	48	17	18	35	83
29. Nominal substitution	23	14	37	13	27	40	77
30. Verbal substitution		2	2		1	1	3
31. Conjunction such as so, consequently, but, still, however, and, etc.	273	119	392	190	219	409	801
Total	6,032	3,171	9,203	3,536	3,865	7,401	16,604
SUBTOTAL	10,606	5,339	15,945	6,449	6,635	13,084	29,029
Interlingual errors							
	Pre- test	Post- test	Total	Pre- test	Post- test	Total	
Lexical errors							
1. Borrowing	80	15	95	59	33	92	187
2. Coinage		4	4	1		1	5
3. Calque	775	208	983	481	386	867	1,850
Total	855	227	1,028	541	419	960	2,042
SUBTOTAL	855	227	1,028	541	419	960	2,042

Table 17 The summary of intralingual and interlingual error occurrence

Types of error	C-R group			Traditional group			Sub total
	Pre-test	Post-test	Total	Pre-test	Post-test	Total	
Intralingual errors							
Substance errors	898	364	1,262	515	438	953	2,215
Lexical errors	3,668	1,789	5,457	2,392	2,324	4,716	10,173
Grammar errors	6,032	3,171	9,203	3,536	3,865	7,401	16,604
SUBTOTAL	10,606	5,339	15,945	6,449	6,635	13,084	29,029
Interlingual errors							
	Pre-test	Post-test	Total	Pre-test	Post-test	Total	Sub total
Lexical errors	863	242	1,105	547	427	974	2,079
SUBTOTAL	855	227	1,028	541	419	960	2,042

Table 17 shows the error number of both groups in the pre-test and the post-test. Considering the percentage of the error reduction in the pre-test and the post-test, for intralingual errors, the errors reduce by 49.6% in the C-R group but increase by 2.8% in the Traditional group. Regarding interlingual errors (interference), the errors decrease in the post-test in both groups. In the C-R group, the error number plunges by 73.45 %; in the Traditional group, the errors reduce by 22.55 % in the post-test. It can be seen that the C-R approach is more successful in lowering interlingual errors or interference errors than intralingual errors, as the statistics have shown. This means that the C-R approach is very effective in reducing interference errors.

However, when looking at the error occurrence, the number of intralingual errors are considerably higher than interlingual errors (interference) in both groups. The total

number of intralingual errors is 29,029 errors, which is substantially bigger than interlingual errors that account for 2,042 errors. This study's findings show that intralingual errors are the primary cause of translation errors, not interlingual errors as I assumed. All grammar errors fall into the intralingual error category. These findings are in line with many theorists in the early 1970s such as Dulay, Burt, and Krashen (1983) who found that very few errors in English language learning result from interference (see Section 2.2.1). The findings are also in line with Suetae and Yok (2012), Sari (2016), Utami (2017) who found that it is intralingual errors, not interlingual errors, that is a critical problem in translation and also writing (see Section 2.2.1.2).

According to Universal Grammar, learning grammar is about parameter resetting explained in Section 2.2.3.7.1 'Acquisition of syntax' earlier. When L2 learners fail to reset the parameter to its correct value or transfer their L1 parameter value (Mitchell, Myles, and Marsden, 2013), it results in errors. Following this explanation, students made substantial grammar errors that could mean that the parameter failed to be reset. This could be assumed that there might be some faults in how English is taught in Thailand. The findings could be a starting point to improve translation curriculums in the country. The curriculums can be redesigned to reduce the problems by finding a more effective way to reset the parameter in students' learning so that they can learn L2 more effectively and translate more grammatically correct.

4.1.4 The analysis by a participant

This section reports the score changes after the intervention of each student. The description of how each student improved is shown in Appendix L to Appendix BBBB.

4.1.4.1 The C-R group

Table 18 below shows the pre-test score and the post-test of English to Thai and Thai to English translation. In English to Thai translation, two students had lower scores in the post-test, and in Thai to English translation, five students had lower scores in the post-test.

According to the regression in some students, I, as a teacher, always hope my students will learn all I have taught them, but in reality, I cannot expect that. The group was big with thirty-seven students, and I cannot pay attention to each of them in every class. In my view, it is expected that some students might get distracted from lessons. Many factors could be the causes, such as long class time, lack of sleep (so they cannot focus in class), nervousness in exams, time management, or personal matters. In the post-test, the test was designed in parallel with the pre-test. I used the words and structures with the same difficulty, and I used the books I mentioned in Section 3.5.2 as references so that I could keep the consistency to intermediate level sentences. Also, some sentences in the pre-test and the post-test were adjusted from the books. Moreover, many sentences in the post-test were in translation practice exercises in the 15-week teaching sessions, which means they had passed students' eyes before. However, I cannot expect that the students would remember all sentences taught in the 15-week sessions because they were a lot. If some students do not make progress, it is acceptable for me as a teacher as long as most students in the class make progress.

Table 18 The report of scores differences between English to Thai and Thai to English translation in C-R group

Student	Gender	CEFR English levels	English to Thai translation			Thai to English translation		
			Pre-test (%)	Post-test (%)	Score difference S (%)	Pre-test (%)	Post-test (%)	Score difference S (%)
1	F	A2	83.75	65.12	-18.62	79	72.37	-6.62
2	F	A1	73.75	90.37	+16.62	71.75	89.25	+17.5
3	M	A2	63.5	89.12	+25.62	45.5	94.25	+48.75
4	F	A2	72	103.37	+31.37	38.25	94	+55.75
5	F	A2	83.25	93.37	+10.12	78.87	86	+7.125

6	F	A2	82.37	87.62	+5.25	82	85	+3
7	F	A1	74.87	87.12	+12.25	73.12	77.37	+4.25
8	F	A1	55.37	80.87	+25.5	32.37	77.62	+45.25
9	F	A1	75.25	88.37	+13.12	50.12	89.25	+39.12
10	F	A1	76.5	86.62	+10.12	68.12	83.25	+15.12
11	M	A1	83.75	88.5	+4.75	79.12	78.5	-0.625
12			0	0	0	0	0	0
13	M	A1	74.5	62.12	-12.37	68	76.25	+8.25
14	F	A2	61	76.25	+15.25	79.12	51.25	-27.87
15	M	A2	86.12	93.12	+7	80.12	81.87	+1.75
16	F	B1	89.87	96.75	+6.87	89.75	96.37	+6.62
17	F	A2	74.75	90.5	+15.75	64	84.5	+20.5
18	M	A2	70.25	87	+16.75	70.5	92.75	+22.25
19	F	A2	83.75	92.87	+9.12	73.37	75.37	+2
20	F	A1	70.5	88	+17.5	71.12	85.12	+14
21	F	A1	78.12	91.5	+13.37	85	90.25	+5.25
22	F	A1	50.75	84.62	+33.87	40.25	98.25	+58
23	F	A2	86.87	91.62	+4.75	81.37	71.87	-9.5
24	F	B2	89.25	96.37	+7.12	86.75	94.12	+7.37
25	F	A1	78.62	93.87	+15.25	69.37	36.5	-32.87
26	F	A1	55.12	88.87	+33.75	45.37	56	+10.62
27	F	A2	79.37	92.62	+13.25	77.37	86.62	+9.25
28	M	A2	78	88.87	+10.87	65.12	80.5	+15.37
29	M	B1	88.75	97.12	+8.37	90	93.12	+3.12
30	M	A2	85.5	95.37	+9.87	72.87	86.62	+13.75
31	M	A1	76.87	90.37	+13.5	71.37	86.37	+15
32	F	A2	55.87	81.12	+25.25	35.62	67.75	+32.12
33	F	A2	82.12	92.37	+10.25	69.75	81.87	+12.12

34	F	A1	75.12	81.37	+6.25	65.25	77	+11.75
35	F	A2	80.12 5	95.12	+15	74	84.37	+10.37
36	F	A2	82.37	96.75	+14.37	66.37	94.12	+27.75
37	F	A0	73.37	85.37	+12	72.87	87.62	+14.75
38	F	A1	82	95.87	+13.87	78.75	90.25	+11.5

SPSS was used to calculate the mean of each translation direction in the following table.

Table 19 SPSS results of the score differences in the C-R group

Translation direction	English to Thai	Thai to English
Mean	13.42	12.94
N	38	38
Std. Deviation	9.01	19.01

According to Table 19, the mean of English to Thai translation (13.42) was higher than the mean of Thai to English translation (12.94), which means overall the increased scores after the intervention was more elevated in English to Thai than in Thai to English translation. Notwithstanding, the numbers were not so different, which means that the improvement was similar in English to Thai and Thai to English translation. The findings indicate that the teaching intervention with the C-R approach effectively enhanced linguistics knowledge in translating both directions. However, the number was slightly higher in English to Thai translation.

There were five groups of students in the C-R group according to the English levels: A0, A1, A2, B1, B2. SPSS was used to analyse the mean of the increased scores of each level of students in order to see which level the teaching intervention had the best impact on. I analysed English to Thai translation and Thai to English translation separately so that the

intervention's effect on each direction would be clearly seen. The mean of the increased scores by English levels was shown in Table 20 below.

Table 20 Mean of the increased scores by each English level in the C-R group

Levels of English	A0		A1		A2		B1		B2	
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E
Number of students	1		15		18		2		1	
Direction of translation	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E
Mean	12	14.75	14.49	14.80	12.29	13.21	7.62	4.87	7.12	7.37

Following Table 20, A0 and B2 levels in which there was only one student in each level, the student did better in Thai to English translation, which means that the increased scores were more in Thai to English translation. In the A1 and A2 levels in which most students were, the mean was also higher in Thai to English translation. At the A1 level, the results were just slightly different between English to Thai and Thai to English translation. In the B1 level, the mean in Thai to English translation was a lot lower than in English to Thai translation, which means that the intervention did not positively impact the students of this level compared to English to Thai translation. Following the statistics in Table 20, the A1 level had the highest mean. This indicated that the intervention had the best impact on improving linguistics in translation in the students of A1 level in both directions.

The group consisted of male and female students, of which most of them were female. I would like to see how the intervention influences linguistic improvement in translation in different genders. SPSS was used to find the results.

Table 21 Mean of the increased scores by gender in the C-R group

Gender	Male		Female	
Number of students	9		28	
Direction of translation	E-T	T-E	E-T	T-E
Mean	9.37	14.17	13.87	13

From Table 21 above, male students did better in Thai to English translation than in the other direction as the number was higher. For female students, their performance was similar, just slightly higher in English to Thai translation. The intervention did not work well for male students in improving linguistics in English to Thai translation, but in Thai, to English translation, they outscored female students. Looking at the CEFR levels, male students were in better English proficiency levels; that is, 55.55% were in A2, 33.33% in A1 while 46.42% of female students were in A2, 42.85% in A1. The CEFR levels are related to linguistic skills, as shown in the translation test results; this could be why male students did better in Thai-English translation as this direction of translation requires a good command of grammar. However, the number of students was small; this finding might not be generalised to all students in the country.

4.1.4.2 The Traditional group

Table 22 below shows the pre-test score and the post-test of English to Thai and Thai to English translation. In English to Thai translation, sixteen students (50%) had lower scores in the post-test, and in Thai to English translation, eleven students (34.37%) had lower scores in the post-test. From the statistics, students did better in Thai to English translation. This could mean that the traditional method is more effective in improving Thai to English translation. The lessons of this group focused on how to translate sentences with some grammar points included. The lessons did not cover as many grammar points as in the C-R

group. The students did not get to learn grammar explicitly, but they must have learned from translation sentences. Half of the students made progress in English to Thai translation, and 65.63% made progress in Thai to English translation, which was good progress.

Table 22 The report of scores differences between English to Thai and Thai to English translation in the Traditional group

Student	Gender	CEFR English levels	English to Thai translation			Thai to English translation		
			Pre- test (%)	Post- test (%)	Score differences (%)	Pre- test (%)	Post- test (%)	Score differences (%)
			1	M	C1	96.625	96	-0.625
2	F	A1	55.125	45.25	-9.875	78.75	4.75	-74
3	F	A1	54.5	44	-10.5	81.5	63.125	-18.375
4	F	A1	79.25	74.875	-4.375	54.75	76.875	+22.125
5	M	B1	82.875	74.25	-8.625	76.75	75.75	-1
6	M	B1	92.375	93.125	+0.75	86.875	90.75	+3.875
7	F	A1	34.875	44.375	+9.5	9.625	43	+33.375
8	F	A1	45.125	30.875	-14.25	24.125	42.375	-18.25
9	F	A2	39.25	83.25	+44	45	62.125	+17.125
10	F	A1	62.625	50.375	-12.25	20.75	35.5	+14.75
11	F	A2	76.125	73.625	-2.5	24.875	36.75	+11.875
12	F	A1	72.625	85.75	+13.125	7.75	65	+57.25
13	F	A2	82.5	81.25	-1.25	28.375	28.875	+0.5
14	F	A1	77.75	86.375	+8.625	39.625	29	-10.625
15	F	A1	57.25	26.75	-30.5	54.5	68.375	+13.875
16	F	A2	67.5	87.25	+19.75	78.375	84.875	-6.5
17	F	A1	74	76.25	+2.25	67	56.25	-10.75
18	F	A1	20	56.125	+36.125	21.875	72.125	+50.25

19	F	A1	78.625	82.25	+3.625	77.5	78.375	+0.875
20	M	A1	61.125	48.625	-12.5	33	39.125	+6.125
21	F	A2	62	64.125	+2.125	50.875	58.125	+7.25
22	F	A1	80.125	74.125	-6	68.375	52.625	-15.75
23	F	A1	70.625	59.875	-10.75	67.125	66.5	-0.625
24	F	A2	76.25	70.75	-5.5	65.5	65.25	-0.25
25	F	A1	63.625	70.25	+6.625	60.75	49.25	-11.5
26	F	A2	83.125	86.875	+3.75	80.25	38.75	-41.5
27	F	A1	49.375	80	+30.625	15.875	64	+48.125
28	F	A1	56	61.5	+5.5	24.5	56.625	+32.125
29	F	A2	81.875	81	-0.875	76.375	78.375	+2
30	F	A1	87.125	89.25	+2.125	77	60.875	-16.125
31	F	A1	49.5	82.375	+32.875	15.125	62.75	+47.625
32			0	0	0	0	0	0
33	F	A1	61.25	42.125	-19.125	50.625	53.375	+2.75

SPSS was used to calculate the mean of each translation direction in the following table.

Table 23 SPSS results of the score differences in the Traditional group

Translation direction	English to Thai	Thai to English
Mean	2.17	5.91
N	33	33
Std. Deviation	16.05	25.98

According to Table 23, the mean of English to Thai translation (2.17) was more than two times lower than the mean of Thai to English translation (5.91), which means overall the increased scores after the intervention were a lot higher in Thai to English than in English to Thai translation. This can be assumed that students picked up knowledge of how to do Thai to English translation in translation practice exercises a lot better than English to

Thai translation. It was apparent that the mean was lower than the ones in the C-R group. It indicated that the increased scores after the intervention were less in this group than in the C-R group. The group was taught by the traditional method and textbook, which focused on translation lessons. Though this group did not have intensive linguistic lessons, students still did better in Thai to English translation that is considered harder than the other direction for Thai students, as learners need to be good at grammar to be able to construct L2 sentences. Without grammar lessons, the post-test scores still improved in the Traditional group, but the percentage was less than in the other group. If considering only the improvement, it can be said that students can improve in linguistics (grammar, syntax, morphology, lexis, semantics) in translation without intense grammar lessons. If considering the degree of the improvement, the C-R group that was taught with linguistic-focused lessons did a lot better in improving translation in terms of linguistics.

There were four groups of students in the Traditional group according to the English levels: A1, A2, B1, C1. SPSS was used to analyse the mean of the increased scores of each level of students in order to see which student level the teaching intervention had the best effect on. I analysed English to Thai and Thai to English translation separately so that the intervention's effect on each direction would be clearly seen. The mean of the increased scores by English levels was shown in Table 24 below.

Table 24 Mean of the increased scores by each English level in the Traditional group

Levels of English	A1		A2		B1		C1	
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E
Number of students	21		8		2		1	
Direction of translation	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E
Mean	.99	.99	7.43	.43	-3.93	1.43	-.62	-.1

Following Table 24 above, A2 students made the highest mean in English to Thai translation, and the number was outstanding compared to others. However, the students had a very low mean in Thai to English translation. This can be assumed that the teaching method only worked well in English to Thai translation for the students of A2 level. For the A1 students who represented the majority of the participants, the mean of their increased scores was very low, and the results were the same for both English to Thai and Thai to English translation. This means that the teaching did not create any different impact on different translation directions at this level. For the B1 level, the increased scores' mean was the worst in English to Thai translation as it was -3.93. The teaching did not help these students to improve linguistics in translation. For the C1 student, the mean was under zero for both directions of translation, which means even though the student made good scores in the test, and actually he achieved the best scores in class, but there was no improvement after the intervention. The intervention did not improve linguistic knowledge for translation for this student of C1. However, only two students of B1 and one student of C1 level are minimal, so the finding cannot be generalised to all B1 and C1 students as the regression could come from personal factors.

Like the C-R group, the Traditional group consisted of male and female students, of which most of them were female. I also would like to see how the intervention influences improving linguistic translation in different genders. SPSS was used to find the results

Table 25 Mean of the increased scores by gender in the Traditional group

Gender	Male		Female	
	E-T	T-E	E-T	T-E
Direction of translation				
Mean	-5.25	2	3.31	6.68

There were four male students and twenty-eight female students in this group. From Table 25 above, male students made low increased English scores to Thai translation as the

mean was -5.25. The mean for Thai to English translation was also low. For female students, their performance was two times better in Thai to English translation than in English to Thai translation. The intervention worked better in Thai to English translation. In this group, it was clear that the teaching intervention improved female students' ability to improve linguistics for translation.

In conclusion, in the C-R group, A1 students improved the best after the intervention, and in the Traditional group, it was A2 students. Looking at gender, male and female students did a similar performance in the C-R group, but female students apparently did better in the traditional group. I assume that male students in the Traditional group were not as good at linguistics as female students; hence, when they had to translate grammar without any grammar lessons, they did worse because they had less knowledge background on it. However, the number of participants was small; it might not be able to be generalised effectively to all students in the country. In the Traditional group, students had to pick up grammar knowledge from translation practice exercises; it could be assumed female students in this group had better perceptions of learning languages so that they made better scores after the teaching sessions.

4.2 Questionnaire

This section reports the results of the questionnaire investigating the students' attitude towards the course.

4.2.1 The C-R group

Table 26 below is the summary of the questionnaire findings in the C-R group.

Total students: 31

Table 26 The summary in the percentage of the C-R group

Gender								
Male				Female				
22.9%				77.1%				
Age								
19-20				Over 20				
22.9%				77.1%				
Years of formal English study								
9 years	14 years	12 years	15 years	16 years	17 years	18 years		
2.9%	2.9%	2.9%	40%	20%	11.4%	20%		
Other languages spoken (including dialects)								
Southern Thai	Northeastern Thai	Southern Thai and Chinese	Southern Thai and North-eastern Thai	Southern Thai and Malay	Kuy language	Malay	None	
65.7%	2.9%	2.9%	2.9%	2.9%	2.9%	2.9%	17.1%	
					Levels of opinion			
					SA	A	D	SD
I. Objectives and contents of the course								
1. The objectives and learning outcomes of the teaching were clearly stated.					77.1%	20%	2.9%	0%
2. In general course contents were interesting.					40%	54.3%	5.7%	0%
3. The level of language used in the contents was appropriate to my English level.					22.9%	68.6%	5.7%	2.9%

4. The amount of the contents was generally appropriate for the allotted time (4 hours each class).	25.7%	62.9%	11.4%	0%
5. The course contents met my needs.	37.1%	54.3%	8.6%	0%
6. The course contents were aligned with the course objectives.	62.9%	34.3%	2.9%	0%
7. The course contents were organized and well delivered in a logical sequence.	34.3%	57.1%	8.6%	0%
8. The course contents developed my grammar knowledge.	62.9%	31.4%	5.7%	0%
9. The course contents improved my translation competence in terms of linguistics.	65.7%	31.4%	2.9%	0%
10. Time for class assignments was sufficient.	25.7%	65.7%	8.6%	0%
II. Teaching methodology and activities				
11. Linguistic knowledge development				
11.1 Practice exercises developed my linguistic knowledge.	65.7%	34.3%	0%	0%
11.2 Discussions developed my linguistic knowledge.	34.1%	60%	8.6%	0%
11.3 Small group work developed my linguistic knowledge.	34.3%	60%	5.7%	0%
12. Translation skill development				
12.1 Practice exercises developed my linguistic translation skills.	62.9%	34.1%	5.7%	0%
12.2 Discussions developed my linguistic translation skills.	40%	57.1%	2.9%	0%
12.3 Small group work developed my linguistic translation skills.	40%	54.3%	5.7%	0%
13. The suitability of the English level				

13.1 Practice exercises were suitable for my English background knowledge.	31.4%	60%	8.6%	0%
13.2 Discussions were suitable for my English background knowledge.	40%	48.6%	11.4%	0%
13.3 Small group work was suitable for my English background knowledge.	42.9%	48.6%	8.6%	0%
14. Lessons				
14.1 Practice exercises made the lessons more interesting and effective.	22.9%	71.4%	5.7%	0%
14.2 Discussions made the lessons more interesting and effective.	31.4%	65.7%	2.9%	0%
14.3 Small group work made the lessons more interesting and effective.	28.6%	65.7%	5.7%	0%
15. Learning				
15.1 Practice exercises enabled me to learn more effectively.	54.3%	42.9%	2.9%	0%
15.2 Discussions enabled me to learn more effectively.	42.9%	53.4%	2.9%	0%
15.3 Small group work enabled me to learn more effectively.	34.3%	60%	5.7%	0%
16. Lesson understanding				
16.1 Practice exercises made me better understand the lessons.	57.1%	37.1%	5.7%	0%
16.2 Discussions made me better understand the lessons.	37.1%	60%	2.9%	0%
16.3 Small group work made me better understand the lessons.	34.3%	57.1%	8.6%	0%
17. I enjoyed this class.	28.6%	60%	11.4%	0%

18. I think learning grammar and translation in the same class developed my basic translation skills (sentence translation).	45.7%	51.4%	2.9%	0%
19. This course provided sufficient grammar knowledge for basic translation.	48.6%	42.9%	8.6%	0%
20. This course was student-centred because students learned linguistic rules by doing activities themselves.	48.6%	48.6%	2.9%	0%
III. Evaluation				
21. The evaluation criteria were clear and suitable.	45.7%	51.4%	2.9%	0%
22. The instructor explained the evaluation criteria clearly.	62.9%	31.1%	0%	0%
23. The evaluation criteria were aligned with the activities in class.	51.1%	40%	2.9%	0%

Table 26 presents that many students could speak more than one language, and all students could speak standard Thai. However, I cannot know if there was interference from other languages in translation other than English, Thai, and Southern Thai as I do know those other languages. In respect of the course's opinions, in the part '*Objectives and contents of the course*,' the item that 'strongly agree' had the highest percentage (77%) was '*the objectives and learning outcomes of the teaching were clearly stated*.' Other items (item 2, 3, 4, 5, 7, 10) were ticked 'agree' the most, which means students understood them clearly. For the items '*the course contents were interesting* (item 2)', '*the course contents met their needs* (item 5)', most students, which consisted of fifties percent, ticked the 'agree' box. The results indicated that most of the participants found the contents interesting, and they met their needs. This was in line with the interview discussed later that some sample students expected to study translation lessons, not grammar lessons. Though the lessons improved linguistic competence in translation according to the test results, many students expected to learn translation lessons in translation class. In my view,

this is a general expectation for someone who enrolls in translation classes. However, as a teacher who has taught students of these English levels, I think students are not truly ready for mere translation lessons while still making a lot of mistakes in linguistics in constructing simple sentences.

Regarding the part '*Teaching methodology and activities*,' in 14 (63.63%) out of 22 items, most students ticked the 'agree' box. It means students were satisfied with the teaching methods and the activities. In particular, the items '*Practice exercises developed my linguistic knowledge*. (item 11.1)' and '*Practice exercises made the lessons more interesting and effective* (item 14.1)' received the highest percentage. The results were in line with the diary I made in Week of their session 3 (see Appendix DDDD) that they paid more attention to the lessons when they were required to do many exercises. It showed that students agreed that linguistic exercises and practice exercises worked for improving grammar and translation skills. They also viewed that discussion and small group work were preferable as they made them enjoy the lessons. From the questionnaire, there were some students disliking discussion and small group work. However, most students in the class enjoyed them. According to this, I considered this teaching method that required students to be active learners was successful, as Asian students generally tend to be passive learners (Wong, 2004; Loh and Teo, 2017).

In terms of evaluation, 66.66% of the items were ticked 'strongly agree' by most students, which means the students were satisfied with the evaluation criteria. It could result from them being given the handout that clearly stated the evaluation criteria in the first class.

Table 27 presents the scores of the questionnaire of the C-R group.

Table 27 The scores of the questionnaire of C-R group

Questionnaire	Mean (\bar{x})	S.D.	Meaning
I. Objectives and contents of the course			
1. The objectives and learning outcomes of the teaching were clearly stated.	3.74	.505	High satisfaction
2. In general course contents were interesting.	3.34	.591	High satisfaction
3. The level of language used in the contents was appropriate to my English level.	3.11	.631	High satisfaction
4. The amount of the contents was generally appropriate for the allotted time (4 hours each class).	3.17	.568	High satisfaction
5. The course contents met my needs.	3.31	.583	High satisfaction
6. The course contents were aligned with the course objectives.	3.60	.553	High satisfaction
7. The course contents were organized and well delivered in a logical sequence.	3.26	.611	High satisfaction
8. The course contents developed my grammar knowledge.	3.57	.608	High satisfaction
9. The course contents improved my translation competence in terms of linguistics.	3.63	.547	High satisfaction
10. Time for class assignments is sufficient.	3.17	.568	High satisfaction
Average	3.39	0.576	
II. Teaching methodology and activities			
11. The development of Grammar knowledge			

11.1 Practice exercises improved my grammar knowledge and linguistic translation skills.	3.66	.482	High satisfaction
11.2 Discussions improved my grammar knowledge and linguistic translation skills.	3.23	.598	High satisfaction
11.3 Small group work improved my grammar knowledge and linguistic translation skills.	3.29	.572	High satisfaction
12. The development of translation skills in terms of linguistics			
12.1 Practice exercises improved my translation skills in terms of linguistics	3.57	.608	High satisfaction
12.2 Discussions improved translation skills in terms of linguistics	3.37	.547	High satisfaction
12.3 Small group work improved translation skills in terms of linguistics	3.34	.591	High satisfaction
13. The appropriateness of the language level used in class			
13.1 Practice exercises were suitable for my level of English competence.	3.23	.598	High satisfaction
13.2 Discussions were suitable for my level of English competence.	3.31	.631	High satisfaction
13.3 Small group work was suitable for my level of English competence.	3.31	.676	High satisfaction
14. Lessons			
14.1 Practice exercises made the lessons more interesting and effective.	3.11	.676	High satisfaction
14.2 Discussions made the lessons more interesting and effective.	3.29	.519	High satisfaction
14.3 Small group work made the lessons more interesting and effective.	3.23	.547	High satisfaction

15. Learning			
15.1 Practice exercises enabled me to learn more effectively	3.51	.562	High satisfaction
15.2 Discussions enabled me to learn more effectively	3.40	.553	High satisfaction
15.3 Small group work enabled me to learn more effectively	3.29	.572	High satisfaction
16. The understanding in the lessons			
16.1 Practice exercises helped me better understand the lessons.	3.51	.612	High satisfaction
16.2 Discussions helped me better understand the lessons.	3.37	.490	High satisfaction
16.3 Small group work helped me better understand the lessons.	3.26	.611	High satisfaction
17. I enjoyed this class.	3.17	.618	High satisfaction
18. I think learning grammar and translation in the same class helped improve basic translation skills (sentence-level translation).	3.43	.558	High satisfaction
19. This course provided sufficient grammar knowledge for basic translation.	3.40	.651	High satisfaction
20. This course was student-centred because the students learnt by doing activities themselves.	3.46	.561	High satisfaction
Average	3.35	.583	
III. Evaluation			
21. The assessment criteria were clear and suitable.	3.43	.558	High satisfaction

22. The teacher explained the assessment criteria clearly.	3.63	.490	High satisfaction
23. The assessment criteria were in accordance with the lessons and activities in class.	3.54	.561	High satisfaction
Average	3.53	.536	
Average in Total	3.37	.577	

1.00-2.49 = Low satisfaction

2.50-4.00 = High satisfaction

According to Table 27, the scores of the questionnaire of the C-R group shows that after studying in the teaching intervention the students had high satisfaction of the course in all aspects: *objectives and contents of the course* ($\bar{x} = 3.39$, S.D. = .576), *teaching methodology and activities* ($\bar{x} = 3.35$, S.D. = .583), *evaluation* ($\bar{x} = 3.53$, S.D. = .577). In conclusion, the participants had high satisfaction of the course as the overall mean (\bar{x}) was higher than three ($\bar{x} = 3.37$, S.D. = .577)

4.2.2 The Traditional group

Table 28 below is the summary of the percentage of the Traditional group.

Total students: 32

Table 28 The summary in the percentage of the Traditional group

Gender						
Male			Female			
15.6%			84.4%			
Age						
19-20			Over 20			
37.5%			62.5%			
Years of formal English study						
7 years	10 years	14 years	15 years	16 years	17 years	18 years

3.1%	3.1%	15.6%	31.3%	6.3%	25%	15.6%	
Other languages spoken (including dialects)							
<i>Southern Thai</i>	<i>Chinese</i>	<i>Southern Thai and Chinese</i>	<i>Southern Thai and French</i>	<i>None</i>			
71.9%	3.1%	3.1%	3.1%	18.8%			
				Levels of opinion			
				<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
I. Objectives and contents of the course							
1. The objectives and learning outcomes of the teaching were clearly stated.				53.1%	46.9%	0%	0%
2. In general course contents were interesting.				28.1%	71.9%	0%	0%
3. The level of language used in the contents was appropriate to my English level.				34.1%	65.6%	0%	0%
4. The amount of the contents was generally appropriate for the allotted time (4 hours each class).				31.3%	53.1%	15.6%	0%
5. The course contents met my needs.				34.4%	56.3%	9.4%	0%
6. The course contents were aligned with the course objectives.				53.1%	46.9%	0%	0%
7. The course contents were organized and well delivered in a logical sequence.				43.8%	56.3%	0%	0%
8. The course contents developed my grammar knowledge.				37.5%	50%	12.5%	0%
9. The course contents improved my translation competence in terms of linguistics.				25%	75%	0%	0%
10. Time for class assignments is sufficient.				40.6%	40.6%	18.8%	0%

II. Teaching methodology and activities				
11. The development of Grammar knowledge				
11.1 Practice exercises improved my grammar knowledge and linguistic translation skills.	31.3%	65.6%	3.1%	0%
11.2 Discussions improved my grammar knowledge and linguistic translation skills.	15.6%	68.8%	15.6%	0%
11.3 Small group work improved my grammar knowledge and linguistic translation skills.	25%	62.5%	9.4%	3.1%
12. The development of translation skills in terms of linguistics				
12.1 Practice exercises improved my translation skills in terms of linguistics	25%	71.9%	3.1%	0%
12.2 Discussions improved translation skills in terms of linguistics	25%	53.1%	18.8%	3.1%
12.3 Small group work improved translation skills in terms of linguistics	21.9%	65.6%	9.4%	3.1%
13. The appropriateness of the language level used in class				
13.1 Practice exercises were suitable for my level of English competence.	37.5%	56.3%	6.3%	0%
13.2 Discussions were suitable for my level of English competence.	25%	65.6%	9.4%	0%
13.3 Small group work was suitable for my level of English competence.	28.1%	62.5%	9.4%	0%
14. Lessons				
14.1 Practice exercises made the lessons more interesting and effective.	34.4%	56.3%	9.4%	0%
14.2 Discussions made the lessons more interesting and effective.	31.3%	62.5%	3.1%	3.1%

14.3 Small group work made the lessons more interesting and effective.	37.5%	50%	9.4%	3.1%
15. Learning				
15.1 Practice exercises enabled me to learn more effectively	46.9%	53.1%	0%	0%
15.2 Discussions enabled me to learn more effectively	34.4%	59.4%	3.1%	3.1%
15.3 Small group work enabled me to learn more effectively	34.4%	59.4%	3.1%	3.1%
16. The understanding in the lessons				
16.1 Practice exercises helped me better understand the lessons.	40.6%	56.3%	0%	0%
16.2 Discussions helped me better understand the lessons.	34.4%	62.5%	0%	3.1%
16.3 Small group work helped me better understand the lessons.	21.9%	65.6%	6.3%	6.3%
17. I enjoyed this class.	25%	59.4%	12.5%	0%
18. I think learning grammar and translation in the same class helped improve basic translation skills (sentence-level translation).	37.5%	59.4%	0%	3.1%
19. This course provided sufficient grammar knowledge for basic translation.	28.1%	53.1%	15.6%	3.1%
20. This course was student-centred because the students learnt by doing activities themselves.	21.9%	71.9%	6.3%	0%
III. Evaluation				
21. The assessment criteria were clear and suitable.	50%	50%	0%	0%
22. The teacher explained the assessment criteria clearly.	71.9%	28.1%	0%	0%

23. The assessment criteria were in accordance with the lessons and activities in class.	56.3%	40.6%	3.1%	0%
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Table 28 presents that 84.4% of the participants were female, and 15.6% were male. Most students were over 20 years, and 15 years was the amount of time that most students had formal English study. This group also consisted of female students mostly, and the proportion was more significant than in the other group. It confirmed my observation as a teacher who has been teaching languages and a student who studied languages that female tends to learn languages more than male. According to Coskun's (2014) study, it reveals that female students' motivation towards English language learning is better than males because they have a combination of social, cognitive, and educational factors that affect better foreign language learning.

Concerning the opinion towards the course, in the part '*Objectives and contents of the course*,' About 70% of students agreed that the course contents were interesting and that the course contents improved their translation competence in terms of linguistics. These two items received the highest percentage of students agreeing. It was surprising as this group studied with the traditional textbook containing translation lessons. However, the students still agreed that the contents helped them improve their linguistic knowledge (grammar, syntax, morphology, lexis, semantics). It surprised me, but it was not surprising when looking at the test results as the students did better after the intervention, which was in line with what they opined in the questionnaire. Moreover, they enjoyed the contents as they viewed that they were interesting. This group reflected that they received what they had expected in translation class, which was translation lessons; hence, they were satisfied and enjoyed it more than the C-R group, which had a lower percentage of students agreeing on this item. Even though this group was not taught intensive linguistic lessons, I assumed they picked up some grammar when I explained translated sentences after doing the practice exercises. That is why they stated that their linguistic competence for translation improved. For most of the other items in this section, the percentage of students who ticked the 'agree' box was in the fifties. Overall, the students were satisfied with the contents. As

the findings indicated that students must have picked up grammar knowledge from my explanation, which means the class activities worked well. In class, I let the students do translation practices in a group without my interference, and then I asked one student from each group to come forward and write their group translation on the whiteboard. To my assumption, this must have drawn students' attention to the whiteboard and the teacher. As the students saw other groups' answers, they must have compared their friends' responses with theirs. It made them eager to know which one was correct. This method, with some competitive energy in class, made students pay attention. That was when they learned some grammar even though there were only small grammar parts in the lessons.

Regarding Part II '*Teaching methodology and activities*,' around 70% of students strongly agreed that practice exercises improved their translation skills in terms of linguistics. This course was student-centred because the students learned by doing activities themselves. For these items, as I explained above, students agreed that they learned some linguistics because when I explained and pointed out the mistakes, they focused on them as they wanted to know why they made mistakes. They picked up grammar knowledge from the explanation, which was beneficial to them. The students were convinced the class was student-centred even if it was teacher-fronted as I started by explaining what was in the textbook; after that, students were asked to do practice exercises in a small group. Most of each session was devoted to small group work. They could talk and work together on translation so that they thought this class was student-centred. Other items in this part were rated with a high percentage of agreement, indicating that the students were pleased with the teaching method and activities.

In terms of *evaluation*, 50% of the participants rated 'strongly agree' and 'agree' that the assessment criteria were clear and suitable, 71.9% strongly agreed that the teacher explained the assessment criteria clearly, 56.3% strongly agreed that the assessment criteria were in accordance with the lessons and activities in class. Students were satisfied with the evaluation criteria.

Table 29 presents the scores of the questionnaire of the Traditional group

Table 29 The scores of the questionnaire of Traditional group

Questionnaire	Mean(\bar{x})	S.D.	Meaning
I. Objectives and contents of the course			
1. The objectives and learning outcomes of the teaching were clearly stated.	3.53	.507	High satisfaction
2. In general course contents were interesting.	3.28	.457	High satisfaction
3. The level of language used in the contents was appropriate to my English level.	3.34	.483	High satisfaction
4. The amount of the contents was generally appropriate for the allotted time (4 hours each class).	3.16	.677	High satisfaction
5. The course contents met my needs.	3.28	.581	High satisfaction
6. The course contents were aligned with the course objectives.	3.53	.507	High satisfaction
7. The course contents were organized and well delivered in a logical sequence.	3.44	.504	High satisfaction
8. The course contents developed my grammar knowledge.	3.25	.672	High satisfaction
9. The course contents improved my translation competence in terms of linguistics.	3.25	.440	High satisfaction
10. Time for class assignments is sufficient.	3.22	.751	High satisfaction
Average	3.32	.557	
II. Teaching methodology and activities			
11. The development of Grammar knowledge			

11.1 Practice exercises improved my grammar knowledge and linguistic translation skills.	3.28	.523	High satisfaction
11.2 Discussions improved my grammar knowledge and linguistic translation skills.	3.00	.568	High satisfaction
11.3 Small group work improved my grammar knowledge and linguistic translation skills.	3.09	.689	High satisfaction
12. The development of translation skills in terms of linguistics			
12.1 Practice exercises improved my translation skills in terms of linguistics	3.22	.491	High satisfaction
12.2 Discussions improved translation skills in terms of linguistics	3.00	.762	High satisfaction
12.3 Small group work improved translation skills in terms of linguistics	3.06	.669	High satisfaction
13. The appropriateness of the language level used in class			
13.1 Practice exercises were suitable for my level of English competence.	3.31	.592	High satisfaction
13.2 Discussions were suitable for my level of English competence.	3.16	.574	High satisfaction
13.3 Small group work was suitable for my level of English competence.	3.19	.592	High satisfaction
14. Lessons			
14.1 Practice exercises made the lessons more interesting and effective.	3.25	.622	High satisfaction
14.2 Discussions made the lessons more interesting and effective.	3.22	.659	High satisfaction
14.3 Small group work made the lessons more interesting and effective.	3.22	.751	High satisfaction

15. Learning			
15.1 Practice exercises enabled me to learn more effectively	3.47	.507	High satisfaction
15.2 Discussions enabled me to learn more effectively	3.25	.672	High satisfaction
15.3 Small group work enabled me to learn more effectively	3.25	.672	High satisfaction
16. The understanding in the lessons			
16.1 Practice exercises helped me better understand the lessons.	3.42	.502	High satisfaction
16.2 Discussions helped me better understand the lessons.	3.28	.634	High satisfaction
16.3 Small group work helped me better understand the lessons.	3.03	.740	High satisfaction
17. I enjoyed this class.	3.13	.619	High satisfaction
18. I think learning grammar and translation in the same class helped improve basic translation skills (sentence-level translation).	3.31	.644	High satisfaction
19. This course provided sufficient grammar knowledge for basic translation.	3.06	.759	High satisfaction
20. This course was student-centred because the students learnt by doing activities themselves.	3.16	.515	High satisfaction
Average	3.19	.635	
III. Evaluation			
21. The assessment criteria were clear and suitable.	3.50	.508	High satisfaction

22. The teacher explained the assessment criteria clearly.	3.72	.457	High satisfaction
23. The assessment criteria were in accordance with the lessons and activities in class.	3.53	.567	High satisfaction
Average	3.58	.510	
Average in total	3.26	.596	

1.00-2.49 = Low satisfaction

2.50-4.00 = High satisfaction

According to Table 29, the scores of the questionnaire of the Traditional group show that after participating in the teaching intervention, the students had high satisfaction with the course in all aspects: *objectives and contents of the course* (\bar{x} = 3.32, S.D. = .557), *teaching methodology and activities* (\bar{x} = 3.19, S.D. = .635), *evaluation* (\bar{x} = 3.58, S.D. = .510). In conclusion, the participants had high satisfaction with the course as the overall mean (\bar{x}) was higher than three (\bar{x} = 3.26, S.D. = .596)

To conclude, both groups were highly satisfied with the courses, even though the teaching methods and teaching materials were different. The findings showed the traditional teaching method was also satisfying in the students' view. Thus, it proved that it was appropriate for it to have been used in translation class at SRU for many years. Nonetheless, in this study, I intended to focus on grammar knowledge in translation, as I found that students were poor. The study was set to investigate how the teaching methods could improve linguistics in translation in students of those English levels selected for investigation. In my opinion, the traditional method and teaching materials were also helpful in translation. However, this study aims to improve linguistics in translation, so the teaching method and the materials designed to fix the problems. They were only used in the C-R group, and this group yielded better results in improving linguistics in translation than the Traditional group. In terms of satisfaction with their course, both groups had similar students' evaluations, which was high satisfaction.

Looking at the sections, the C-R group had higher satisfaction with the translation course than the Traditional group in two parts: *objectives and contents of the course* and *teaching methodology and activities*. Though there were some comments in the C-R group interview about too much content in the course, students were satisfied that the lessons improved their linguistic knowledge for translation. The Traditional group had higher satisfaction than the C-R group in the part III Evaluation. The difference was very slight, though, as the C-R had just 0.05 less in statistics than the Traditional group. Overall, the C-R group had more satisfaction with the course, but the difference was not significant. The results showed that even though the tests were designed to test linguistic abilities in translation and only one group was taught intensive grammar lessons, the students in the group without intensive grammar lessons were still pleased with the course. It showed that students expected to learn translation lessons in translation class. These findings encourage me to create translation lessons in the future that would bridge the gap of linguistic deficit and satisfy learners who are hungry to take translation lessons.

4.3 Interview

The interview was conducted with some participants of each English level from both classes, and the students are anonymized for the reporting of the data. I attempted to investigate the opinions of Thai English majors towards the translation class.

4.3.1 The C-R group

Question 1 *What do you expect from this course?*

What the students of the C-R group expected from the course was translation ability, career advantage, and other English skills such as grammar, reading, speaking, vocabulary. The interview was aligned with the questionnaire's answer as in the questionnaire; the students rated high satisfaction on the statement '*The course contents met my needs.*' The students received what they had expected from the course, and it was shown in the interview and the questionnaire.

Question 2 *Were the lessons what you had expected?*

The students said that the lessons were what they had expected. From the interview, the students expected two things from the course: grammar lessons and translation lessons. The interview answers aligned with the questionnaire answers as the students had high satisfaction on the items asking about their expectations of the course. They were also in line with the test results, for most students learned more linguistics and did distinctively better in the post-test. In terms of their comments about the number of contents and class time, the students commented in the interview that there was little time but a lot of content. The items were rated with high satisfaction in the questionnaire, but the mean was the lowest (3.17) compared to other items. In some way, the selected samples of students were least satisfied with the class time and the contents as they opined in the interview that the time was limited and the contents were dense, so both data were in accordance. In my opinion, the reason that the items in the questionnaire on class time and the contents still received high satisfaction in the evaluation was that the contents made the students more knowledgeable and translated better linguistically.

Question 3 *Did many lessons on grammar in translation class help you translate more grammatically correct? How?*

Most participants agreed that grammar lessons helped them translate more grammatically correct. This was shown in the questionnaire on the item asking if the course contents improved translation competence in terms of linguistics, and this item was rated with high satisfaction and very high (3.63), which means the students see that the contents indeed helped them translate better. It is also reflected in the part 'teaching methodology and activities' in the questionnaire that the students obviously agreed the grammar lessons helped them improve grammar in translation as the average mean in this part was 3.35, which was high. Accordingly, the interview and the questionnaire investigating the students' opinions on this point were aligned.

Question 4 *Overall, what is your feeling toward this course?*

Most students had positive attitudes towards the course regarding teaching, learning, lessons, and translation ability. They found that linguistic lessons and the teaching method made them better translate. They were satisfied with the class. The interview concurred with the questionnaire's answers. The average mean in total in the C-R group was 3.37, which was high, and the students rated all items with high satisfaction.

To conclude, though there were some comments about class time and the amount of content, the students were satisfied with what they gained from the course, and it was clearly shown in the interview and the questionnaire, and also the test results were in line with the students' opinions from both qualitative data.

4.3.2 The Traditional group

Question 1 *What do you expect from this course?*

What the Traditional group expected in class was mainly general translation skills, translation skills for careers, and daily life. They also expected to learn other skills in English, including receptive and productive skills and linguistic skills. The questionnaire item asked about the course's expectation, the students rated the item with high satisfaction, and the mean was 3.28, which was considered high. The results from the interview and the questionnaire were aligned. This group was taught with translation lessons, and the students learned linguistic knowledge from class activities. In my view, they rated with high satisfaction because they viewed that they gained both things they wanted; that is, translation skills and English skills.

Question 2 *Were the lessons what you had expected?*

Some participants were satisfied with the course; some were not. Most students agreed that the class met their expectations in terms of translation ability and the linguistic knowledge they improved. However, regarding the opposite opinions, they varied. Some students expected not to learn grammar at all in the course, while some expected to learn intensive grammar. Some students expected to learn technical translation, which is too

specific for them. Technical translation is the advanced translation, and it needs perfect or near-perfect grammar knowledge and experiences in the field to be able to do such a specific translation. Even though the lessons were relatively easy in this group, there were still comments saying they were too complicated. This is because of the English competence of the students varied.

Question 3 *Did many lessons on grammar in translation class help you translate more grammatically correct? How?*

There were two prominent opinions of Question 3. The participants viewed that a few grammar lessons in this group helped them translate more grammatically correct and class activities, including practice exercises, working in small groups, and teacher's explanation. This group's opinions were obviously in favour of the class activities, even though the question asked about grammar lessons. This means this group viewed that what made them translate more grammatically correctly was the activities rather than grammar lessons. One reason could be because this group was explicitly taught just small parts of grammar but spent much time on the activities. In the part 'teaching methodology and activities' in the questionnaire asking about the advantage of grammar lessons in translation class, the students evaluated all items with high satisfaction. However, this group's average mean was 3.19, which was lower than the C-R group (3.35). It means that the students viewed grammar lessons as less useful in improving translation linguistically than the other group. The finding was in line because this group mostly learned grammar in translation through class activities, so it was not beyond the expectation that they would favour the grammar lessons' activities.

Question 4 *Overall, what is your feeling toward this course?*

All participants had positive attitudes towards the course. The opinions varied in three main areas: translation ability, class activity, and lessons. All three areas earned positive opinions. The participants viewed that the course made them translate better and grammatically; they also learned more vocabulary. Some students preferred more grammar lessons; some were satisfied with the lessons in the textbook. They said they were not very difficult. For

the activities in class, there were both the students who enjoyed small group work and the students who did not. One student said he/she did not like small group work. I think this one represented more students who did not like small group work, which was shown in the questionnaire. This was in line with some studies that investigated Asian students' traits, e.g., Wong (2004) and Loe and Teo's studies (2017). The studies revealed that Asian students tend to be passive learners or like to be taught by teachers than study by themselves. What these studies revealed was in line with the behaviour of my students from my previous teaching experiences. In my research, I attempted to make students more active learners by demanding more class participation and letting them solve problems themselves. Nonetheless, more students liked small group work according to the questionnaire than students who did not like it, and it was also shown in the interview. Students agreed that working in groups helped them be more productive as they could share ideas, and they learned from them.

The C-R group students believed that the translation lessons they had learned in this course would help them for future careers and daily life. Regarding translation in everyday life, I assume what the students meant was that they could understand more English sentences they come across in daily life after the course. According to their English competence level, they still have to translate them to understand them when they see English sentences. They did not mean translation that is written work, as students at this level have not yet had to do a written translation in daily life. This implied that these students did not think in English. When they see English, they translate to understand it. It was following their English competence as they are at the beginning and intermediate levels, which means they are still acquiring the language. It also proved my point that even though they are university students, their English competence is still lower than the university level. That is why this study was designed. The students need to learn more English before getting to translate effectively.

From the interview, students from both groups enjoyed their way of learning. The C-R group enjoyed their linguistic-focused lessons and viewed that they helped them translate better. The Traditional group enjoyed their translation lessons and viewed that

they really helped them translate better. Nevertheless, according to the test scores, the C-R group considerably improved in translation in the post-test than the Traditional group. This was in accordance with the questionnaire and the interview that the students in the C-R group agreed the lessons helped them learn more linguistics and do better in translation linguistically. For the Traditional group, they were happy as well with the class with less grammar and many practice exercises. It made them more aware of how to choose words, translate in different contexts, and translate different genres of texts. The interview was in line with the questionnaire as it showed that the Traditional group had higher satisfaction towards the course than the other group did. However, the tests showed that the C-R group substantially achieved more translation scores than the Traditional group after the teaching sessions. To sum up, both groups were satisfied with the teaching sessions, but the traditional teaching method did not improve students' linguistic knowledge for translation as much as the C-R approach and the newly designed teaching materials did.

CHAPTER 5 RESEARCH FINDINGS AND DISCUSSION

This study has investigated interference problems in English <-> Thai translation: a study of Thai translation students. The study's findings are presented in Chapter 4, the research methodology in Chapter 3. This study aims to investigate the improvement of linguistic competence in translation and the progress was assessed through translation. This chapter will discuss the findings concerning how the outcomes answer the research questions and in relation to the existing theories and research. Discussion is also presented here.

5.1 Research findings

Research question 1: To what extent does the teaching intervention with the Consciousness-Raising approach (C-R) influence linguistic interference in students' translation?

This study particularly investigated interference occurrence in students' translation and intended to find the ways to reduce it. This is an intervention-based study so the study was carried out by teaching intervention. As discussed in Chapter 2, the theoretical framework that underlines this study is the acquisition-learning hypothesis of Krashen (1982). Krashen himself states that acquisition is more important than learning. However, the research subjects of this study, as discussed earlier, hardly have the opportunity in acquiring a second language in natural settings and this situation also occurs in many parts of the world where English is a foreign language; that is, students mainly learn English from schools. The current study assumed that language competence, particularly linguistic skills, could be improved by learning. From my teaching experience, I came across a lots of interference errors in translation, in this study I examined the issue by designing a teaching intervention with the C-R approach and used it with the research subjects with the assumption that students will make less interference errors after receiving the intervention.

To answer this research question, I categorised errors into intralingual errors and interlingual errors (interference). The outcomes showed that the intralingual errors reduced by 49.76% in the C-R group but increase by 2.77% in the Traditional group. The interlingual errors or

interference errors plunged by 71.95 % in the C-R group and reduced by 21.93 % in the Traditional group in the post-test. From these statistics, the intervention considerably had a more positive impact on interlingual errors (interference errors) as it accounted for 71% error reduction in the post-test. This means the teaching intervention was successful in reducing interference errors in translation. However, after the analysis, I found that intralingual errors were a major cause of errors in translation instead of interference errors. I had designed the teaching intervention based on the errors I usually found in students' translation, such as article omission, plural omission, tenses which I assumed were interference errors as the Thai language does not have articles, plural morpheme addition, or tenses. Nonetheless, according to the diagnosis-based category, these errors are categorised in the intralingual error category. Accordingly, many errors fell into this category and made a large number of error occurrences in the intralingual error category. Even though most translation errors are intralingual errors, the teaching intervention was also successful in reducing them. Consequently, it is obvious that the teaching intervention cannot only reduce interference errors but also intralingual errors in translation.

In addition, the scores in the pre-test and the post-test were compared. In the C-R group, the post-test scores were significantly higher than the pre-test. 94.5% of the participants had better scores in the post-test in English to Thai translation. In Thai to English translation, a lower percentage of the participants had better scores; that is, 86.4% of the participants had better scores in the post-test. In comparison with the Traditional group, in English to Thai translation, 50% of the participant had better scores in the post-test. In Thai to English translation, 62.5% of the participants had better scores in the post-test. It can be seen that the teaching materials designed with the C-R approach had a significantly more positive impact on linguistic knowledge in translation in both directions, for the progress was apparent. In terms of the number of errors, the error number cannot be used to evaluate students' performance because when sentences were left untranslated; there was no error to be counted. Thereby, a lower number of errors does not mean more improvement. The C-R group had substantially made more progress than the other group, but its number of errors was higher than the

Traditional group. As a consequence, students' performance in this study was assessed by the test scores instead. The numbers of errors and the results showed that the teaching intervention with the Consciousness-Raising approach (C-R) contributed to the better improvement in linguistic interference in translation and linguistic knowledge.

Research question 2: What are the opinions of Thai English majors of each English level of the C-R group taught with the new approach and the traditional group with the traditional approach towards the teaching sessions in translation class?

According to the questionnaire and the interview, the C-R group students had a high level of satisfaction with the course in all aspects even though there were some comments about the quantity and the difficulty of the lessons. They agreed that the lessons did help them develop their linguistics skills, and it was in line with the test results that almost all students had better scores in the post-test after participating in the intervention with the new approach. In the Traditional group, the students were satisfied and enjoyed the classes as well according to the questionnaire and the interview. The questionnaire showed that the students had a high level of satisfaction with the classes. Nonetheless, the post-test results revealed that the percentage of improvements in this group was less than the C-R group.

The results of the questionnaire and the interview of the present study are in line with Ranalli (2001) who investigated learners' preference for consciousness-raising (C-R) (see Section 2.2.3.1.6). Ranalli found that students were not only favoured the C-R which was the inductive approach but also the deductive approach of teaching. In line with this study, both C-R and the traditional approach were favoured by students. However, the empirical results showed that in terms of linguistic improvement, the C-R approach did much better than the traditional approach.

Research question 3: To what extent are the opinions of the research subjects of both groups towards the teaching sessions and the testing outcomes aligned?

In the C-R group, the questionnaire and the interview showed that the students were pleased with the teaching sessions as they had a high level of satisfaction towards the course and

agreed that linguistic lessons helped them improve translation in terms of linguistics. These results were in line with the test results, as most of the participants had better scores in the post-test. For the Traditional group, the students were pleased with the teaching sessions and the lessons as well since a high level of satisfaction was shown in the questionnaire and the interview. However, the test scores showed that they did not make as good progress in the post-test as the students in the C-R group.

Research question 4: How do the teaching sessions have an influence on students' linguistic interference in translation in different directions?

Table 30 below shows the number of intralingual and interlingual (interference) errors in English to Thai and Thai to English translation of both groups before and after the teaching sessions.

Table 30 The number of intralingual and interlingual (interference) errors in English to Thai and Thai to English translation of both groups before and after the teaching sessions.

Test	Error category	English-Thai translation (error numbers)		Thai-English translation (error numbers)	
		<i>C-R group</i>	<i>Traditional group</i>	<i>C-R group</i>	<i>Traditional group</i>
Pre-Test	<i>Intralingual errors</i>	4,717	2,709	6,150	3,427
	<i>Interlingual errors (interference)</i>	494	333	349	264
Post-Test	<i>Intralingual errors</i>	2,122	3,134	3,487	3,626
	<i>Interlingual errors (interference)</i>	97	137	129	264

According to Table 30 above, interference errors considerably fall in the C-R group in English to Thai translation (80.36% drop). For the Traditional group, interference falls by 58.85% in the post-test. Regarding Thai to English translation, interference decreases by 63.03% in the C-R group, but the number of errors is the same in the Traditional group in the post-test. It is obvious that the teaching sessions tremendously helped diminish interference in the C-R group, especially in English to Thai translation. In the Traditional group taught by the traditional method, interference errors fall in English to Thai translation as well but make no difference in Thai to English translation. However, these interference error tokens cannot be the final judge as I explained earlier that fewer errors could result from untranslated sentences. Hence, I also looked at the scores the students of both classes had. In the C-R group, the scores in the post-test in English to Thai translation were 3,784 points higher than the pre-test scores. The same in Thai to English translation, the post-test scores were higher than the pre-test scores by 3,935 points. The post-test scores were 575 points higher than the pre-test scores in English to Thai translation in the Traditional group. In Thai to English translation, the post-test scores were 1,561 points higher than the pre-test scores. From these statistics, the translation scores in both directions of the C-R group are in line with the number of interferences. Nevertheless, in Thai to English translation of the Traditional group, the post-test scores contradict the interference numbers; in other words, the interference errors increased, and the scores also increased. This means that fewer interference errors in the pre-test resulted from untranslated sentences as the scores in the pre-test were lower than the post-test. From the scores, both groups made progress in the post-test, and the C-R group made more outstanding progress.

5.2 Discussion

5.2.1 Consciousness-Raising as a teaching approach

This section will discuss the findings of the research in relation to existing theories and research.

From the findings, this study has become another empirical evidence to prove that the Consciousness-Raising approach is an effective tool in teaching grammar. In line with Roza (2014) who states that discovery activities (C-R) can make learners learn grammar. Yip (1994), Ranalli (2001), Mohamed (2004), Amirian and Sadeghi (2012), Amirian and Abbasi (2014), Iskandar and Heriyawati (2015), Idek and Fong (2015), Yarahmadzehi, Ghalaee, and Sani (2015) also conducted studies using the C-R to teach grammar and the findings revealed the successful grammar learning. Namaghi & Charmchi (2016) revealed that the quantitative results of their study clearly showed that learners being taught through the C-R tasks significantly outperformed those instructed through the traditional mode of grammar instruction. In accordance with Heidari and Mansourzadeh (2014) who studied the C-R activities in teaching grammar for Iranian EFL learners and found that the C-R activities were significantly more effective than the traditional approaches. Salazar Miranda et al. (2018) explained in their study of using the C-R tasks for learning grammar that the students had to make an intellectual effort to figure out how the feature worked and why it was used. When learners' attention was focused, they were conscious of what they were learning; the C-R tasks made them aware and try to understand how it worked (Richards & Smith, 2002). After the tasks, the C-R required students to articulate to the rule. Salazar Miranda et al. (2018) suggested that more attention should be given to the students in articulating the rule at the end of the C-R tasks. In this regard, students would have an opportunity to work with friends and have clearer understanding of the rule. In the intervention of the current study, students worked in group so that they would get to interact with friends and have more understanding as Salazar Miranda et al. (2018) pointed out. Salazar Miranda et al. (2018) also found that the C-R tasks assisted learners to achieve monitoring because when they noticed, they became aware of how the feature should be used in the output. The C-R tasks helped learners understand features and monitor themselves. Krashen (1982) explained about monitoring that, through the monitor, students are aware of the target features, are able to identify errors and correct them. This means, with the C-R tasks, students make an intellectual effort to figure out the rule, then monitor themselves to make sure as much as they could that the output is correct.

The C-R does not only help adult learners to acquire grammar but also young learners. (Fatemipour & Hemmati, 2015) conducted a study using C-R with 60 young Iranian male and female pre-intermediate students with the age range of 11 to 16. The results showed that C-R considerably developed young learners' performance. This study implies that C-R is also suitable for young learners. Yarahmadzahi, Ghalaei & Sani (2015) investigated the effect of teaching grammar through Consciousness-Raising tasks on high school English learners and found that the C-R grammar instruction was more effective than traditional grammar instruction in the development of the third grade learners' grammatical ability. In line with Azizifar, Babaei, Jamalinesari and Gowhary (2015) who found that the C-R activities considerably promoted the development of grammar competence in young learners of 11-16 years' old. These studies are clear evidence of the success of the C-R in teaching grammar and also imply that grammar is suitable to be taught, which is agreed with Widodo (2008) and Larsen-Freeman (1997).

In contrast with Krashen (1982) who states that grammar can perfectly be mastered subconsciously especially in young learners. Larsen-Freeman (1997) argues that it is not true for all learners as learning particular grammatical distinctions requires a great deal of time even for the most skilled learners. She suggests that if the goals of language instruction include teaching students to use grammar accurately, meaningfully, and appropriately, then a compelling case can be made for teaching grammar. In accordance with El-Dakhs (2014) who asserts that grammar teaching is necessary to help students possess greater command of the target language. Ellis (2002) agrees that grammar should be taught and he supports the C-R tasks; he points out that it can equip learners with an understanding of a specific grammatical feature. Ellis explains that the C-R can be inductive or deductive. It is inductive when learners are provided with data and asked to construct an explicit rule to describe the grammatical feature with the data illustrated. When it is deductive, the learners are supplied with a rule which is then used to carry out some tasks. In the current study, obviously the C-R is inductive and has proved that it is successful in developing students' linguistic competence. Those studies reviewed in Chapter 2 used the C-R to enhance learner's grammar knowledge but in

the current study, the C-R is not only expected to improve linguistic knowledge, but also to enhance students' translation skills which is the ultimate goal of the study.

The findings of the present study have shown that a language learned in class is effective especially in terms of grammar. The outcomes of the study have proved that *learning* (Krashen, 1982) is effective in gaining linguistic competence. Nonetheless, it also needs an efficient teaching tool such as the C-R approach. For communicative skills, I agree that subconscious learning might be more effective but for linguistic skills, writing skills, accuracy, this study is an empirical evidence illustrating that conscious knowledge works in enhancing them.

Regarding the students' perceptions of the teaching intervention. The results of the questionnaire and the interview of the present study revealed that the students of the C-R group were highly satisfied with the C-R instruction, and the students of the Traditional group were also highly satisfied with the traditional instruction. The results are agreed with Ranalli (2002) and Mohamed (2004) who found in their studies of comparing the C-R and the traditional methods that the students were satisfied with both teaching methods. However, the test results showed that the C-R approach was better in linguistic enhancement. The outcomes of the present study asserts that the C-R approach effectively enhances linguistic competence and is a favoured teaching method. In line with Namaghi & Charmchi (2016) and Idek and Fong (2015) who examined students' perceptions on the C-R approaches and found that students had a positive perception on the C-R grammar tasks. These studies' findings showed that students had positive attitudes towards the C-R approaches and the studies were conducted in different languages. There is no study indicating students' negative perceptions on the C-R approach. This means that the C-R approach works and is favoured in grammar instruction in different languages.

In the current study, the results of the questionnaire and the interview showed that students not only favoured the C-R approach but also the traditional approach as mentioned earlier. Nevertheless, two groups of students received different teaching approaches, in my opinion, to have the more precise results, it should be the same group of students taught

through the C-R and the traditional approach so that they can clearly compare which approach they prefer.

5.2.2 Grammar instruction in L2 acquisition

As mentioned earlier, this study is underlined by the acquisition-learning hypothesis of Krashen (1982), of which Krashen claims that there are two separate knowledge system underlying SL performance. The first, and the most important is the *acquired system*; the second, less important is the *learned system* (see Section 2.1). Krashen and Terrell (1988) explain that children acquire L1 naturally (acquired system) when they are exposed to the language environments such as day-to-day interactions and then when they start having class, they will be taught the knowledge of grammatical rules and able to apply the language (learned system). Krashen and Terrell (1988) believe that this process is the same for L2 acquisition. The current study is underlined specifically by the learned system. Its focus is on the improvement of linguistic competence; the researcher strongly believes that students' grammar knowledge can be improved by instruction. Richards and Reppen (2014: 6) explained in his study that central to a pedagogy of grammar instruction is the distinction between grammatical knowledge and grammatical ability. Grammatical *knowledge* refers to knowledge of the rules that accounts for a grammatically correct language. Grammatical *ability* refers to the ability to use grammar as a communicative resource in spoken and written discourse and requires a different pedagogical approach (Jones, 2012). As linguistic competence in translation is the goal of current study, the grammatical ability in this study refers to the ability to use grammar in translation. The study adopted the C-R approach, which has proved in many recent studies that it is an effective teaching method to teach grammar. The results of the present study revealed that C-R successfully helped students learn grammar. The post-test results showed the translation scores, which was assessed by error occurrence, was immensely improved. In line with Long (1983) and Ellis (1991, 1997, 2005) who assert that instruction makes a difference in L2 acquisition compared with naturalistic exposure. Ellis (2003) also states that practice is needed in grammar instruction. Practice in producing grammatically correct sentences was viewed as the key to learning, embedded within a methodology with the following features (Ellis, 2003: 168):

1. A specific grammatical feature is isolated for focused attention.
2. The learners are required to produce sentences containing the targeted feature.
3. The learners are provided with opportunities for repetition of the targeted feature.
4. There is an expectancy that the learners will perform the grammatical feature correctly; therefore, practice activities are success oriented.
5. The learners receive feedback on whether their performance of the grammatical structure is correct or not. This feedback may be immediate or delayed.

In the current study, after the participants constructed the rule from the given sentences, they were required to do practice exercises on the grammar rule they had just discovered. The exercises needed to be included because my view is in line with Ellis (2003) that practice is key to learning. After the exercise, the students had to adapt the rule they had learned with translation exercises.

Phuwarat and Boonchukusol (2020) studied the role of grammar teaching in ESL writing, the findings illustrated evidence that grammar instructions helped ESL students improve writing proficiency. Its importance of formal grammar instruction in second language learning and teaching is inevitable for writing improvement. In this regard, the importance of formal grammar instruction covers translation as well, especially Thai to English translation, because translation is a productive skill as writing and needs a good command of grammar to produce it. Wang (2010) investigated 30 Chinese students' attitudes toward grammar instruction and the results showed that out of the 30 students who participated in the study, 23 of them said that they liked grammar instruction because they believed that it would enable them to speak and write the English language correctly. It is the same as in Thailand. If there is no grammar module in the curriculum, students would be lost because they do not know where to start and how to read, write and speak English. When they do not live in a second language environment, classrooms are only the primary source for them to turn to. The second language learning environment in Thailand is similar to China as stated in Wang's (2010) study. That is, the L2 has to be taught because only the L1 is used in daily life. Without the instruction,

students do not learn to speak, read, and write a foreign language. Even if Krashen (2003) states that language acquisition is a process that requires informal and natural input, research has demonstrated the significance of grammar instruction in foreign language learning and second language acquisition that serves not only to develop a fluent, but also an accurate use of language (Corzo, 2013). I view that grammar instruction may not be able to develop students' fluency as much as natural exposures, but without grammar instruction, the participants in this current study would not be able to develop grammar skills, writing skills, translation skills, and also reading skills. Grammar instruction promotes a clear and in-depth understanding of linguistic points and definitely accuracy. Bowles and Montrul (2008) conducted a study to investigate the role of explicit instruction in the L2 acquisition of the *a-personal*. The results indicated that L2 learners of Spanish were able to improve their ability to distinguish between grammatical and ungrammatical sentences involving differential object marking after receiving explicit instruction and practice involving explicit feedback. McManus and Marsden (2016) explored the effectiveness of providing L1 explicit information (EI) with practice for making more accurate and faster interpretations of L2 French *Imparfait (IMP)*. The results revealed that EI with practice made more accurate and faster interpretations of L2 French *Imparfait (IMP)*. This means that grammar instruction is effective in developing grammar knowledge. Ellis and Shintani (2014) explained that learning grammar is a complex, multifaceted, and lengthy process, and no single pedagogical approach can claim priority in teaching. In accordance with Hinkel (2016) who asserts that teachers have to acknowledge that learners have different learning styles when it comes to learning grammar. Some learners are in favour of explanation and are not comfortable when they do not have clear understanding of something. Others may not feel the need of detailed explication. In the questionnaire and the interview's results of the present study, it was revealed that though the C-R approach was immensely successful in improving students' linguistic competence, a few students still preferred the traditional approach to the C-R. It agrees with Hinkel's statement about the different learning styles. However, most students in the C-R group prefer the C-R method.

In my view, to have a clear understanding of grammar, grammar needs be taught, and there are many ways to do it, not just a deductive way that most people perceive, to promote

grammar teaching. Azar (2007) proposes that grammar can be taught in an innovative way and an integral component of effective second-language instruction for many students. The C-R approach is one of the inductive ways to teach grammar. Explicit awareness of grammatical structure probably helps children to expand their competence to include the many grammatical patterns which are needed in adult life but not found in children's casual conversation (Phuwarat and Boonchukusol, 2020).

To sum up, the teaching sessions for the C-R group had a better effect on linguistic interference in translation than the traditional method in the Traditional group, and the teaching sessions are more successful in reducing interference errors in English to Thai translation than in Thai to English translation. This means that the C-R approach is effective to develop linguistic competence, and that linguistic competence can be effectively learned. Many previous studies used the C-R approach to improve linguistic competence; this study did not only use the C-R approach to develop students' grammar, but also expect them to adapt the linguistic knowledge in translation. The findings of this study revealed that the C-R approach is not only an effective teaching tool for grammar teaching but also develop translation linguistic skills of the Thai and English language pair. I strongly encourage other researcher to follow the research methodology in this study in other language pairs to see if the C-R approach can improve linguistic translation skills in different language pairs.

CHAPTER 6 CONCLUSIONS, PEDAGOGICAL IMPLICATIONS AND LIMITATIONS

6.1 Conclusions

The study results revealed that linguistic interference influenced basic translation skills. With more robust linguistic knowledge that contributes to less interference, students translated better in both English to Thai and Thai to English translation. The Traditional group taught with the traditional textbook also made progress in translation but not as much as the C-R group taught with the new teaching materials and the C-R approach. The study results showed that the Consciousness-Raising approach was an effective method to reduce linguistic interference in students' translation as the number of interference errors reduces in the post-test in both directions of translation in the C-R group. The translation scores also confirm that the teaching intervention effectively reduces linguistic interference in the translation.

According to the diagnosis-based categories of error, the errors found in this study can be divided into two main types: intralingual errors and interlingual errors. Intralingual errors occur due to difficulties found within the target language or the learners' ignorance of the target language on rule learning. Though English grammar is taught since primary school, many students still do not know how to use tenses. In other words, the knowledge might be delivered but was not learned. It could be due to many reasons such as ineffective teaching, lack of attention in class. Interlingual errors, also known as interference, are errors resulting from language transfer which is caused by the learner's native language (Suetae and Yok, 2012: 3). This study investigated two directions of translation and found that intralingual errors did not only occur in Thai to English translation but also in English to Thai translation, which means they are not only caused by learners' native language. That is, when students translated from English, which was their second language, into Thai, interference errors were also made. For example, a phrase from the test, '*at a fabric store*', students translated it into 'ที่ร้านผ้า

(back translation: *at store fabric*). It was word for word translation, and it made the Thai sentence unnatural and undertranslated. This error was resulted from the English structure influencing the Thai structure, and it resulted in unnatural Thai. Students should have added a word 'sell' in the phrase, and in Thai, it would be 'ที่ร้านขายผ้า (back translation: *at store sell fabric*). The error was categorised in *Calque* errors following James' error taxonomy as it was a literal translation. Accordingly, the term 'interference' in this study does not only refer to one direction of translation but also refers to errors from the opposite direction.

Table 17 in Section 4.1.3.1 shows that interference errors (interlingual errors) in the C-R group substantially declined in the post-test (79.95% in drop). In the Traditional group, 21.93% of interference errors fall in the post-test. It can be concluded that the teaching sessions with the C-R approach are more effective in reducing interference in the translation than the traditional method.

6.2 Pedagogical implications

As the results revealed that adding linguistic lessons in translation classes improves students' translation linguistically. The findings could be the starting point for teachers to reconsider if the learning strategies we have been using effectively enhance translation competence for university students with low levels of English proficiency. There are forty Rajabhat universities in Thailand in many provinces in all parts of the country. Most students are from local areas in the province. In my view, Rajabhat universities are the universities for local development (except the ones in Bangkok), and this is also one of Rajabhat university's aims. This study provided an overall picture of how the C-R approach can improve linguistic interference in translation. It also proves that linguistic knowledge is an essential part of translation as after they had learned more grammar, they translated more grammatically correct. Thereby, the researcher would like to encourage other researchers in the field of English language teaching and translation teaching to attempt more studies with some suggestions as follows:

- 1) The linguistic lessons taught with the C-R approach could be adapted to other English teaching fields with a more extended period of teaching, such as writing. They could be attached as part of the module to reinforce students' linguistic knowledge before they learn writing types. The teaching intervention could be designed for sequel courses instead of one course for one semester, e.g., Basic Translation and Advanced Translation, Basic Writing and Advanced Writing. If linguistic lessons are added in the Basic Translation module, in the Advanced Translation module that the lessons might consist of translation lessons only can be used to assess if the linguistic lessons in the first module have a positive effect on translation competence in a long-term period.
- 2) The participants could be expanded from one university to many universities in the country; thus, the findings might be more practically generalized. As mentioned earlier, there are forty Rajabhat universities in Thailand; the research design can be applied on larger scales with more participants of the same English levels from all Rajabhat universities. In other words, the research participants could be A1-A2 level English majors from each Rajabhat university in Thailand.
- 3) Before conducting the study, the researcher had believed that interference, which is interlingual errors was a significant cause of poor, inadequate, inaccurate, opaque translation in students with low levels of English proficiency. However, after the study was finished, it has revealed that intralingual errors are more critical sources of errors in translation. Accordingly, the researcher would suggest that future researchers design teaching interventions with the purpose to mitigate students' intralingual errors in translation. For example, the researcher can design a teaching intervention aiming to reduce intralingual errors in translation, e.g., tenses, lexical choices, punctuation, which are among the most intralingual errors in this study, and then the researcher compares the pre-test and the post-test after the intervention to see how far these intralingual errors drop.

6.3 Limitations

As a significant amount of research had shown that C-R had pedagogical benefits, it was chosen to be the teaching approach in this study to improve students' translation in terms of linguistics. However, translation in this study was at a basic level and consisted of simple sentences and short passages. The course and the materials were not designed to train professional translators. The results revealing that the C-R intervention was successful, and students' translation improved do not necessarily mean that it would benefit professional translation. Accordingly, this study limits the outcomes to novice translation or translation teaching. It might be able to only improve students' linguistic competence in basic translation, and as also agreed by Laviosa (2014: 26) that if students wish to pursue a career as translators or interpreters, they would need to undertake further training at postgraduate levels. Moreover, the number of the subjects was small compared to the number of all A1-A2 students in Thailand. In theory, it could be generalized, but in real practice, it needs further research. Another problem pointed out by Sugiharto (2006), the instruction provided in the study could be temporary or permanent; no studies can guarantee permanent effects of instruction; hence, if students improved in class, it did not necessarily mean that the improvement would last for a lifetime.

Appendices

Appendix A CEFR level of each student in the C-R and the traditional group

(Note: Students' name is represented by cardinal number.)

C-R group		Traditional group	
Student	CEFR level	Student	CEFR level
Student 1	A2	Student 1	C1
Student 2	A1	Student 2	A1
Student 3	A2	Student 3	A1
Student 4	A2	Student 4	A1
Student 5	A2	Student 5	B1
Student 6	A2	Student 6	B1
Student 7	A1	Student 7	A1
Student 8	A1	Student 8	A1
Student 9	A1	Student 9	A2
Student 10	A1	Student 10	A1
Student 11	A1	Student 11	A2
Student 12	A1	Student 12	A1
Student 13	A2	Student 13	A2
Student 14	A2	Student 14	A1
Student 15	B1	Student 15	A1
Student 16	A2	Student 16	A2
Student 17	A2	Student 17	A1
Student 18	A2	Student 18	A1
Student 19	A1	Student 19	A1
Student 20	A1	Student 20	A1
Student 21	A1	Student 21	A2
Student 22	A2	Student 22	A1

Student 23	B2	Student 23	A1
Student 24	A1	Student 24	A2
Student 25	A1	Student 25	A1
Student 26	A2	Student 26	A2
Student 27	A2	Student 27	A1
Student 28	B1	Student 28	A1
Student 29	A2	Student 29	A2
Student 30	A1	Student 30	A1
Student 31	A2	Student 31	A1
Student 32	A2	Student 32	A1
Student 33	A1		
Student 34	A2		
Student 35	A2		
Student 36	A0		
Student 37	A1		

Appendix B Pre-test and Post-test

Pre-test 1

(2 hrs)

Translate the following items into Thai.

1. The well-made mahogany desk was imported from Italy.

2. Surprisingly, no one got injured in the car crash, though the car was completely destroyed.

3. I will never betray you, not in a million years.

4. Talking to me so nicely, he tries to ask for a favour.

5. Can you pass me the salt, please?

6. On the one hand, he is a good man to me; on the other, he is hot-tempered.

7. The plane went out of control before it fell into the ocean.

8. The truth is that it takes time for true colour to be revealed.

9. Now that we love each other, we will get through everything together.

10. If you are accepted for this position, you will be informed in two weeks.

11. The students was so impressed by the host family. They had been treating them really well for the past two years.

12. I like to have pets; they brighten my life.

13. This box contains fragile items; you have to hold it more carefully.

14. It's a shame that you can't come to the party.

15. The store owner talking to a customer

·Please leave your address on the table, I'll send the item to you when it comes. Now, please excuse me, I have something to address with the store manager.·

16. On the top of Everest, the air is so thin.

17. I eat this noodles with metal chopsticks because I do not like wooden ones.

18. Is that a light blue wallet or a dark blue one? I think the light in this room is fooling my eyes. I think I will take the red one as it looks light. I don't like to carry a heavy wallet.

19. At a fabric store

Customer: I really like this shirt but the button at the belly button is missing. Could you fix it for me?

Shop assistant: Yes, of course.

20. I am wondering if you are interested in joining our party so that we can form a new parliament together.

21. On the phone with mom

Mom, I had a bike accident. I hit an old man by accident, I didn't mean to. He has a cut on his arm but now the ambulance is taking him to the nearest hospital.

22. Gandhi, who led the independence movement in India, was a politician.

23. No matter what it takes, I will get it done.

24. Admitting that she had bought the stolen painting, she denied having taken part in the robbery.

25. During the time that I was enlisted, she was cheating on me.

Translate the following items into English.

1. ถึงแม้แม่เขาจะเป็นครูสอนภาษาอังกฤษแต่เพื่อนฉันก็สอบภาษาอังกฤษตก

(Even though his mother is an English instructor, my friend failed the English test.)

2. ฉันไม่เข้าใจว่าทำไมเธอไม่ไว้วางใจฉัน

(I don't understand why you don't trust me.)

3. บ้านข้าง ๆ เป็นเพื่อนเก่าเพื่อนแก่ของแม่ฉันเอง

(The lady who lives next door is my mom's old friend.)

4. ฉันเจอเขาครั้งสุดท้ายตอนที่เขาอยู่ลอนดอน

(I met him last time when he was in London.)

5. หมาของจิลถูกคนแปลกหน้าตี

(Jill's dog was beaten by a stranger.)

6. เธอเห็นถุงพลาสติกเล็ก ๆ สีดำ ไหม

(Have you seen a small black plastic bag on the table?)

7. ความงดงามของตึกที่นี่ทำให้ฉันทึ่งเสมอ

(I am always fascinated by the beautiful buildings here.)

8. วันที่ที่ฝนหยุดเครื่องก็ขึ้น

(The plane took off once the rain had stopped.)

9. ฉันเคยบอกกับเธอหรือยังว่าเธอมีความหมายเพียงใด

(Have I told you how much you mean to me?)

10. พอเห็นว่าแม่อารมณ์ไม่ดี ลูกชายก็เลยทำตัวดี

Seeing that his mom was not in a good mood, he behaved.

11. ฉันล้อเล่น อย่าเครียดสิ

(I was just kidding, don't be serious.)

12. หลายจังหวัดในประเทศไทยเจริญขึ้นมาในช่วงสิบปีที่ผ่านมา

(Many provinces in Thailand have developed in the past decade.)

13.ระเบิดนิวเคลียร์ทำลายเมืองหลายเมืองในญี่ปุ่นเรียบเป็นหน้ากลอง

(Atomic bombs annihilated many cities in Japan.)

14. น้องชายฉันโดนผึ้งป่าต่อย

(My brother got bitten by a wild bee.)

15. ฉันออกไปไม่ได้ ฝนกำลังตกหนักมาก

(I cannot go out; it is raining heavily.)

16. ดูเหมือนว่าวันนี้หิมะจะตก

(It looks like it's going to snow today.)

17. สมาร์ทโฟนเป็นอุปกรณ์ที่มีประโยชน์

(A smart phone is such a useful device.)

18. ฉันไม่ชอบอยู่คนเดียว มันเหงา

(I don't like to be alone. It's lonely.)

19. ฉันอยากปลูกกุหลาบอังกฤษ

(I want to grow British roses.)

20. ไม่สำคัญหรอกว่าเธอจะล้มกี่ครั้ง สิ่งสำคัญคือการกลับมาขึ้นได้อีกครั้ง

(It doesn't matter how many times you fall; what matters is how you rise after the fall.)

21. ครอบครัวฉันมีกันห้าคน

(There are five people in my family.)

22. แม่: รถลูกสกปรกมากแล้วนะ

ลูกสาว: หนูจะล้างป้ายนี้แหละแม่

(Mom: Your car is so dirty.

Daughter: I'll have it washed this afternoon.)

23. ในทะเลสาบมีปลาสีสันสวย ๆ หลายฝูงเลย

(There are lots of schools of colourful fish in the lake.)

24. ลมแรงมาก พัดกระเป๋าชิ้นปลิวเลย

(The wind was so strong; it blew my bag away.)

25. กุญแจสู่ความสำเร็จคือความมุ่งมั่น

(The key to success is determination.)

Pre-test 2

(2 hrs)

Translate the following items into Thai.

1. The well-written essay was composed by Nattacha.

2. Unbelievably, no one got injured in the plane crash, though the plane was completely crushed.

3. Looking through his glasses, he remembers me.

4. Having visited London many times, I love the London Eye the most.

5. Wherever you go, send me a postcard.

6. One way or another, you have to make up your mind.

7. The racing car went out of control before it hit the barrier.

8. I was just wondering if you want to have dinner at my house.

9. The plane could not take off, for the storm was predicted.

10. Once after he had realized he had been cheated by his business partner, he went to the police station and press a charge against him.

11. My dog looks at me intensely because I'm holding a treat. I have already given him a lot but it is never enough.

12. Jason Mraz sings very beautifully.

13. When people are depressed, they are vulnerable and in need of support.

14. Lionesses are as aggressive as lions.

15. Katy has driven 60 kilometres to town every day for more than two months to be taught how to start a business. She is driven by the idea of being a successful coffee shop owner.

16. Don't you eat anything? You're so thin. I think you could be blown away by the wind.

17. He wants to look polite so he shaves before going to the job interview.

18. At A's house

A: Mind your head. You could hit the ceiling.

B: Oh, thank you for warning me. Do you mind if I sit here?

A: No, be my guest. You can sit anywhere you like, I don't mind.

19. When it was predicted that the hurricane would annihilate many coastal cities, the people were evacuated immediately.

20. I like a white house so I painted my house as white as the White House.

21. To help you is not against my will. I'm willing to help.

22. A: Have some wine.

B: There isn't any.

23. While I don't agree with your idea, I am happy you came up with one.

24. Having been bullied for years, he cannot bear it anymore.

25. This is the road on which my house is located.

Translate the following items into English.

1. ถึงแม้เขาจะจนแต่เขาก็มีจิตใจที่งดงาม

(Though he is poor, he has a heart of gold.)

2. ไม่ว่าเธอทำอย่างไรก็เปลี่ยนใจฉันไม่ได้หรอก

(Whatever you do won't change my mind.)

3. คนที่หยิบกระเป๋าฉันผิดไป ช่วยเอามาคืนที่ล็อกเกอร์ของฉันนะคะ

(The person who took my bag by mistake, please return it to me in my locker.)

4. ถ้ามีเธออยู่กับฉัน ฉันไม่กลัวอะไรทั้งนั้น

(As long as you are with me, I am not afraid of anything.)

5. ประชากรมากกว่า 300 ล้านคนทั่วโลกพูดภาษาสเปน

(Spanish is spoken by more than 300 million people worldwide.)

6. เมื่อวานที่งานหนังสือฉันเจอดาราชั้นชอบ

(I met my favourite actor at the book fair yesterday.)

7. นั่นของขวัญวันเกิดจากพ่อฉันนะ

(It was a birthday present from my dad.)

8. จักรยานคันนี้เป็นยานพาหนะที่พาฉันไปทุกที่

(This bike is the vehicle which (or that) takes me everywhere.)

9. เคยมีคนบอกให้มว่าเที่ยวสวิสแพงแค่ไหน

(Have you ever been told how expensive it is to travel in Switzerland?)

10. มองไกล ๆ เธอเหมือนนเดชน์เลยนะ

(Seen from a distance, you look like Nadech.)

11. ถ้าเต้กลับมา บอกให้ไปพบฉันที่ห้องอาหาร

(If Tae comes back, tell him to meet me at the dining room.)

12. ฉันชอบอยู่ท่ามกลางธรรมชาติ

(I like to be surrounded by nature.)

13. ฉันใช้เวลาห้าปีทำให้เขาไว้วางใจฉัน แต่แล้วเธอก็ทำลายทุกอย่าง

(It took me five years to make him trust me and then you ruined everything.)

14. หลังจากทำงานหนักมาสองปี วิลลี่ก็ได้เลื่อนขั้น

(After two years of hard work, Willie got promoted.)

15. พรุ่งนี้เซ่นทำงานพรุ่งนี้อย่าลืมเอาโน้ตบุ๊กไปด้วยนะ

(Don't forget to bring your laptop for the presentation tomorrow.)

16. ถึงเวลาที่เธอต้องไปแล้ว

(It's time for you to go.)

17. เครื่องใช้ไฟฟ้าทำให้ชีวิตง่ายขึ้น

(Electrical appliances have made life easier.)

18. ฉันไปที่ปราสาทคนเดียวไม่ได้หรอก ต้องมีคนไปกับฉันด้วย

(I cannot go to the castle on my own. I need company.)

19. ลูกชายเธอโตขึ้นมากเลยนะ

(Your boy has grown up a lot.)

20. ตอนฤดูใบไม้ร่วง ใบไม้จะเป็นสีน้ำตาล สวยมาก

(All leaves turn brown in the fall. It's so beautiful.)

21. ฉีกกล่องพวกนี้ซะแล้วเอาไปทิ้งในถังขยะ

(Break these boxes and throw them in the bin.)

22. ไปซื้อผงซักฟอกให้แม่หน่อยได้ไหม

(Can you buy washing powder for me?)

23. ฉันเจอหมาป่าฝูงหนึ่งตอนที่ไปเดินป่า

(I met a pack of wolves while I was hiking.)

24. คนที่นี่เป็นมิตร ถ้าเธออยากเข้ากับคนที่นี่ได้เธอต้องเรียนรู้ที่จะเป็นมิตรกับคนอื่น

(People here are friendly. If you want to fit in, you need to learn how to be friendly.)

25. การจะเป็นหัวหน้าที่ดี ความยืดหยุ่นเป็นสิ่งสำคัญ

(To be a good boss, flexibility is the key.)

Post-test 1

(2 hrs)

Translate the following items into Thai.

1. Well-behaved politicians are widely praised by press.

2. Amazingly, after breaking his legs, Ronaldo came back on the field within five months.

3. Dam answered my call with a very happy voice.

4. Many songs composed by Taylor Swift are incredibly beautiful.

5. Lend me your car and I'll help you find a gift for your girlfriend.

6. I love travelling; however, I don't travel often because it costs a lot of money.

7. The ship hit an iceberg before it sank into the ocean.

8. The idea that students do not need to wear uniforms should be voted on.

9. He hasn't stopped eating since he came back from camping.

10. When he is seen from a distance, he looks like Tom Cruise.

11. When you feel down, find something to do like hanging out with friends, having a hobby, going to the gym.

12. Not a day goes by that she doesn't miss her dog.

13. Among three of my friends, Ken is the kindest, Amy is the most intelligent, Lola is the most supportive.

14. Two things you will never have to chase: true friends and true love. (Mandy Hale)

15. Honestly, I have never thought about leaving him. He is an honest man the type of whom it is not easy to come across in life. He has been loyal and faithful to me for the past ten years. He has been with me through ups and downs and always has faith in me.

16. Even if he is not rich, he is a good man. He has been with me through thick and thin.

17. I don't know how to get there, I'm lost now. Plus, I lost my map; I don't remember where I left it. I think I must have left it at the bus stop.

18. Let me make it clear, you are not allowed to take any item at will. Even if you are my relative, you are required to abide the rules of the shop. If you don't understand, take a walk outside. Today the sky is clear, it may help you clear your mind.

19. I am conducting a study about the conduct of the only child. only child's conduct. These children are mostly raised well. They study in good schools, have a good quality of life. However, they carry a lot of pressure and expectation from their parents.

20. I was interrogated for six hours by a very rude detective for the crime I didn't commit. I was set up and no one believed me, even you.

21. After the US announcement on nuclear weapons, Russia is up in arms.

22. Gandhi, who was a politician, led the independence movement in India.

23. We plan to go to the USA, even if the air fares go up again.

24. The train arriving at Platform 9 $\frac{3}{4}$ is from Hogwarts.

25. The moment I saw you, I knew you were my soulmate.

Translate the following items into English.

1. เฮนรี่อาการไม่ดีขึ้นเลยทั้งที่กินยาไปตั้งเยอะ

(Henry has not gotten better, even if he has taken a lot of pills)

2. ความจริงคือฉันไม่อยากเจอพวกเขาอีกแล้ว

(The truth is that I don't want to meet them anymore.)

3.ฝูงปลาที่เราเจอตอนดำน้ำเป็นโลมาฝึกมาแล้ว

(A school of fish (which) we saw while we were diving was trained dolphins.)

4. ฉันจะซ่อมทีวีตอนที่เธออาบน้ำ

(I will fix the TV while you are having a shower.)

5. ฉันถูกตำหนิเพราะความซุ่มซ่ามของตัวเอง

(I got blamed because of my clumsiness.)

6. สะพานนี้สร้างขึ้นในปี 1999

(This bridge was built in 1999.)

7. ฉันอยากจะหาดีมอะไรหน่อย

(I would like to have something to drink.)

8. ผู้หญิงที่ใส่เสื้อสีน้ำเงินคือน้าของฉัน

(The woman who is wearing a blue shirt is my aunt.)

9. เธอเคยไปเที่ยวในสถานที่ที่ผู้คนที่นี่แตกต่างจากเธอไหม

(Have you ever travelled to the place where the culture is different from yours.)

10. เขาคิดว่าตัวเองตัดสินใจถูก เลยไม่ฟังใคร

(Believing he made a right decision, he listened to no one.)

11. อย่าพาตัวเองไปเสี่ยงสิ

(Don't put yourself in danger.)

12. ในยุคที่วีดิทัศน์ของสถานีใหม่เกิดขึ้นมากมาย

(In the digital-TV era, lots of new channels on television emerged.)

13. สารนี้อันตรายมาก อย่าไปจับนะ

(This is a dangerous substance. Don't touch it.)

14. อย่ามายุ่งกับฉัน

(Leave me alone.)

15. กระดานแข็งมาก หักยาก

(The board is so hard, it's hard to break.)

16. ไม่ยุติธรรมเลย ทำไมฉันถูกตำหนิทั้งที่ฉันไม่ได้ทำอะไรผิด

(It's not fair. Why did I get blamed without doing anything wrong?)

17. โจเล่นเครื่องดนตรีได้เกือบทุกชนิด

(Joe can play almost every musical instrument.)

18. ดูเสื้อตัวนั้นสิ ฉันชอบ เข้ากับกางเกงขาสั้นของฉันพอดีเลย

(Look at that top. I love it. It goes well with my shorts.)

19. กำลังจะมีดแล้ว

(It's getting dark.)

20. ฉันเก่งอังกฤษที่สุดในห้อง แต่คณิตสู้เพื่อนไม่ได้เลย

(I am best at English in class but I fall behind in math.)

21. อย่าทำผิดกฎ

(Don't break the rules.)

22. อย่าใช้ครีมนี้กับหน้า นั่นมันครีมกำจัดขน!

(Don't apply that cream to your face. That's hair removal cream!)

23. ที่ร้านขายดอกไม้: ขอซื้อกุหลาบช่อหนึ่งค่ะ

(At a flower shop: Can I have a bouquet/ bunch of roses, please?)

24. ฉันมีลูกโป่งเยอะแยะเลย เธอเป่าให้หน่อยได้ไหม

(I have a lot of balloons; can you blow them up for me, please?)

25. หนังสือนี้มีเฉลยด้วยหรือไม่

(Is this book with a key or without a key?)

Post-test 2

(2 hrs)

Translate the following items into Thai.

1. This is a well-known song composed by a famous singer.

2. Unfortunately, we could not catch the early morning train to the airport, so we missed the flight.

3. Unlikely as it looks, the plant is real.

4. The lady standing in front of me asked me about the best way to travel in Thailand.

5. I bought you a sweater, the one you told me you liked last week.

6. His lecture is interesting; nonetheless, the way he delivers it cannot draw students' attention.

7. When he realized he had forgotten the wallet, my husband called me to bring it to him immediately.

8. Whether the Prime Minister has left the government (or not) is not my business.

9. I will pay on the condition that you have to finish the work.

10. The rooms which are used for art activities are fully booked.

11. Poor them! They are poor and they have a very poor quality of life.

12. It's really cold I wish I had a hot water bottle to put on my body so I could get warmer.

13. To be successful in whatever you do, you are required to be disciplined and work hard toward a goal.

14. If you say I won't be able to do it, I take that as a challenge. I know the task's challenging but I like to be challenged.

15. A man talking to the father of the girl he likes

To me, she is a very beautiful girl with long straight hair and she has a beautiful voice. Every time she sings, I am enchanted. Let me get it straight, I have fallen for your girl.

16. I was blown away by his performance. It was exceptional; everyone in the hall was stunned, not just me.

17. If you say after the US bomb, Hiroshima was devastated, I can say after he left me, and I was devastated as well.

18. When I saw him with another girl, my heart was broken. I was lost for a year. I felt like I was the glass he deliberately dropped on the hard floor. I was broken. I was so vulnerable at that time but now I am completely recovered. That's why I can talk about it.

19. A: The movie was spectacular. I really like Happy Potter.

B: Who is Harry Potter.

A: He is the one with spectacles and he has a lightning scar on his forehead. He plays the leading role.

20. I don't want to go to his house alone. I need company.

21. The shop sells everything. All items are hung on the wall, there are thousands of arms holding them.

22. Helena proposed a more interesting solution on traffic problems than Kenny did.

23. However brilliant you may be; you can't know everything.

24. If accepted for this position, you will be informed in two weeks.

25. Let's hang out whenever you are free.

Translate the following items into English.

1. ถึงแม้บางครั้งเขาจะทำตัวเด็ก ๆ แต่เขาก็เป็นเพื่อนที่ดี

(Although he is immature sometimes, he is a good friend.)

2. พวกเขาไม่สนใจสิ่งที่เธอเสนอ

(They were not interested in what you offered.)

3. แองเจลินา โจลี คนที่เธอสัมภาษณ์เมื่อวานเป็นดาราฮอลลีวูดนะ

(Angelina Jolie, whom you interviewed yesterday, is a Hollywood star.)

4. เราออกเร็วจะได้ถึงที่นั่นก่อนฟ้ามืด

(We leave early in order that we might get there before dust.)

5. วิลเลียมได้เลื่อนขั้นเป็นผู้จัดการทั่วไป

(William got promoted to general manager.)

6. เขายอมรับว่าขโมยเงินบริษัท

(He admitted stealing the company's money.)

7. อยากเก่งภาษาอังกฤษต้องฝึกฝน

(To be good at English needs practice.)

8. เขาไปนอนเพราะรู้สึกไม่ค่อยสบาย

(He went to bed because he felt ill.)

9. เคยไปเที่ยวประเทศไปไหนในยุโรปบ้าง

(Have you ever visited any country in Europe?)

10. ทุกอย่างที่ฉันทำมาตลอดห้าปี ฉันทำเพื่อเธอ

(Everything I have done for the past five years is for you.)

11. นี่คือดอกกุหลาบที่มีกลิ่นพิเศษนะ

(This rose has special scent.)

12. โขว์ของเขาทำให้ฉันทึ่ง

(His performance amazed me.)

13. ไม่ต้องกลัว ฉันมาดี

(Don't be afraid. I mean no harm.)

14. หลังจากที่เพื่อนสนิทเสียชีวิต ฉันก็เสียศูนย์ไปปีหนึ่ง

(After I lost my best friend, I was lost for a year.)

15. หนาวมาก มือฉันแข็งไปหมดแล้ว

(It's freezing, my hands have already got frozen.)

16. ชัดแล้วว่าเขาไม่ได้อยู่ฝ่ายฉัน

(It's obvious that he's not on my side.)

17. มีเครื่องครัวหลากหลายให้เลือกที่ไอเกีย

(There is a variety of kitchen utensils at IKEA.)

18. เอ: พรุ่งนี้จะไปตัดผมในเมือง

บี: เหรอ ฉันเอากุญแจไปบีบีให้ฉันด้วยได้ไหม

(A: I'm gonna have my hair cut in the city tomorrow.

B: You are? Can you also get a key cut for me there?)

19. ฉันตกหลุมรักเขาตั้งแต่มัธยม

(I fell for him since high school.)

20. ภารกิจนี้ฉันต้องให้เธอทำ อย่าทำให้ฉันผิดหวังนะ

(I need you for this mission. Don't fail me.)

21. อย่าทำแจกันแตกนะ มันแพงมาก

(Don't break the vase, it's very expensive.)

22. มีลูกแม็กไหม แม็กฉันลুকหมด

(Have you got staples? My stapler is running out of them.)

23. ฉันกินองุ่นไปสามช่อภายในเวลาหนึ่งชั่วโมง

(I had three bunches of grapes in an hour.)

24. เป่าเทียนสิ แล้วอธิษฐาน

(Blow the candles and make a wish.)

25. ฉันลืมกุญแจไว้ที่ออฟฟิศ

(I left my key in the office.)

Appendix C The teaching materials of the C-R group and the traditional groups

C.1 The samples of the materials of the C-R group

Syntax (continued)

2.3.4 The complex sentence: adverbial clauses

1. How to identify an adverbial clause

Compare:

I try hard, but I can never remember people's name.

However hard I try, I can never remember people's name.

Hard is an adverb; *however hard I try* is an adverbial (or adverb) clause: it is telling us something about (or 'modifying') *can never remember*. Adverbs can often be identified by asking and answering the questions *When?*, *Where?*, *How?*, *Why?*, etc. and adverbial clauses can be identified in the same way (Alexander, 1988: 24):

Time: *Tell him as soon as he arrives.* (When?)

Place: *You can sit where you like.* (Where?)

Manner: *He spoke as if he meant business.* (How?)

Reason: *He went to bed because he felt ill.* (Why?)

2. Adverbial clauses of time

Look at these sentences:

1) *You didn't look well when you showed up.*

2) *After she graduated, Shannah got married.*

3) *I twisted my wrist as I was lifting a heavy box.*

- 4) *I am okay **as long as you behave**.*
- 5) *I will get it done **as soon as possible**.*
- 6) ***Before you go out**, turn off the lights.*
- 7) ***By the time (that) you finish your homework**, I will be asleep.*
- 8) ***During the time (that) I was enlisted**, she was cheating on me.*
- 9) ***When Josh came back**, Jemma left immediately.*
- 10) ***The moment I saw you**, I knew you are my soulmate.*
- 11) ***Now that we love each other**, we will get through everything together.*
- 12) ***Once you have completed the form**, go to the next room.*
- 13) *He hasn't stopped eating **since he came back from the camping**.*
- 14) *I will wait **until he comes**.*
- 15) *Let's hang out **whenever you are free**.*
- 16) *I finished the shore **while you were sleeping**.*

These clauses broadly answer the questions *When?* and can be introduced by what conjunctions?

3. Adverbial clauses of place

Look at these sentences:

- 1) You can sit **where/wherever/anywhere you like**.
- 2) **Wherever you go**, I will go with you.
- 3) The hotel was built **where there had once been a palace**.
- 4) With this special bus card, you can travel **wherever/anywhere/everywhere you like** in England.

These clauses broadly answer the questions *Where?* and can be introduced by what conjunctions?

4. Adverbial clauses of manner

- 1) Do it **as I showed you**.
- 2) The steak was cooked just **how I liked it**.
- 3) You dress just **the way I like**.
- 4) You behave **(in) the same way** you sister does.

(in) the way that

the way in which

(in) the same way

(in) the same way as

- 5) You act **as if/as though you were a queen**.

These clauses broadly answer the questions *How?* and can be introduced by what conjunctions?

5. Adverbial clauses of reason

As there was a strike, the traffic was paralyzed.

Since I won the game, you have to pay me.

I love you **because you are good**.

The plane could not take off, **for the storm was predicted**.

These clauses broadly answer the questions *Why?* and can be introduced by what conjunctions?

6. Adverbial clauses of condition

Underline the adverbial clauses and circle the conjunctions in the following sentences.

1) *Assuming (that) you won a lottery, what would you do?*

2) *I will clean the room if you ask me nicely.*

3) *I will pay on the condition (that) you have to finish the work.*

4) *I will not press any charge against you providing that you leave me and my family alone forever.*

5) *I won't take the pill unless you tell me what pill it is.*

6) *I can live here as long as they treat me well.*

7. Adverbial clauses of concession

Adverbial clauses of concession introduce an element of contrast into a sentence and are sometimes called **contrast clauses**.

Underline the adverbial clauses and circle the conjunctions in the following sentences.

- 1) *Although/Though/Even though he studies hard, he fails the exam.*
- 2) *We plan to go to the USA, even if the air fares go up again.*
- 3) *Much as I would like to help, there isn't much to do.*
- 4) *While I don't agree with your idea, I am happy you came up with one.*
- 5) *However hard it is, I will make it through.*
- 6) *No matter what it takes, I will get it done.*
- 7) *Whatever you do, it is useless.*
- 8) *However brilliant you may be, you can't know everything.*
- 9) *Unlikely as it sounds/may sound, I am telling you the truth.*
- 10) *Try as she might, she couldn't beat her enemy.*

8. Adverbial clauses of purpose

Underline adverbial clauses.

- 1) *I will work hard and smart so that/in order that I may/can/will be successful.*
- 2) *I will take an umbrella with me in case it rains.*
- 3) *I will come early so as to have breakfast before the meeting.*
- 4) *She changed her dress in order not to make a mess on it.*
- 5) *James decided to come with me at once for fear that I might change my mind.*

Find conjunctions in these sentences.

Find *to*-infinitive that connect the clauses.

9. Adverbial clauses of result

Underline the adverbial clauses and circle the conjunctions in the following sentences.

- 1) *Hermione answered the questions so quickly (that) no one could match her.*
- 2) *Her reaction is so quick (that) no one could match her.*
- 3) *They are such amazing players (that) no one can beat them.*
- 4) *He is such a great showman that you will be enchanted.*
- 5) *His performance is such that no one can match him.*
- 6) *I love you so much (that) we couldn't be apart.*
- 7) *There were so many people in the hall (that) I couldn't breathe.*

10. Adverbial clauses of comparison

Underline the adverbial clauses and circle the conjunctions in the following sentences.

- 1) *The more you practice the better you get.*
- 2) *Turtles move more slowly than rabbits (do).*
- 3) *She speaks as quickly as he (does).*

4) John did not receive respect as much as he thought.

5) You have made just as many gifts as you did last year.

□ Abbreviated adverbial clauses

Time: *While (I was) at school, I was a football player.*

Place: *Where (it is) necessary, some rules will be changed.*

Manner: *She acted as if (she was) certain of that.*

Condition: *If (it is) possible, please call me back.*

Concession: *Though (we were) exhausted, we went on working.*

2.3.4 The complex sentence: participle construction

2.3.4.1 Form of participles

	Present	Perfect	Past
active	finding	having found	-
passive	being found	having been found	found

- When **finding** the 13 cave boys, we received help from many countries.

- **Having found** the 13 cave boys, we are of great joy.

- **Being found** after ten days in the cave, all 13 boys were in tear of happiness.

- **Having been found** for two weeks, now the 13 cave boys came back to be healthy.

- The 13 **found** cave boys were an example of a successful international collaboration.

2.3.4.2 Joining sentences with participle

Simple sentences can be combined into one sentence that contains a main clause + a participle or an infinitive construction. Participle construction are generally more typical of formal style than of informal, though they can easily occur in both.

Activity 1 Match the sentences and the sentence types.

present participle construction (3), past participle construction, present participle (passive) construction, perfect participle construction, perfect participle (passive) construction, infinitive construction, compound sentence, simple sentence (2), infinitive construction, complex sentence

- _____ : She stood up. She walked out of the room.
- _____ : She stood up and walked out of the room.
- _____ : She stood up, walking out of the room.
- _____ : You want to pass the exam. You have to study hard.
- _____ : If you want to pass the exam, you have to study hard.
- _____ : To pass the exam, you have to study hard.
- _____ : When going out, don't forget to take an umbrella.
- _____ : Being found dead, the body is brought to the investigation.
- _____ : Having been practiced it for months, the speaking skill is still hard for me.
- _____ : Having prepared for the exam for two months, now I am ready.
- _____ : The found necklace belongs to no one.
- _____ : While trying to be as good as someone else, isn't it better to be good the way you are.

Participle constructions can come before or after the main clause, depending on the emphasis we wish to make.

Finding *I made a mistake, I apologized.*

Or *I apologized, **finding** I made a mistake.*

More than one participle construction is possible in a sentence.

*After **having a shower and having breakfast**, I went out.*

2.3.4.3 Present participles in place of clauses

1) Participle constructions in place of co-ordinate clauses

*She opened her eyes **and tried** to recall what had happened to her.*

→ *She opened her eyes, **trying** to recall what had happened to her.*

How the participle construction is made?

2) Present participle constructions in place of clauses of time.

*- **Since you took the wrong way again**, you should have a map.*

→ ***Since taking the wrong way again**, you should have a map.*

*- She broke up with me **before she went to university**.*

→ ***Before going to university**, she broke up with me.*

*- **While I tried so hard** to be the best, I was not happy at all.*

→ ***While trying so hard** to be the best, I was not happy at all.*

*- **After I graduated**, I got a job.*

→ ***After graduating**, I got a job.*

Activity 1 Present participle can be used after the time conjunctions. From the above sentences, circle the time conjunctions.

Activity 2 Is there anything you can notice about the subject usage?

3) Present participle constructions in place of clauses of reason

As I am a full-time student, I am not allowed to leave the country more than 26 days.

(Change this sentence into a participle construction)

→ _____

4) Present participle constructions in place of condition

If you leave early, you won't waste a lot of time in traffic.

Unless you show me your true determination, I won't teach you.

(Change these sentences into participle constructions)

→ _____

→ _____

5) Present participle in place of clauses of concession

Although he eats a lot, he doesn't get fat.

While she admitted that she had received the stolen painting, she denied having taken part in the robbery.

(Change these sentences into participle constructions)

→ _____

→ _____

6) Present participle construction in place of relative clauses

The present participle can be used in place of defining clauses in the simple present or present progressive after relative pronouns.

The train which is arriving at Platform 9 ¾ is from Hogwarts.

(Change this sentence into a participle construction)

→ _____

2.3.4.4 Perfect participle constructions

Perfect participle constructions can be used in place of clauses in the present perfect and past perfect and the simple past.

Active: *I have run this business for 20 years, I want to retire now.*

(Change this sentence into a participle construction)

→ _____

Passive: *I have been bullied for months, I cannot stand it anymore.*

(Change this sentence into a participle construction)

→ _____

Which action happen first, the action in the perfect participle construction or in the main clause?

2.3.4.5 Past participles in place of clauses

1) Past participle constructions in place of the passive

The past participle constructions can be used without any conjunction in front of it, in place of the passive.

When he is seen from a distance, he looks like Tom Cruise.

(Change this sentence into a participle construction)

→ _____

2) Past participle constructions in place of adverbial clauses

If you are accepted for this position, you will be informed in two weeks.

(Change this sentence into a participle construction)

→ _____

3) Past participle constructions in place of relative clauses

The rooms which are used for art activities are fully booked.

(Change this sentence into a participle construction)

→ _____

Activity Compose sentences.

1. Simple sentence

2. Compound sentence

3. Complex sentence

3.1 Complex sentence with infinitive construction

3.2 Complex sentence with present participle (active)

3.3 Complex sentence with present participle (passive)

3.4 Complex sentence with past participle

3.5 Complex sentence with perfect participle (active)

3.6 Complex sentence with perfect participle (passive)

Test

1. Compose a complex sentence consisting of noun clauses.

2. Compose a complex sentence consisting of relative clauses.

3. Compose a complex sentence consisting of adverbial clauses of purpose

4. Compose a complex sentence consisting of adverbial clauses of result

5. Compose a complex sentence consisting of adverbial clauses of result

6. Compose a complex sentence consisting of adverbial clauses of comparison

7. Compose a complex sentence consisting of adverbial clauses of condition

8. Compose a complex sentence consisting of adverbial clauses of purpose

9. Compose a complex sentence consisting of adverbial clauses of concession

10. Compose a complex sentence consisting of participle constructions.

Syntactical interference in translation (English-Thai)

(In this lesson, students are asked to translate English sentence into Thai. After that, the Thai version of each group will be demonstrated comparatively on the board. The students and the teacher will discuss and identify interference occurring in the Thai translation. Working together like this will raise students' consciousness on syntactical interference that could occur when translating English to Thai.)

Translate the following items into Thai.

1. I must apologize to you for not showing up yesterday.

2. A tube of toothpaste is not enough to clean your disgustingly dirty teeth.

3. Do you want to go to the party tonight?

4. I don't want to see your face. Why don't you just go away and shut the door.

5. What a creepy place it is!

6. A beautiful girl with blond hair stared at me surprisingly when she found out I used to be a boxer.

7. The detective drove the criminal away in a police car.

8. Should you see her, please give her my regards.

9. Pass me the salt, please.

10. Your party last night was amazing! I really enjoyed myself.

11. My heart has ached. I have not gotten over him.

12. Veronica is weird. I have seen she talks to herself very often.

13. Do it quickly, we're running out of time.

14. Do you mind if I take this seat?

15. I gave you all my heart.

16. Thank you very much from the bottom of my heart.

17. The company gave Jimmy a watch with a beautiful inscription on it.

18. You have never shown your kindness to me.

19. Whatever you want, I don't care. I'll paint it brown.

20. Don't call me foolish as I'm not.

21. You are so annoying like a pain in my ass. You have driven me crazy.

22. Mary is 20 and still plays dolls.

23. Free trade agreements are always threatened when individual countries protect their own markets by imposing duties on imported goods to encourage their own industries (Alexander, 1988: 13).

24. She told me that the ceremony had been cancelled.

25. That they have successfully built the spaceship to travel the universe is not true.

26. He told me how much he was prepared to buy that car and that he has been crazy for it for many years.

27. She always babbles about how successful she is.

28. Whether you have finished it or not, you have to leave now.

29. They are the people who make noise every night. It is disturbing, I can't sleep.

30. They are the women whose wallets were stolen.

31. Community tourism has been growing in two lesser-known districts of Prachuap Khiri Khan due to their possession of pure gold and unspoiled nature (Svasti, 2018).

32. He is the man from whose house the pictures were stolen (Alexander, 1988: 21).

33. Everything that can be done has been done.

34. As soon as he got home, the rain started pouring.

35. You can put it down anywhere you like.

36. Do it as I showed you a moment ago.

37. She behaves exactly the same way her mom does.

38. Whatever you think you could do, you will be able to do it.

39. I go to bed early in order that I will get up early.

40. I speak so quickly that I cannot catch up with.

41. Where necessary, some rules will be changed.

42. Unless you pay me, I'll clean the corridor.

43. If you are traveling south, take a train.

44. I lay away all night, recalling the events of the day.

45. Although built in ancient times, this building is still fascinating.

46. Seated in the presidential car, the President waved to the crowd (Alexander, 1988: 33).

47. Being so ill, I couldn't work for weeks.

48. Viewed from the distance, the Elephant island has an elephant shape indeed.

49. Having been invited to be a speaker for the first time, I prepare myself so well.

50. She walked out of the room, slamming the door behind her.

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C.2 The textbook 'Introduction to translation' by Ajchara Laisattruklai

(2017)

PART I General knowledge in Translation

Chapter 1 What is translation?

Chapter 2 Translating

Chapter 3 Problems in translation

PART II English to Thai translation

Chapter 4 Translating passive constructions

Chapter 5 Translating tense

Chapter 6 Translating connectors and pronouns

Chapter 7 Translating multi connotative terms

Chapter 8 Translating confusing terms

Chapter 9 Translating phrasal verbs

Chapter 10 Translating sayings, proverbs

PART III Thai to English translation

Chapter 11 Translating Thai-to-English passive constructions

Chapter 12 Article usage

Chapter 13 Choosing the right word for the text

Chapter 14 Terms that cause problems in translation

PART IV Analysing and editing mistakes in translation

Chapter 15 Editing translated work

C.2.1 The samples of the materials of the Traditional group

ลักษณะเฉพาะของโครงสร้างภาษาไทยและภาษาอังกฤษ

(Characteristics of Thai and English Structure)

1. Pro-drop Language การละประธาน ภาษาไทยเป็นภาษาที่ละประธาน แม้จะพูดถึงเป็นครั้งแรกก็ตาม แต่ภาษาอังกฤษไม่สามารถละประธานได้ ถ้าจะแปลจากภาษาไทยไป ภาษาอังกฤษ ควรหาประธานที่เหมาะสมให้กับโครงสร้างในภาษาอังกฤษ เช่น

- ทานข้าวกันหรือยัง → *Have you eaten yet?*

- เคยคิดเหมือนกันว่าอยากทำอะไรให้สังคมบ้าง

→ *I used to think what I could contribute to the society.*

ภาษาไทยที่ขึ้นต้นว่า “มี ปรากฏ ว่ากันว่า ได้ยินมาว่า” เช่น มีเสียงร่ำลือว่า เธอกำลังจะย้ายเร็วๆ นี้ ปรากฏว่าข่าวลือปฏิวัติกลายเป็นความจริง ว่ากันว่าเขามีอะไรบางอย่างปิดบัง ซึ่งในภาษาไทยเราจะมีประธานไม่ได้ แต่ในภาษาอังกฤษไม่มีประธานถือเป็นเรื่องผิดไวยากรณ์ ดังนั้นในภาษาอังกฤษจะมีประธานอยู่กลุ่มหนึ่ง เรียกว่า **structural subject** หรือ **dummy subject** ซึ่งมีประธาน คือ *It, there, or here* เช่น *It is said that....., It is rumored that....., It is believed that, There exists somebody who can do this project., There are a lot of people around here., Here comes the girl we are talking about., Here you are.*

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2. การเกิดสรรพนามซ้อน (Resumptive Pronoun) จะวางไว้หลังคำนาม ซึ่งเป็นลักษณะเฉพาะในภาษาไทยเรา

คุณสมบัติเหมือนคำนาม ซึ่งเป็นเสมือนหนึ่งคำลักษณะนาม เช่น อาจารย์ท่านไม่สบาย จึงมาสอนไม่ได้ คำน้ำมันมันแพงมากเลย พี่สาวของเธอหล่อนช่างน่ารักจัง

3. กริยารองในภาษาไทย (Second Verb) คือกริยาแสดงทิศทาง (Directional Verb) หรือกริยา หลังกริยาแท้ (Post Verb) หรือกริยาประชิดกริยาแท้ คือ ไป-มา ขึ้น-ลง เข้า-ออก ผ่าน-ถอย

-ไว้ -อยู่ -เอา เช่น เขาอยากออกไปข้างนอก เธอเลิกกับสามีมาหลายปีแล้ว ฉันทจะเอาของขึ้นไปด้วยนี้ ช่วยนำขยะออกไปทิ้งด้วย ลูก ๆ ยังรักษาของที่แม่ให้ไว้อย่างดี เวลาแปลเป็นภาษาอังกฤษจะต้องสร้างประโยคเชื่อมโยงโดยมี **to infinitive** เป็นกริยารอง ซึ่งโครงสร้างในภาษาไทยเราจะไม่ต้องมีอะไรมาเป็นตัวเชื่อมโยง

4. โครงสร้างประโยคกรรมวาจก (Passive Construction) ภาษาไทยและภาษาอังกฤษจะมีความแตกต่างกัน เช่น ภาษาไทย มีโครงสร้างดังนี้

นาม/สรรพนาม + ถูก + นาม/สรรพนาม + กริยา เธอถูกคุณครูดุ

นาม/สรรพนาม + ได้รับ + นาม/สรรพนาม + จาก + นาม/สรรพนาม ฉันได้รับหนังสือเชิญจากสมาคมผู้สื่อข่าว

ในภาษาไทย พระยาอุปทิศศิลปสาร (2499: 29) ได้กล่าวถึงประโยคกรรมวาจกไว้ว่า ประโยคกรรมวาจกเป็นประโยคที่มีกรรมวาจก (ผู้ถูกกระทำ) อยู่ต้นประโยค ดังเช่น

เขาโดนพ่อตี

เขาถูกครูบังคับให้อ่านหนังสือ

วัดนี้สร้างตั้งแต่สมัยอยุธยา

ขนมนี้กินอร่อยดี

ในบทความเรื่อง “ประโยคกรรมในภาษาไทยเข้าสู่ยุคเปลี่ยนแปลง” รัญญรัตน์ ปาณะกุล (2537: 17) กล่าวว่า ประโยคกรรมในภาษาไทยโดยทั่วไปมี 5 รูป ดังต่อไปนี้

1. ประโยคกรรม “ถูก” เช่น เขาถูกแม่ตี
2. ประโยคกรรม “ได้รับ” เช่น เขาได้รับเชิญไปงานเลี้ยง
3. ประโยคกรรมเป็นกลาง เช่น สะพานนี้สร้างเมื่อปี พ.ศ. 2523
4. ประโยคกรรมเน้นความ เช่น ตามีผู้ใหญ่บ้านของเราเสียกินเสียแล้ว
5. ประโยคกรรมตัวการปรากฏ เช่น เพลงนี้ร้องโดยสันติ

ภาษาอังกฤษมีโครงสร้างดังนี้

NP 1 + to be + V3 by NP 2 *She was run down by a motorcycle.*

โครงสร้างหลักของประโยคกรรมในภาษาอังกฤษ คือ

รูปประโยคกรรมในภาษาอังกฤษมี 2 ชนิด คือ

1. ประโยคกรรมชนิดไม่มีตัวการ (ผู้กระทำ) ปรากฏอยู่ในประโยค (Non-agentive or agentless passives)

The shop was burned down.

2. ประโยคกรรมชนิดมีตัวการ (ผู้กระทำ) ปรากฏอยู่ในประโยค (Agentive passives)

The letter was written by a boy.

a. ประโยคกรรมมาจาก ในภาษาไทยมีความหมายในเชิงลบ เช่น ถูกทำโทษ ถูกบังคับ ถูกทำร้าย ถูกกล่าวหาในทางเสียหาย เสียชื่อเสียง แต่ภาษาอังกฤษไม่มีความด้านลบด้านเดียว ความหมายยังเป็นเชิงบวกด้วยเช่นกัน เช่น *He was introduced by my friend to join that club.*

b. ภาษาไทยที่ละประธาน ซึ่งเราจะไม่แปล เพราะในภาษาอังกฤษจะต้องมีประธาน การแปลประโยคเหล่านี้ให้แปลเป็นประโยคธรรมดาที่สุด

It was once believed that

It is said that

It is rumored that

It is required that

It is demanded that

It is suggested that

วิธีแปล

ในการแปลประโยคกรรมจากภาษาอังกฤษเป็นไทยนั้น ผู้แปลจะต้องพิจารณาบริบท (context) ในภาษาอังกฤษอย่างรอบคอบ

เพื่อดูความหมายที่แฝงอยู่ ถ้าปรับทเป็นประสบการณ์ในเชิงลบ หรือความหมายในทางไม่ดี เวลาแปลก็ให้ใช้ประโยคกรรมแบบที่ 1 คือ ประโยคกรรมถูก ถ้าปรับทเป็นประสบการณ์อันน่าพึงพอใจ หรือบ่งบอกถึงสถานการณ์อันน่ายินดี ก็ให้ใช้ประโยคกรรมที่ได้รับ หรือประโยคกรรมแบบที่ 2 หากปรับทบ่งบอกว่าประธานเป็นเพียงผู้รับผลการกระทำจากใครคนใดคนหนึ่งหรือสิ่งใดสิ่งหนึ่งก็ให้ใช้ประโยคกรรมแบบที่ 3 ซึ่งมีนัยความหมายเป็นกลาง ประโยคกรรมมีนัยความหมายเป็นกลางจะทำหน้าที่บอกกล่าว เล่าเรื่องหรือรายงานเหตุการณ์ สถานการณ์

จากประสบการณ์ในการสอนแปลของผู้เขียน และจากการตรวจงานแปลของนักศึกษาตัวอย่างประโยคภาษาอังกฤษที่ว่า

Grandpa Mee, the head of our village, was eaten up by a tiger.

นักศึกษามักจะแปลโดยมีคำว่า “ถูก” อยู่ในประโยค เช่น

ตามี ผู้ใหญ่บ้านของเรา ถูกเสือกินเสียแล้ว

มากกว่าที่จะแปลเป็นประโยคกรรมเน้นความในแบบที่ 4 ว่า

ตามี ผู้ใหญ่บ้านของเรา เสียกินเสียแล้ว

ส่วนประโยคตัวอย่างนี้

This song was sung by Santi.

นักศึกษามักแปลว่า

เพลงนี้ร้องโดยสันติ

การแปลแบบนี้เป็นการแปลตามโครงสร้างภาษาอังกฤษโดยไม่มีทั้งคำว่า ‘ถูก’ หรือ ‘โดน’ หรือ ‘ได้รับ’ และมีตัวกรหรือผู้กระทำ

ตามหลังคำว่า ‘โดย’ ซึ่งก็เป็นการแปลที่ได้ใจความ

จากข้อแนะนำวิธีการแปลประโยคกรรมที่ไว้ข้างต้น ลองดูตัวอย่างการแปลประโยคกรรมแบบต่าง ๆ ดังนี้

ประโยคกรรมนัยความหมายไม่ดี

1. *The police station at Mukdaharn was attacked by a group of terrorists on Sunday.*

สถานีตำรวจที่มุกดาหารถูกกลุ่มผู้ก่อการร้ายโจมตีเมื่อวันอาทิตย์

2. *The students were punished for skipping class.*

นักเรียนถูกทำโทษ เพราะโดดเรียน

3. *Birds and many harmless creatures were destroyed by the overuse of insecticides.*

นกและสัตว์ที่ไม่มีพิษภัยหลายชนิดถูกทำลายด้วยการใช้ยาฆ่าแมลงที่เกินขนาด

4. *That man was fined for throwing cigarettes on the floor.*

ผู้ชายคนนั้นถูกปรับฐานโยนบุหรืลงบนพื้น

5. *The thief was forced against the wall, hands above his head.*

ขโมยถูกบังคับให้หันหน้าเข้ากำแพงและยกมือไว้เหนือศีรษะ

ประโยคกรรมนัยความหมายดี

1. *He was appointed the chairman of the company.*

เขาได้รับแต่งตั้งเป็นประธานบริษัท

2. *He was invited to a party.*

เขาได้รับเชิญไปงานเลี้ยง

3. *Mr. Krisada Arunwongse was elected the new Bangkok Governor.*

นายเกษภา อรุณวงศ์ ได้รับเลือกเป็นผู้ว่าราชการกรุงเทพมหานครคนใหม่

4. *Thai hotels are praised all over the world for their excellent service.*

โรงแรมไทยได้รับยกย่องไปทั่วโลกด้วยการให้บริการชั้นยอดเยี่ยม

5. *Any Thai boxer who gets an Olympic medal will be rewarded with a huge sum of money.*

นักชกชาวไทยคนไหนก็ตามที่ได้เหรียญโอลิมปิกจะได้รับรางวัลเป็นเงินก้อนใหญ่

ประโยคกรรมนัยความหมายเป็นกลาง

1. *This building has been well designed to conserve energy.*

ตึกนี้ออกแบบมาเป็นอย่างดีให้ประหยัดพลังงาน

2. *Pancakes should be eaten warm from the pan.*

แพนเค้กควรรับประทานร้อน ๆ จากกระทะ

3. *Ramkhamhaeng University was founded in 1971.*

มหาวิทยาลัยรามคำแหงก่อตั้งขึ้นเมื่อปี ค.ศ. 1971

4. *Dictionaries were located on a shelf in the back of the room.*

พจนานุกรม อยู่บนชั้นหลังห้อง

5. *This fine bread is made from a special wheat flour.*

ขนมปังแสนอร่อยนี้ทำจากแป้งสาลีชนิดพิเศษ

การแปลประโยคกรรมลดรูป

ประโยคบางประโยคเป็นประโยคกรรมที่ละ verb to be ไว้ในฐานที่เข้าใจ คงมีแต่กริยาช่องที่ 3 หรือ past participle ประโยคลักษณะนี้มักจะทำให้ผู้แปลที่ไม่มี ความรู้ในเรื่องโครงสร้างภาษาอังกฤษตีพ้อแปลผิด เพราะไปเข้าใจว่าเป็นคำกริยาที่อยู่ในรูป past tense เมื่อพบประโยคเช่นนี้วิธีการแปล คือ ให้ลองวิเคราะห์แยกแยะว่า กริยาตัวใดเป็น passive voice ลดรูป คือ ละ verb

to be ไว้ ตัวอย่างเช่น

1. *The name printed in red ink was very easy to find and read.*

มาจากประโยค 2 ประโยคว่า

The name was printed in red ink. และ

The name was very easy to find and read.

เวลาที่รวมทั้งสองประโยคเข้าด้วยกัน จะพบว่าประธานซ้ำกันและ สามารถตัดประธานออกไปได้ 1 ตัว โดยแทนที่ด้วย **Relative pronoun** นั่นก็คือ ประโยคจะอยู่ในลักษณะของประโยคซับซ้อน (Complex Sentence)

The name that was printed in red ink was very easy to find and read.

จากประโยคนี้เราสามารถตัด (Relative pronoun) **that** และตัด **verb to be** ซึ่งอยู่ในรูป **was** ออกไปได้อีก ประโยคก็จะกลับมาเป็นประโยคชนิด **simple** ที่มี **participle phrase** ขยายนาม เมื่อวิเคราะห์ได้เช่นนี้ผู้แปลก็จะทราบว่าเป็น **printed** ในประโยคข้างบนคือ **passive voice** ที่ลดรูปนั่นเอง และสามารถแปลออกมาได้ตามนัยความหมายที่แฝงอยู่ โดยใช้วิธีการแปลประโยคกรรมที่กล่าวมาแล้ว ประโยคนี้จึงแปลว่า

ชื่อที่พิมพ์ด้วยหมึกแดงมองเห็นและอ่านได้ง่าย

2. *The president, accompanied by his advisors, had arrived.*

ประธานพร้อมด้วยบรรดาที่ปรึกษาได้มาถึง

3. *Men trained in mathematics can be engineers.*

คนที่ได้รับการฝึกฝนทางด้านคณิตศาสตร์สามารถเป็นวิศวกรได้

แบบฝึกหัด

I. จงแปลประโยค **Passive voice** เหล่านี้ให้สละสลวย

1. Cycling on the footpath is not allowed.

2. Applications must be submitted by 21 March at the latest.

3. Rain is expected in the late afternoon.

4. The less able candidates are sometimes elected to office.

5. No one is granted extra credit in this course.

6. Serm has been elected president of our youth club.

7. Freshly baked biscuits should be kept warm in the oven.

8. This dog can be trained to do so many things; he can even play dead.

9. Mr. Smith was chosen as boss of the year.

10. The boat was rocked by gigantic waves.

II. จงแปลประโยค Passive voice และ Passive voice ลดรูปให้ถูกต้องและสวยงาม

1. Alcohol can be considered one of the most widely used drugs in the world apart from aspirin and penicillin.

2. After the show, the audience was given a guided tour of the hall.

3. When using this product, care must be taken to avoid all contact with the skin.

4. It is commonly believed that women are more emotional than men and also that they tend to be more timid and less physically aggressive.

5. Letters to the editor are welcomed, but not all can be acknowledged.

6. Hair is actually dead matter made up of the same keratin proteins found in fingernails.

7. The new project is for youth counselling carried out by Peace Corps volunteers.

8. Courses on psychological counselling are also provided by many universities.

9. Allergic reactions are frequently caused by microscopic mites found in dust particles.

10. Children should be taught a sense of civic responsibility at a young age.

5. การมีคำสร้อย (redundancy) ถือเป็นความฟุ่มเฟือยทางภาษา ไม่ผิดหลักไวยากรณ์แต่ไม่ทำให้ความหมายเปลี่ยนไป เช่น จงร่ำเรียนเขียนอ่าน ตำรับตำราที่มีค่าต้องรักษาอย่างดี ไปหาข้าวหาน้ำมาเลี้ยงแขกหรือ สดุ้งสตาจก็ไม่มีจะไปหยิบยืมใครก็ได้ ดูหน้าดูตาให้ดีกว่าตดตดสนใจ ภาษาอังกฤษห้ามใช้คำฟุ่มเฟือย อ้อมค้อมก็ไม่ดี เช่น advance / forward join / together new / innovation revert / back sufficient / enough same / identical old / obsolete / ancient protect / guard repeat / again return / back established / founded wounded / injured

6. คำพิเศษ (particles) เราจะมีคำขอร้องแสดงความสุภาพ หรือไม่ก็แสดงอารมณ์ แต่ ภาษาอังกฤษไม่มี เช่น คะ ครับ ขอรับ จะ วะ ไวย เถอะ นะ นะ นำ เหนะ ซิ นิ เป็นต้น เช่น เข้ามามาก่อนสิครับ นั่งลงซิคะ เชื้อฉันทนา ไปแล้วนะ ซื่อไปเถอะ อย่านะ

7. ลักษณะนาม (Classifier) ทั้งภาษาไทยและภาษาอังกฤษต่างมีลักษณะนาม ภาษาอังกฤษ ส่วนใหญ่ใช้ลักษณะนามจะใช้นามนับไม่ได้ไทยเราจะใช้ได้กับทั้งนามนับได้และนับไม่ได้ เช่น a glass of milk, a cup of coffee, a piece of news, a piece of paper, a bundle of hay, a piece of luggage, a cube of ice

ลักษณะนามที่เป็นกลุ่ม (colony) เช่น a dozen of eggs, a heap of stones, a pack of cards, a shower of bullets, a bouquet of flowers, a bundle of keys, a constellation of stars

ฝูง เป็นลักษณะนามที่ใช้กับสัตว์ เช่น a flock of sheep, a herd of cattle, a hive of bees, a shoal of horses, a brood of chickens, a pride of lions, a school of fish, a cloud of bats, a pack of dogs

หมู่ คณะ หรือ กลุ่ม เช่น an army of soldiers, a band of musicians, a throng/crowd of people, a fleet of ships, a gang of prisoners, a staff of professors, a troop of scouts, a league of nations, a series of events

8. กริยาช่วย (Auxiliary verb) ในภาษาไทยเราแสดงกาลได้ ภาษาอังกฤษก็เช่นกัน เช่น จะ คง ต้อง น่าจะ เช่น เขาจะมาถึงพรุ่งนี้ เธอน่าจะรู้เรื่องนี้ดี แม่ต้องอบรมสั่งสอนลูกให้เป็นคนดี พี่สาวฉันคงแต่งงานเร็วๆ นี้

9. กริยาในภาษาอังกฤษแสดงกาล ซึ่งมีความหลากหลายมากกว่าภาษาไทย กริยาในภาษาอังกฤษจะเปลี่ยนรูปไปตามกาล แต่ภาษาไทยไม่มีการเปลี่ยนรูปไปตามกาล เช่น *She had finished her dinner by the time her husband returned home., I always have a headache when I do homework for a long time.*

10. การใช้คำสรรพนาม 'one' ซึ่งมีทั้งชี้เฉพาะและไม่ชี้เฉพาะ แต่เป็นการแทนคำนามทั่วไป *You are the one I love., The Smiths have three kids, one a boy, the other two girls.*

11. **Phrasal verbs** (กริยาคู่) Put out = to distinguish, look up = to search in dictionary

The firefighters finally put out the fire.

You can look up the meaning of these words in the dictionary

Exercises *Translate these following sentences*

1. Will you join us next week?

2. Will you lend me some money?

3. Tomorrow we will leave Bangkok at 9.00 am.

4. Don't be gone too long ! Time to eat.

5. Shall I open the window? Don't bother !

6. It is said that this house is haunted.

7. It was once believed that the earth was flat.

8. There are some primitive people in the remote area.

9. Mary was invited to the re-union party.

10. All passengers in this flight were asked to turn off their electronic devices before the plane took off.

11. You looked depressed today. Is there anything getting you down?

Nothing. Thanks.

12. Are you going my way?

Sure! Get in.

13. Are you leaving so soon?

We have another appointment.

14. Can you tell me what to eat in this area?

To the best of my knowledge (As far as I know), there is only one roadside food stall selling papaya salad in front of the gas station

15. We arrive late for the bus.

The bus is leaving as we speak.

16. Today is very hot indeed. The traffic is bad, and it looks like rain.

As you say, today is not a good day.

17. I have heard that you have a mansion in Pataya.

It is not a mansion, as such. It is a small house, in fact.

18. Be careful! At this time it rains every day. There are a lot of mosquitoes.

Don't worry. A dengue fever, I'm really aware of it.

19. Be quiet! I want to take some naps.

Oh! So sorry.

20. I think we can't go for a picnic because it may rain. Bite your tongue! It must not rain.

21. The babysitter had a difficult time. The children acted up all evening.

22. What's the total of those bills? Could you add them up and see?

23. Nancy has a new boyfriend. Joe asked her out last night.

24. You missed the lines in the parking space. You'll have to back up and try again.

25. When I told Jerry that I'd had an accident with his car, he blew up.

26. Sharon will be late for work today. Her car broke down on the freeway.

27. What time did the party break up last night?

28. Tim and Julie aren't going steady any more. They got really angry with each other and broke up.

29. We planned to discuss overtime pay in the meeting. Why didn't someone bring that topic up?

30. Lucy's parents died when she was a baby. Her grandparents brought her up.

บทที่ 4

การแปลคำเชื่อมและสรรพนามต่าง ๆ

(How to translate connectors and pronouns)

การแปลประโยคที่ขึ้นต้นด้วยสรรพนาม “it”

ในภาษาไทยเรามักจะแปล “it” ว่า “มัน” ในกรณีที่เราหมายถึงสัตว์หรือเด็กเล็ก ๆ เช่น

My cat is in the mat. It has blue eyes.

แมวฉันนั่งอยู่บนเสื่อ มันมีนัยน์ตาสีฟ้า

แต่เราจะไม่นิยมแปล “it” ว่า “มัน” เพราะจะฟังดูไม่เป็นภาษาไทย การละสรรพนามไว้ในฐานที่เข้าใจเป็นลักษณะหนึ่งของภาษาไทย ดังตัวอย่างเช่น

My car is an old car. It runs very slowly.

รถของฉันเก่า ริ่งช้า (แปลโดยละสรรพนาม)

คำสรรพนาม “it” ที่ก่อให้เกิดปัญหาในการแปลนี้ เป็น Impersonal pronoun ที่ไม่ได้แทนคนหรือสัตว์ ขอให้สังเกตการแปลประโยคที่ขึ้นต้นด้วย Impersonal pronoun “it” ดังต่อไปนี้

It was afternoon...

ในตอนบ่าย

It was evening...

ค่ำแล้ว

Oh! It's beautiful.

แหม! สวยจังเลย

การแปลคำเชื่อมและสรรพนามต่าง ๆ

วิธีแปล

ผู้แปลจะเห็นได้ว่าประโยคที่มีใจความเกี่ยวกับเวลาก็ดี แสดงอารมณ์ ความรู้สึกก็ดี หรือบอกราคาก็ดี มักจะขึ้นต้นประโยคด้วยประธานที่ไร้ความหมาย (dummy subject) “it”

ในประโยคลักษณะนี้เราไม่นิยมแปลสรรพนาม “it” ว่า “มัน” หลักในการแปลประโยคที่ขึ้นต้นด้วย “it” คือไม่ต้องแปล “it” ให้แปลประโยคไปเลย ดังตัวอย่างต่อไปนี้

It's just that I don't want to lose you this way.

เพียงแต่ว่าฉันไม่อยากจะสูญเสียเธอไปแบบนี้

It's impossible to get there, it's just that it's rather late to start now.

จะไปที่นั่นก็ยอมได้ เพียงแต่ว่าค่อนข้างตึกไปหน่อยที่จะออกเดินทางตอนนี้

It was simply you that I was dreaming of.

มีเพียงคุณเท่านั้นที่ฉันฝันหา

It is very expensive; it costs almost 700 baht per kilo.

แพงมาก กิโลละเกือบ 700 บาท

แบบฝึกหัด

1. จงแปลประโยคซึ่งมีสรรพนามให้ใต้ใจความ

1. It was a long hot summer.

2. It's fourteen years since I saw him.

3. It costs me only 20 baht.

4. It is easier to talk about a problem than it is to solve it.

5. How long is it since you had a raise in salary?

6. It is unlikely that the results of the elections will be made public before tomorrow morning.

7. It would have been a perfect paper except for one misspelled word.

8. It has been raining every day. The rivers have overflowed their banks.

9. It is a well-known fact that deforestation will cause soil erosion and flooding.

10. It is extremely important for an engineer to know how to use a computer.

II. จงแปลประโยคซึ่งมีสรรพนามให้ใต้ใจความ

1. It may be concluded that at least sixteen schools have adopted these plans.

2. It is very cold in the hills of northern Thailand.

3. Take it easy and everything will be all right.

4. It's hot today. What's the temperature?

5. It was said that he was jealous of her.

6. It was annoying not being able to remember his address.

7. It is not necessary to be rich to be happy.

8. It was suspected that our computer program had a virus.

9. I think it's a good idea to go swimming.

10. It looks gloomy when all the trees are leafless.

การแปลคำศัพท์ที่มีความหมายหลายนัย

ถ้าเปิดพจนานุกรมภาษาอังกฤษจะพบว่าคำศัพท์ส่วนใหญ่จะมีหลายความหมาย หรือพูดอีกอย่างหนึ่งว่าคำศัพท์แต่ละคำอาจมีความหมายได้หลายนัย โดยความหมายจะแตกต่างกันไปตามบริบท ด้วยสาเหตุนี้จึงทำให้เกิดปัญหาในการแปล ถ้าผู้แปลไม่พิจารณาบริบทให้ดีก็อาจเกิดการแปลผิดพลาดขึ้นได้ ตัวอย่างเช่น

1. The photos of our holiday in Hua Hin haven't been developed yet.

มีผู้แปลว่า: รูปถ่ายตอนไปเที่ยวหัวหินของเรายังไม่เปลี่ยนแปลงเลย

ควรแปลว่า: รูปถ่ายตอนไปเที่ยวหัวหินของเรายังไม่ได้เอาไปล้างเลย

จากตัวอย่างข้างบนจะเห็นว่าผู้แปลไม่เข้าใจนัยความหมายอื่น ๆ ของศัพท์

คำว่า “develop” แปลไปตามความเคยชินว่า พัฒนา เปลี่ยนแปลงไป โดยไม่ได้พิจารณา

บริบทให้ดีว่าเกี่ยวกับเรื่องของการถ่ายรูป ดังนั้น “develop” จึงควรแปลว่า ล้างรูป

2. She lost her will to live after her close friend's death.

มีผู้แปลว่า: เธอทำพินัยกรรมหลังจากเพื่อนสนิทตาย

ควรแปลว่า: เธอหมดหวังที่จะมีชีวิตอยู่หลังจากที่เพื่อนสนิทของเธอเสียชีวิต

ประโยคนี้ผู้แปลแปลผิดเพราะไปฝังใจว่า **will** ซึ่งเป็นคำนามแปลว่า พินัย-กรรม แต่ความจริงความหมายอื่นของ **will** คือ ความมุ่งมั่น หรือ ความตั้งใจ ดังเช่นในบริบทนี้

วิธีแปล

ดังได้กล่าวมาแล้วว่า คำศัพท์แต่ละคำมีความหมายได้หลายนัย ดังนั้น ผู้แปลควรพิจารณาดูเนื้อความหรือบริบทของประโยคหรือข้อความที่จะแปลอย่างรอบคอบระมัดระวัง อย่าไปยึดติดอยู่กับความคุ้นเคยและแปลไปอย่างที่เคยแปลซึ่งจะทำให้เกิดข้อผิดพลาดขึ้นมาได้ เมื่อใดก็ตามที่เกิดความไม่แน่ใจในเรื่องความหมายก็ขอให้ผู้แปลตรวจสอบจากพจนานุกรมทุกครั้งไป เพราะคำที่มีปัญหาแปลออกมาแล้ว ความหมายดูแปลก ๆ อาจจะเป็นคำศัพท์ที่มีความหมายหลายนัยได้

ตัวอย่างคำศัพท์ที่มีความหมายหลายนัย

1. blue (adj.)

1.1 เศร้า / เสียใจ

I always feel blue when the sun sets.

ฉันมักจะรู้สึกเศร้าเมื่อยามพระอาทิตย์ตก

1.2 เกี่ยวข้องกับเรื่องเพศ

Some say Thai jokes are a bit blue. (blue collar/ white collar)

บางคนกล่าวว่าเรื่องตลกแบบไทย ๆ มักจะเกี่ยวกับเรื่องเพศ

1.3 ดนตรีประเภทหนึ่ง (noun - เป็นรูปพหูพจน์เสมอ)

I like the blues.

ฉันชอบเพลงบลู

1.4 อย่างไม่คาดฝัน (สำนวน out of the blue)

He arrived completely out of the blue.

เขามาโดย (ที่เรา) ไม่คาดฝันเลย

2. body (n.)

2.1 ส่วนลำตัว / ตัวถังของเครื่องบิน / รถยนต์

The Boeing 747 has a wide body.

เครื่องบินโบอิง 747 มีลำตัวกว้าง

2.2 ซากศพ

Several bodies from the wrecked ship were washed ashore.

ซากศพหลายศพจากเรือแตกถูกพัดมาเกยฝั่ง

2.3 เนื้อหาส่วนที่สำคัญ

A piece of news has a lead and a body.

ข่าวชิ้นหนึ่งประกอบด้วยบทนำข่าวกับเนื้อข่าว

1.4 ร่างกาย

We wear clothes to keep our bodies warm.

เขาสวมใส่เสื้อผ้าเพื่อให้ร่างกายอบอุ่น

3. confidence (n.)

3.1 ความเชื่อมั่นในความสามารถ

He lacks confidence in himself when he appears in public.

เขาขาดความเชื่อมั่นในตนเองเมื่อปรากฏตัวในที่สาธารณะ

3.2 ความศรัทธา ความไว้วางใจ ความไวใจในคนอื่นหรือสิ่งอื่น

They have no confidence in the computer system.

เขาไม่มีความไว้วางใจระบบคอมพิวเตอร์

3.3 ความลับ

The girl exchanged confidences about their boyfriends. (highly confidential)

เด็กผู้หญิงแลกเปลี่ยนความลับเรื่องแฟน ๆ ของเธอ

3.4 บอกความลับ

He took her into his confidence and told her the whole truth.

เขามอบความลับและความจริงทั้งหมดให้เธอทราบ

4. critical (adj.)

4.1 สำคัญมาก

This was a critical moment in his career.

ตอนนี้เป็นเวลาที่สำคัญมากในอาชีพของเขา

4.2 สาหัส / อันตราย

He was taken to hospital because his condition was critical.

เขาถูกนำส่งโรงพยาบาลเพราะอาการสาหัส

4.3 แสดงความคิดเห็นอย่างรุนแรง

He was highly critical of the government's policy.

เขาวิพากษ์วิจารณ์นโยบายรัฐบาลอย่างรุนแรง

5. deliver (v.)

5.1 ส่ง

The postman delivers letters everyday.

บุรุษไปรษณีย์ส่งจดหมายทุกวัน

5.2 บรรยาย / ปราศรัย

He delivered an interesting lecture on Thai history at the seminar.

เขามบรรยายเรื่องประวัติศาสตร์ไทยในสัมมนา

5.3 ช่วยทำคลอด

The co-pilot and the steward delivered a baby girl in mid-flight.

ผู้ช่วยกัปตันและพนักงานต้อนรับชายช่วยทำคลอดทารกเพศหญิงในระหว่างเที่ยวบิน

6. a. fair (adj.)

6.1 ยุติธรรม

You must be fair to both sides.

คุณต้องยุติธรรมต่อทั้งสองฝ่าย

6.2 ดีพอใช้

His knowledge of English language is fair.

ความรู้ภาษาอังกฤษของเขาพอใช้ได้

6.3 ผิวขาว/ผิวสีอ่อน

Unprotected fair skin gets sunburned quickly.

ผิวขาวที่ไม่ได้ปกป้องถูกแดดเผาได้ง่าย

b. fair (n.)

6.4 การแสดงสินค้า

I bought many books at the Chula book fair.

ฉันซื้อหนังสือหลายเล่มจากงานหนังสือจุฬาฯ

6.5 งานออกร้าน

The Thai Red Cross fair is usually held in January.

งานกาชาดมักจะจัดในเดือนมกราคม

7. figure (n.)

7.1 ตัวเลข

Her income is in six figures.

รายได้ของเธอเป็นตัวเลขหกหลัก

7.2 จำนวน

According to the research, there are high unemployment figures.

จากผลการวิจัย มีจำนวนคนตกงานสูง

7.3 รูปร่าง

She is doing exercises to improve her figure.

เธอออกกำลังกายเพื่อให้รูปร่างดีขึ้น

7.4 บุคคลสำคัญในแขนงใดแขนงหนึ่ง

The late President Yitzhak Rabin was one of the leading political figures of this country.

อดีตนายกรัฐมนตรี ยิตซัค ราบิน ผู้ล่วงลับเป็นบุคคลสำคัญทางการเมือง คนหนึ่งในประเทศนี้

8. host (n.)

8.1 เจ้าภาพ

Since his father was still abroad, he acted as host at the dinner party.

เพราะว่าพ่อของเขายังอยู่ต่างประเทศ เขาก็เลยต้องเป็นเจ้าภาพงานเลี้ยงอาหารเย็น

8.2 พิธีกรรายการวิทยุ, โทรทัศน์

Jack is a famous talk show host.

แจ็คเป็นพิธีกรรายการพูดที่มีชื่อเสียง

8.3 ประเทศเจ้าภาพ

Thailand was the host country for the World Bank meeting in 1991.

ประเทศไทยเป็นประเทศเจ้าภาพในการประชุมธนาคารโลกในปี ค.ศ. 1991

9. ill (adj.)

9.1 ป่วย

David was ill when he returned from upcountry.

เดวิดป่วยเมื่อเขากลับมาจากต่างจังหวัด

เมื่อใช้ในความหมายอื่นๆ นอกจากป่วย

9.2 There's a lot of ill feeling (= jealousy, anger, etc.) about her being promoted.

มีการอิจฉาริษยาเกี่ยวกับเรื่องที่เราได้เลื่อนตำแหน่ง

9.3 If a black cat crosses your path, it's considered ill omen.

ถ้าแมวดำวิ่งตัดหน้าไปถือว่าเป็นลางร้าย (โชคร้าย)

10. man (n.)

10.1 คน (ทั้งผู้หญิง ชาย)

Any man could do that.

ใคร ๆ ก็ทำได้

10.2 มนุษย์ / มนุษยชาติ

Man is mortal.(immortal)

มนุษย์ไม่เป็นอมตะ (มนุษย์ทุกคนต้องตาย)

10.3 ผู้ชาย

She behaves like a man.

เธอประพฤติตัวราวกับผู้ชาย

10.4สามี

They are man and wife.

เขาเป็นสามีภรรยากัน

11. operation (n.)

11.1 ปฏิบัติการ

U.S. soldiers performed important military operations in Bosnia.

ทหารสหรัฐฯ ปฏิบัติการทางทหารครั้งสำคัญที่บอสเนีย

11.2 การผ่าตัด

The surgeon is performing a minor operation on her hand.

ศัลยแพทย์กำลังผ่าตัดเล็กที่มือของเธอ

11.3 ส่วนใน (into) operation หมายถึง กำลังดำเนินการ หรือ กำลังใช้

When does the new traffic law come into operation?

เมื่อไหร่กฎหมายจราจรจะออกใช้

12. to run (v.)

12.1 รับผิดชอบ / ดูแล / จัดการ

She runs the household.

เธอดูแลบ้าน

12.2 เลื้อย

The vine runs over the porch.

เถาวัลย์เลื้อยไปตามระเบียง

12.3 กำลังทำงาน

The engine is running.

เครื่องจักรกำลังทำงาน

12.4 ไหล

Tears were running his face.

น้ำตาไหลอาบหน้าเขา

12.5 สี (ตก) ของเหลว (ละลาย) เพราะความร้อนหรือน้ำ

If a dye is nonfast, the colour will run when the material is washed.

ถ้าสีย้อมไม่ติด เมื่อนำไปซักสีก็จะตก

13. sentence (n.)

13.1 ประโยค

The structure of this sentence is awkward.

โครงสร้างของประโยคนี้น่าพิกล

13.2 การตัดสินลงโทษ

The sentence was three years in prison and a fine of 100,000 baht.

การตัดสินลงโทษ คือ จำคุก 3 ปี และปรับเป็นเงิน 1 แสนบาท

14. subject (n.)

14.1 หัวข้อ

He tried to change the subject of the conversation from politics to sport.

เขาพยายามเปลี่ยนหัวข้อการสนทนาจากเรื่องการเมืองเป็นกีฬา

14.2 วิชา

Chemistry is my favorite subject

เคมีเป็นวิชาที่ฉันชอบมาก

14.3 พลเมืองของประเทศที่มีพระมหากษัตริย์เป็นประมุข

He denied that he is a British subject.

เขาปฏิเสธว่าไม่ได้เป็นพลเมืองอังกฤษ

15. table (n.)

15.1 ตาราง

The figures in the table show the decrease in this year's profits.

ตัวเลขในตารางแสดงให้เห็นผลกำไรที่ลดลง

15.2 สารบัญ

The table of contents shows the different parts into which the book is divided.

สารบัญจะแสดงถึงส่วนต่าง ๆ ตามที่หนังสือแบ่งไว้

15.3 ล้านบาท under the table (of money) เงินสินบน เงินใต้โต๊ะ

They offered me one million under the table if I would vote against the government's plans.

เขาติดสินบนฉันเป็นจำนวนเงิน 1 ล้านบาท ถ้าฉันออกเสียงคัดค้านแผนการของรัฐบาล

timetable (n.) = ตารางเวลาเข้า/ออก ของรถ/รถไฟ/เครื่องบิน (British English)

= ตารางสอน (American English)

แบบฝึกหัด

1. จงแปลประโยคต่อไปนี้ให้เข้าใจความ

1. The death sentence has been abolished in many countries and replaced by a life sentence.

2. Many countries have joined in the famine relief operation in Africa.

3. She underwent a major heart operation.

4. His Majesty the King always cares for his subjects.

5. She wrote a book on the subject of cooking.

6. My sister is forty now, but she has kept her figure.

7. Please write the number both in words and in figures.

8. We exchanged confidences and we promised to keep each other's secrets forever.

9. He had no confidence in anyone around him.

10. Will you deliver these goods for me at home?

11. President Clinton delivered an emotional speech at the funeral of the late President Rabin.

12. The baby had to be delivered by caesarian operation.

13. She felt blue after giving birth to the baby.

14. His illness is rather critical.

15. She was fair and blue-eyed.

II. จงแปลประโยคต่อไปนี้ให้เข้าใจความ

1. Look for the information in the table of contents.

2. Drinks were being prepared by the host.

3. His host country had supplied him with a place to live for a week.

4. She said she did not want to go out with a man who had such ill manners.

5. Somsri has been ill for a couple of days.

6. There's a lot of ill feeling between father and son.

7. The sewing machine won't run properly.

8. The tears ran down her cheeks.

9. If you have a bad cold, your nose runs.

10. He hopes his son will run the business successfully.

11. All men must die.

12. Nelson's body was brought back to England for burial.

13. The bodies of most animals are covered with hair or fur.

14. Man is said to be able to live without food for seven days.

15. Men are weak, but men are also strong.

Appendix D Questionnaire

(The Thai version for the participants)

แบบประเมินวิชาการแปล

ส่วนที่ 1 ข้อมูลทั่วไป

คำชี้แจง เติมข้อมูลในช่องว่าง กาเครื่องหมาย ✓ ในช่องที่ตรงกับข้อมูลของท่าน

1. เพศ: () ชาย () หญิง

2. อายุ: () ต่ำกว่า 18 ปี

() 19-20 ปี

() มากกว่า 20 ปี

3. เรียนภาษาอังกฤษมานานเท่าไร (ปี) _____

4. ภาษา/ภาษาถิ่นที่พูดได้ (นอกเหนือจากภาษาอังกฤษและภาษาไทย)

ส่วนที่ 2 ความคิดเห็นหลังเรียนวิชานี้

คำชี้แจง โปรดกาเครื่องหมาย ✓ ลงในช่องว่าง

ระดับการประเมิน

เห็นด้วยอย่างยิ่ง (strongly agree)

เห็นด้วย (agree)

ไม่เห็นด้วย (disagree)

ไม่เห็นด้วยอย่างยิ่ง (strongly disagree)

หัวข้อ	ระดับการประเมิน			
	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
I. แบบสอบถาม				
• จุดประสงค์และเนื้อหาของรายวิชา				
1. มีการอธิบายวัตถุประสงค์ของรายวิชาอย่างชัดเจน				
2. เนื้อหาของรายวิชาน่าสนใจ				
3. ระดับภาษาในบทเรียนเหมาะสมกับระดับภาษาอังกฤษของฉัน				
4. เนื้อหาเหมาะสมกับเวลาเรียน				
5. เนื้อหาตรงกับความต้องการของฉัน				
6. เนื้อหาเป็นไปตามวัตถุประสงค์ของรายวิชา				
7. เนื้อหาจัดเรียงเป็นลำดับเข้าใจง่าย				
8. เนื้อหาช่วยพัฒนาความรู้ไวยากรณ์ของฉัน				
9. เนื้อหาช่วยพัฒนาความสามารถด้านการแปลให้ถูกต้องตามหลักไวยากรณ์ของฉัน				

10. งานที่มอบหมายในชั้นเรียนเหมาะสมกับเวลาที่ให้				
• กิจกรรมและวิธีการสอน				
11. การพัฒนาความรู้ด้านไวยากรณ์				
11.1 แบบฝึกหัดช่วยพัฒนาความรู้ด้านไวยากรณ์ของฉัน				
11.2 การอภิปรายในกลุ่มช่วยพัฒนาความรู้ด้านไวยากรณ์ของฉัน				
11.3 การทำงานเป็นกลุ่มช่วยพัฒนาความรู้ด้านไวยากรณ์ของฉัน				
12. การพัฒนาทักษะด้านการแปลให้ถูกต้องตามหลักไวยากรณ์				
12.1 แบบฝึกหัดช่วยพัฒนาทักษะด้านการแปลให้ถูกต้องตามหลักไวยากรณ์ของฉัน				
12.2 การอภิปรายในกลุ่มช่วยพัฒนาทักษะด้านการแปลให้ถูกต้องตามหลักไวยากรณ์ของฉัน				
12.3 การทำงานเป็นกลุ่มช่วยพัฒนาทักษะด้านการแปลให้ถูกต้องตามหลักไวยากรณ์ของฉัน				
13. ความเหมาะสมของระดับภาษา				
13.1 แบบฝึกหัดเหมาะสมกับระดับภาษาอังกฤษของฉัน				

13.2 การอภิปรายในกลุ่มเป็นวิธีการที่เหมาะสมกับระดับภาษาอังกฤษของฉัน				
13.3 การทำงานเป็นกลุ่มเป็นวิธีการที่เหมาะสมกับระดับภาษาอังกฤษของฉัน				
14. บทเรียน				
14.1 แบบฝึกหัดทำให้บทเรียนน่าสนใจ				
14.2 การอภิปรายในกลุ่มทำให้บทเรียนน่าสนใจ				
14.3 การทำงานเป็นกลุ่มทำให้บทเรียนน่าสนใจ				
15. การเรียน				
15.1 แบบฝึกหัดช่วยให้ฉันเรียนรู้ได้อย่างมีประสิทธิภาพมากขึ้น				
15.2 การอภิปรายในกลุ่มช่วยให้ฉันเรียนรู้ได้อย่างมีประสิทธิภาพมากขึ้น				
15.3 การทำงานเป็นกลุ่มช่วยให้ฉันเรียนรู้ได้อย่างมีประสิทธิภาพมากขึ้น				
16. ความเข้าใจบทเรียน				
16.1 แบบฝึกหัดช่วยให้ฉันเข้าใจบทเรียนมากขึ้น				

16.2 การอภิปรายในกลุ่มช่วยให้ฉันเข้าใจ บทเรียนมากขึ้น				
16.3 การทำงานเป็นกลุ่มช่วยให้ฉันเข้าใจ บทเรียนมากขึ้น				
17. ฉันสนุกกับการเรียนวิชานี้				
18. ฉันคิดว่า การเรียนไวยากรณ์และการแปลใน ชั้นเรียนเดียวกันช่วยพัฒนาทักษะการแปล เบื้องต้นของฉัน (การแปลระดับประโยค)				
19. ชั้นเรียนนี้สอนไวยากรณ์อย่างเพียงพอ สำหรับการแปลเบื้องต้น				
20. ชั้นเรียนนี้เน้นผู้เรียนเป็นสำคัญ (student-centered) เพราะผู้เรียนเรียนรู้ กฎไวยากรณ์ด้วยตนเองจากแบบฝึกหัดและ กิจกรรมในชั้นเรียน				
• การประเมินผลการเรียน				
21. เกณฑ์การประเมินชัดเจนและเหมาะสม				
22. ผู้สอนอธิบายเกณฑ์ประเมินอย่างชัดเจน				
23. เกณฑ์การประเมินมีความสอดคล้องกับสิ่งที่ เรียนและปฏิบัติในชั้นเรียน				

(English version)

Questionnaire used in evaluation of the translation course

PART I General information

Instruction: Fill out the data and the following questionnaire below. Check the box which best describe your opinion in each statement.

1. Sex: male female

2. Age: under 18 years old

19-20 years olds

over 20 years olds

3. How long of formal English study have you had? _____ years

4. What other languages or dialects can you speak (other than English and Thai)?

PART II Opinion after receiving the intervention

Instruction: Please tick ✓ in the blank in each item.

The abbreviations for the responses to the following questions are

SA = strongly agree

A = agree

D = disagree

SD = strongly disagree

Content	Levels of opinion			
	SA	A	D	SD
I. Objectives and contents of the course				
1. The objectives and learning outcomes of the teaching were clearly stated.				
2. In general course contents were not interesting.				
3. The level of language used in the contents was appropriate with my English level.				
4. The amount of the contents was generally appropriate for the allotted time (4 hours each class).				
5. The course contents met my needs.				
6. The course contents were aligned with the course objectives.				
7. The course contents were organized and well delivered in a logical sequence.				
8. The course contents developed my grammar knowledge and improved my translation competence in terms of linguistics.				
9. The course contents improved my translation competence in terms of linguistic translation.				
10. Time for class assignments was sufficient.				
II. Teaching methodology and activities				
11. Linguistic knowledge development				
11.1 Practice exercises developed my linguistic knowledge.				
11.2 Discussions developed my linguistic knowledge.				
11.3 Small group work developed my linguistic knowledge.				
12. Translation skill development				

12.1 Practice exercises developed my linguistic translation skills.				
12.2 Discussions developed my linguistic translation skills.				
12.3 Small group work developed my linguistic translation skills.				
13. The suitability of the English level				
13.1 Practice exercises were suitable for my English background knowledge.				
13.2 Discussions were suitable for my English background knowledge.				
13.3 Small group work was suitable for my English background knowledge.				
14. Lessons				
14.1 Practice exercises made the lessons more interesting and effective.				
14.2 Discussions made the lessons more interesting and effective.				
14.3 Small group work made the lessons more interesting and effective.				
15. Learning				
15.1 Practice exercises enabled me to learn more effectively.				
15.2 Discussions enabled me to learn more effectively.				
15.3 Small group work enabled me to learn more effectively.				
16. Lesson understanding				
16.1 Practice exercises made me better understand the lessons.				
16.2 Discussions made me better understand the lessons.				

16.3 Small group work made me better understand the lessons.				
17. I enjoyed this class.				
18. I think learning grammar and translation in the same class developed my basic translation skills (sentence translation).				
19. This course provided sufficient grammar knowledge for basic translation.				
20. This course was student-centred because students learnt linguistic rules by doing activities themselves.				
III. Evaluation				
21. The evaluation criteria were clear and suitable.				
22. The instructor explained the evaluation criteria clearly.				
23. The evaluation criteria were aligned with the activities in class.				

Appendix E The questionnaire evaluation by experts

The evaluation form by Expert 1

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
I. QUESTIONNAIRE				
• จุดประสงค์และเนื้อหาของรายวิชา				
1. มีการอธิบายวัตถุประสงค์ของรายวิชาอย่างชัดเจน	✓			
2. เนื้อหาของรายวิชาไม่น่าสนใจ		✓		Delete 'no'
3. ระดับภาษาในบทเรียนเหมาะสมกับระดับภาษาอังกฤษของฉัน	✓			
4. จำนวนเนื้อหาเหมาะสมกับเวลาเรียน	✓			
5. เนื้อหาตรงกับความต้องการของฉัน	✓			
6. เนื้อหาไม่เป็นไปตามวัตถุประสงค์ของรายวิชา		✓		Delete 'no'
7. เนื้อหาจัดเรียงเป็นระบบและสอนเป็นลำดับ	✓			
8. ลำดับเนื้อหาเข้าใจง่าย		✓		Similar to the previous one
9. เนื้อหาช่วยพัฒนาความรู้ไวยากรณ์และพัฒนาความสามารถด้านการแปลไวยากรณ์ของฉัน	✓			
10. งานที่มอบหมายในชั้นเรียนไม่เหมาะสมกับเวลาที่ให้		✓		Delete 'no'
• กิจกรรมและวิธีการสอน				
11. การพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์				
11.1 แบบฝึกหัดไม่ช่วยพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์ของฉัน		✓		Delete 'no'
11.2 การอภิปรายในกลุ่มช่วยพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์ของฉัน	✓			

11.3 การทำงานเป็นกลุ่มช่วยพัฒนาความรู้ด้านไวยากรณ์ และทักษะด้านการแปลไวยากรณ์ของฉัน	✓			
12. ความเหมาะสมของระดับภาษา				
12.1 แบบฝึกหัดเหมาะสมกับระดับภาษาอังกฤษของฉัน	✓			
12.2 การอภิปรายในกลุ่มเหมาะสมกับระดับภาษาอังกฤษของฉัน		✓		Adjust some wording
12.3 การทำงานเป็นกลุ่มไม่เหมาะสมกับระดับภาษาอังกฤษของฉัน		✓		Delete 'no' and adjust some wording
13. บทเรียนและการเรียน				
13.1 แบบฝึกหัดทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	✓			
13.2 การอภิปรายในกลุ่มทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	✓			
13.3 การทำงานเป็นกลุ่มทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	✓			
14. ความเข้าใจบทเรียน				
14.1 แบบฝึกหัดช่วยให้ฉันเข้าใจบทเรียนมากขึ้น	✓			
14.2 การอภิปรายในกลุ่มช่วยให้ฉันเข้าใจบทเรียนมากขึ้น	✓			
14.3 การทำงานเป็นกลุ่มช่วยให้ฉันเข้าใจบทเรียนมากขึ้น	✓			
15. ฉันสนุกกับการเรียนวิชานี้		✓		Adjust wording

16. ฉันไม่คิดว่าการเรียนไวยากรณ์และการแปลในชั้นเรียน เดียวกันช่วยพัฒนาทักษะการแปลเบื้องต้นของฉัน (การแปลระดับ ประโยค)		✓		Delete 'no'
17. ชั้นเรียนนี้สอนไวยากรณ์อย่างเพียงพอสำหรับการแปล เบื้องต้น		✓		
18. ชั้นเรียนนี้เน้นผู้เรียน (student-centered) เพราะ ผู้เรียนเรียนรู้กฎไวยากรณ์ด้วยตนเองจากแบบฝึกหัดและกิจกรรม ในชั้นเรียน	✓			
• การประเมินผลการเรียน				
19. เกณฑ์การประเมินชัดเจนและเหมาะสม	✓			
20. ฉันไม่ได้รับการอธิบายเกณฑ์การประเมินอย่างชัดเจน		✓		

The evaluation form by Expert 2

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
I. QUESTIONNAIRE				
• จุดประสงค์และเนื้อหาของรายวิชา				
1. มีการอธิบายวัตถุประสงค์ของรายวิชาอย่างชัดเจน	/			
2. เนื้อหาของรายวิชาไม่น่าสนใจ		/		It should be positive as other items. It can be changed to 2. เนื้อหารายวิชาที่น่าสนใจ
3. ระดับภาษาในบทเรียนเหมาะสมกับระดับภาษาอังกฤษของฉัน	/			
4. จำนวนเนื้อหาเหมาะสมกับเวลาเรียน	/			
5. เนื้อหาตรงกับความต้องการของฉัน	/			

6. เนื้อหาไม่เป็นไปตามวัตถุประสงค์ของรายวิชา		/		It should be positive as other items. It can be changed to 6. เนื้อหาเป็นไปตามวัตถุประสงค์รายวิชา
7. เนื้อหาจัดเรียงเป็นระบบและสอนเป็นลำดับ	/			
8. ลำดับเนื้อหาเข้าใจง่าย	/			
9. เนื้อหาช่วยพัฒนาความรู้ไวยากรณ์และพัฒนาความสามารถด้านการแปลไวยากรณ์ของจีน	/			
10. งานที่มอบหมายในชั้นเรียนไม่เหมาะสมกับเวลาที่ให้		/		It should be positive as other items. It can be changed to 10. งานที่มอบหมายในชั้นเรียนเหมาะสมกับเวลาที่ให้
• กิจกรรมและวิธีการสอน				
11. การพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์				
11.1 แบบฝึกหัดไม่ช่วยพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์ของจีน		/		It should be positive as other items. It can be changed to 11.1 แบบฝึกหัดช่วยพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์ของจีน
11.2 การอภิปรายในกลุ่มช่วยพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์ของจีน	/			
11.3 การทำงานเป็นกลุ่มช่วยพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์ของจีน	/			
12. ความเหมาะสมของระดับภาษา				

12.1 แบบฝึกหัดเหมาะสมกับระดับภาษาอังกฤษของฉันทัน	/			
12.2 การอภิปรายในกลุ่มเหมาะสมกับระดับภาษาอังกฤษของฉันทัน	/			
12.3 การทำงานเป็นกลุ่มไม่เหมาะสมกับระดับภาษาอังกฤษของฉันทัน	/			It should be positive as other items. It can be changed to 12.3 การทำงานเป็นกลุ่มเหมาะสมกับระดับภาษาอังกฤษของฉันทัน
13. บทเรียนและการเรียน				
13.1 แบบฝึกหัดทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	/			ความน่าสนใจและความมีประสิทธิภาพไม่ใช่เรื่องเดียวกัน ควรแยก เช่น 13.1 แบบฝึกหัดทำให้บทเรียนน่าสนใจ 13.2 แบบฝึกหัดทำให้ข้าพเจ้าเรียนได้อย่างมีประสิทธิภาพ
13.2 การอภิปรายในกลุ่มทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	/			เหมือน comment ข้างบน
13.3 การทำงานเป็นกลุ่มทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	/			เหมือน comment ข้างบน
14. ความเข้าใจบทเรียน				
14.1 แบบฝึกหัดช่วยให้ฉันทันเข้าใจบทเรียนมากขึ้น	/			
14.2 การอภิปรายในกลุ่มช่วยให้ฉันทันเข้าใจบทเรียนมากขึ้น	/			
14.3 การทำงานเป็นกลุ่มช่วยให้ฉันทันเข้าใจบทเรียนมากขึ้น	/			

15. ฉันสนุกกับการเรียนวิชานี้	/			
16. ฉันไม่คิดว่าการเรียนไวยากรณ์และการแปลในชั้นเรียน เดียวกันช่วยพัฒนาทักษะการแปลเบื้องต้นของฉัน (การแปลระดับ ประโยค)		/		*ควรตัด ไม่ ออก
17. ชั้นเรียนนี้สอนไวยากรณ์อย่างเพียงพอสำหรับการแปล เบื้องต้น	/			
18. ชั้นเรียนนี้เน้นผู้เรียน (student-centered) เพราะ ผู้เรียนเรียนรู้กฎไวยากรณ์ด้วยตนเองจากแบบฝึกหัดและกิจกรรม ในชั้นเรียน	/			
• การประเมินผลการเรียน				
19. เกณฑ์การประเมินชัดเจนและเหมาะสม	/			ชัดเจนและเหมาะสมเป็นคนละส่วน ควรแยก 19. เกณฑ์การประเมินชัดเจน 20. เกณฑ์การประเมินเหมาะสม อาจจะเพิ่มอีกชื่อว่า “เกณฑ์การ ประเมินมีความเหมาะสมและสอดคล้อง กับสิ่งที่ปฏิบัติในชั้นเรียน”
20. ฉันไม่ได้รับการอธิบายเกณฑ์การประเมินอย่างชัดเจน				*ควรตัด ไม่ ออก

The evaluation form by Expert 3

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
I. QUESTIONNAIRE				
• จุดประสงค์และเนื้อหาของรายวิชา				
1. มีการอธิบายวัตถุประสงค์ของรายวิชาอย่างชัดเจน	X			

2. เนื้อหาของรายวิชาไม่น่าสนใจ	X			
3. ระดับภาษาในบทเรียนเหมาะสมกับระดับภาษาอังกฤษของฉัน	X			
4. จำนวนเนื้อหาเหมาะสมกับเวลาเรียน		X		“จำนวนเนื้อหา” should be changed to “ปริมาณเนื้อหา”; alternatively, you can delete the word “จำนวน”.
5. เนื้อหาตรงกับความต้องการของฉัน	X			
6. เนื้อหาไม่เป็นไปตามวัตถุประสงค์ของรายวิชา		X		Not sure why there are both positive and negative statements in one questionnaire.
7. เนื้อหาจัดเรียงเป็นระบบและสอนเป็นลำดับ	X			
8. ลำดับเนื้อหาเข้าใจง่าย	X			
9. เนื้อหาช่วยพัฒนาความรู้ไวยากรณ์และพัฒนาความสามารถด้านการแปลไวยากรณ์ของฉัน	X			
10. งานที่มอบหมายในชั้นเรียนไม่เหมาะสมกับเวลาที่ให้	X			
• กิจกรรมและวิธีการสอน				
11. การพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์				
11.1 แบบฝึกหัดไม่ช่วยพัฒนาความรู้ด้านไวยากรณ์และทักษะด้านการแปลไวยากรณ์ของฉัน		X		Not sure about ทักษะด้านการแปลไวยากรณ์ – to me it sounds a bit strange, since we don't translate grammar (unless you are talking about Grammar-translation Method.) I would suggest “ทักษะการแปลให้แปลได้ถูกต้องตามหลักไวยากรณ์” instead.

				But if this is the term you have been using in your work, and your students understand perfectly what it is, then I guess it is okay.
11.2 การอภิปรายในกลุ่มช่วยพัฒนาความรู้ด้านไวยากรณ์ และทักษะด้านการแปลไวยากรณ์ของฉัน		x		What if only one item (e.g. grammatical knowledge) is true for the respondent but not another?
11.3 การทำงานเป็นกลุ่มช่วยพัฒนาความรู้ด้านไวยากรณ์ และทักษะด้านการแปลไวยากรณ์ของฉัน		x		Same as above
12. ความเหมาะสมของระดับภาษา				
12.1 แบบฝึกหัดเหมาะสมกับระดับภาษาอังกฤษของฉัน	x			
12.2 การอภิปรายในกลุ่มเหมาะสมกับระดับภาษาอังกฤษของฉัน	x			
12.3 การทำงานเป็นกลุ่มไม่เหมาะสมกับระดับภาษาอังกฤษของฉัน	x			
13. บทเรียนและการเรียน				
13.1 แบบฝึกหัดทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	x			
13.2 การอภิปรายในกลุ่มทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	x			
13.3 การทำงานเป็นกลุ่มทำให้บทเรียนน่าสนใจและเรียนได้อย่างมีประสิทธิภาพมากขึ้น	x			

14. ความเข้าใจบทเรียน				
14.1 แบบฝึกหัดช่วยให้ฉันเข้าใจบทเรียนมากขึ้น	X			
14.2 การอภิปรายในกลุ่มช่วยให้ฉันเข้าใจบทเรียนมากขึ้น	X			
14.3 การทำงานเป็นกลุ่มช่วยให้ฉันเข้าใจบทเรียนมากขึ้น	X			
15. ฉันสนุกกับการเรียนวิชานี้				
16. ฉันไม่คิดว่าการเรียนไวยากรณ์และการแปลในชั้นเรียน เดียวกันช่วยพัฒนาทักษะการแปลเบื้องต้นของฉัน (การแปลระดับ ประโยค)		X		In Thai, it is more idiomatic to say ฉันคิดว่า... ไม่ ..
17. ชั้นเรียนนี้สอนไวยากรณ์อย่างเพียงพอสำหรับการแปล เบื้องต้น	X			
18. ชั้นเรียนนี้เน้นผู้เรียน (student-centered) เพราะ ผู้เรียนเรียนรู้กฎไวยากรณ์ด้วยตนเองจากแบบฝึกหัดและกิจกรรม ในชั้นเรียน	X			
• การประเมินผลการเรียน				
19. เกณฑ์การประเมินชัดเจนและเหมาะสม	X			
20. ฉันไม่ได้รับการอธิบายเกณฑ์การประเมินอย่างชัดเจน		X		Can it be “ผู้สอนไม่ได้อธิบาย เกณฑ์ประเมินอย่างชัดเจน” since the explanation must be done by the instructor?

**Appendix F Interview questions (These questions were asked
by the researcher and answered by the participants in Thai)**

Interview questions to explore students' opinions toward the course

1. What do you expect from this course?
2. Were the lessons what you had expected?
3. Did many lessons on grammar in translation class help you translate more grammatically correctly? How?
4. Overall, what is your feeling toward this course?

Appendix G IOC Evaluation and the results on interview questions

1. IOC Evaluation

IOC Evaluation on interview questions by Expert 1

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
INTERVIEW QUESTIONS				
1. ความต้องการของคุณในการเรียนวิชานี้คืออะไร คุณคิดว่าเนื้อหาในบทเรียนตรงกับความต้องการของคุณหรือไม่ อย่างไร	✓			
2. คุณคิดว่าเนื้อหาในบทเรียนช่วยให้คุณแปลไวยากรณ์ได้ดีขึ้นหรือไม่ อย่างไร	✓			

IOC Evaluation on interview questions by Expert 2

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
INTERVIEW QUESTIONS				
1. ความต้องการของคุณในการเรียนวิชานี้คืออะไร 2. คุณคิดว่าเนื้อหาในบทเรียนตรงกับความต้องการของคุณหรือไม่ อย่างไร		/		*ในนี้มี 2 คำถาม ควรแยก * ควรเพิ่มคำถามปลายเปิดกว่านี้ เพื่อค้นหา opinion ที่มีต่อ กระบวนการเรียนแบบ C-R เช่น โดยรวมคุณรู้สึกอย่างไรต่อการ จัดการเรียนการสอนในรายวิชานี้ หรือ คุณรู้สึกอย่างไรเมื่อได้เรียน

			<p>วิชานี้ในภาคเรียนนี้ คำตอบจะหลากหลายกว่า เช่น หนูรู้สึกไม่เบื่อ สนุก หนูได้ความรู้ หนูรู้สึกท้าทาย เป็นต้น น่าจะดีกว่า คำตอบ ตรงกับความต้องการหรือไม่</p>
<p>2. คุณคิดว่าเนื้อหาในบทเรียนช่วยให้คุณแปลไวยากรณ์ได้ดีขึ้นหรือไม่ อย่างไร</p>	/		<p>* คำถามนี้ดี แต่ควรเป็นคำถามสุดท้าย ระหว่างนี้ควรเพิ่มคำถามเพื่อค้นหา awareness หรือ consciousness ที่มีต่อการใช้แกรมมาในการแปลหลังจากการผ่านการเรียนแบบ C-R ตามวัตถุประสงค์ของการวิจัย เช่น การจัดการเรียนการสอนแบบนี้ช่วยให้คุณตระหนักหรือให้ความสำคัญเกี่ยวกับการใช้ไวยากรณ์ในการแปลเพิ่มขึ้นหรือไม่ อย่างไร เมื่อคำตอบที่ได้จากการสัมภาษณ์ว่า จากการเรียนวิชานี้ทำให้คุณตระหนักให้ความสำคัญกับการใช้แกรมมาได้มากขึ้น อย่างไร ก็จะง่ายกว่าในการเขียนวิเคราะห์เพื่อนำไปสอบจบ</p>

IOC Evaluation on interview questions by Expert 3

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
INTERVIEW QUESTIONS				
1. ความต้องการของคุณในการเรียนวิชานี้คืออะไร คุณคิดว่าเนื้อหาในบทเรียนตรงกับความต้องการของคุณหรือไม่ อย่างไร	X			
2. คุณคิดว่าเนื้อหาในบทเรียนช่วยให้คุณแปลไวยากรณ์ได้ดีขึ้นหรือไม่ อย่างไร	X			

2. The IOC results

Content	Experts' evaluation			Points in total	Mean
	Expert 1	Expert 2	Expert 3		
Interview questions					0.6
1. What do you want from this course? Do you think the lessons were what you had expected? How?	+1	0	+1	2	0.6
2. Do you the lessons help you translate better in terms of linguistics? How?	+1	+1	+1	3	1
Mean					0.8

Appendix H The interview's answers

The C-R group

Question 1 *What do you expect from this course?*

Interview texts are divided into meaning units and condensed meaning units

Meaning units and condensed meaning units of the answers to Question 1 (C-R)

Student	Meaning units	Condensations
S 1	to be able to translate from simple sentences to complicated sentences	I can translate simple and complex sentences.
S 2	to be able to read and translate faster, and to gain more knowledge	I can read. I can translate faster. I gain more knowledge.
S 3	to learn more vocabulary, grammar and how to translate correctly	I learn more knowledge (grammar, vocabulary). I can translate.
S 4	I can translate, talk to foreigners, and use English more correctly.	I can translate. I can talk to foreigners. I can use English correctly.
S 5	to know how to translate, how to guess the meaning from the context	I can translate correctly.
S 6	to be able to translate from English to Thai and vice versa, to be able to get the right meaning as sometimes a word can have many meanings	I can translate. I learn synonym.
S 7	to be able to translate smoothly because if we can't translate, we can't communicate	I can translate.
S 8	to be able to translate better and can use the skill for careers	I can translate. I can use the skills for careers.

S 9	to be able to translate grammatically correctly and can adopt the skill for other subjects	I can translate. I can use the skills in other subjects.
S 10	I want to be an English teacher and can develop my grammar competence.	I want to be more competent in grammar. I want to be an English teacher.
S 11	to be able to translate words with different meanings such as synonyms and learn more of these words	I can translate synonyms. I learn more words.
S 12	to be able to translate into natural Thai	I can translate.
S 13	to be able to translate correctly according to the context	I can translate in line with the context.
S 14	to have better skills in translation	I can translate better.
S 15	to be able to translate better	I can translate better.

Organisation of coded meaning units into categories and themes.

Organisation of coded meaning units into categories and themes of the answers to Question 1 (C-R)

Theme: Expectation of translation ability		
Condensations	Codes	Categories
I can translate.	Translating	General translation ability
I can translate.		
I can translate.		
I can translate.		
I can translate		
I can translate.		
I can translate.		

I can translate simple and complex sentences.	Translating simple and complex sentences.	Specific translation ability
I can translate faster	Translating faster	
I can translate correctly	Translating correctly	
I can translate synonyms.	Translating synonyms	
I can translate in line with the context.	Translating with contexts	
I can translate better.	Translating better	
I can translate better.		
I learn to translate synonyms.	Translating synonym	
Theme: expectation of other abilities		
Condensations	Codes	Categories
I can read.	Reading skill	Other English skills
I can talk to foreigners.	Speaking skill	
I can use English correctly.	English skill	
I gain more knowledge.	Grammar and vocabulary knowledge	
I learn more knowledge (grammar, vocabulary).		
I can use the skills in other subjects.	Useful skills for other subjects	
I want to be more competent in grammar.	Grammar knowledge	
I learn more words.	Vocabulary	
I can use the skills for careers.	Career advantage	Career advantage
I want to be an English teacher.	Career	

Question 2 *Were the lessons what you had expected?***Interview texts are divided into meaning units and condensed meaning units**

Meaning units and condensed meaning units of the answers to Question 2 (C-R)

Student	Meaning units	Condensations
S 1	Yes. I can adapt them to daily life. I can listen and practice translation as some expressions the teacher taught can be used to talk with friends. Sometimes I don't understand some sentences, but I understood them and could translate them better when I took this course.	Yes. I can adapt the lessons to daily life.
S 2	Yes. When I was taught translated sentences, I learned more.	Yes. I learn more from translated sentences.
S 3	Yes, but the lessons were probably tricky as I don't know much grammar and connectors. Still, after I attended class, I was better.	Yes, but the lessons were quite tricky.
S 4	Some were yes; some were no. The lessons made me use the language more correctly. However, sometimes I did not learn all the contents thoroughly, such as difficult vocabularies. I still can't translate them.	Yes and no. I can use English more correctly. I cannot learn all the contents (assuming there were too many of them).
S 5	Yes. I got to learn grammar in translation contexts, which made me know how to translate. I learned word order and tense.	Yes. I learn grammar from translation. I learned word order. I learned tense.

S 6	Yes. The contents were dense and not appropriate to have class in the afternoon.	Yes. There was too much content. Class time was not appropriate.
S 7	Yes. The teacher can point out grammar in the sentence.	Yes. Grammar was taught through sentences.
S 8	At first, I did not expect to study too many lessons, but I thought it was good after I did. Grammar lessons integrated into translation class were better than mere translation lessons because translation with translators knowing grammar made translators translate grammatically correctly.	I did not expect lots of lessons, but it was good to have studied them. It was good to learn grammar in translation lessons.
S 9	Yes, because the grammar that the teacher taught was very helpful in translation. I can translate grammatically correctly, and translation seemed more comfortable for me.	Yes. Grammar taught was helpful in translation. I can translate more grammatically correct. Translation became more manageable for me.
S 10	Some were yes; some were no. I had a better understanding of how to use grammar.	Yes and no. I understood grammar better.
S 11	Yes. I always like learning grammar. This class taught me more in-depth grammar that I had never known. I have learned more in this class.	Yes. I learned more grammar in class.

S 12	Yes. After the course, I translated better because I had many practice exercises that gave me more translation experiences.	Yes. I translated better because of a lot of practice exercises.
S 13	Not really because I had expected more translation lessons than grammar lessons.	No. I expected more translation lessons.
S 14	Some were yes. Translation techniques that the teacher taught were about how to see grammar or sentence structures in a sentence.	Yes and no. I learned sentence structures in translation.
S 15	Yes, in terms of grammar. I learned more grammar but didn't understand expressions.	Yes. I learned more grammar. I did not understand expressions.

Organisation of coded meaning units into categories and themes.

Organisation of coded meaning units into categories and themes of the answers to Question 2 (C-R)

Theme: positive answers		
Condensations	Codes	Categories
Yes. I can adapt the lessons to daily life.	Adapted skills to daily life	Grammar and English skills were what was expected.
Yes. I learn more from translated sentences.	Learned more English	
Yes, but the lessons were quite difficult.	Lessons were difficult	
Yes.	Learned grammar	

I learn grammar from translation. I learned word order. I learned tense.	Learned word order Learned tense	
Yes. Grammar was taught through sentences.	Learned grammar from translated sentences	
Yes. Grammar taught was helpful in translation. I can translate more grammatically correct.	Grammar is helpful in translation. Translated better	
Yes. I learned more grammar in class.	Learned more grammar	
Yes. I translated better because of a lot of practice exercises.	Translated better	The translation was what was expected.
Yes. I learned more grammar. I did not understand expressions.	Learned more grammar	Grammar and English skills were what was expected.
Theme: moderate answers		
Yes and no. I learned sentence structures in translation.	Learned sentence structures.	Grammar and English skills were what was expected.
Yes and no.	Can use English more correctly	

I can use English more correctly. I cannot learn all the contents (assuming there were too many of them).	Too many contents	
I did not expect lots of lessons, but it was good to have studied them.	I did not expect as many lessons but enjoyed them in the end.	Did not expect too many lessons
It was good to learn grammar in translation lessons.	Learned grammar	Grammar and English skills were what was expected.
Translation became easier for me.	Better translated	The translation was what was expected.
Yes and no. I understood grammar better.	Better grammar	Grammar and English skills were what was expected.
Theme: negative answers		
Yes. There was too much content. Class time was not appropriate.	Too many contents Little class time	Did not expect too many lessons
No. I expected more translation lessons.	Prefer translation lessons	The translation was what was expected.

Interview texts are divided into meaning units and condensed meaning units

Meaning units and condensed meaning units of the answers to Question 3 (C-R)

Student	Meaning units	Condensations
S 1	They helped me translate better even if there were a bit too many to translate needs knowledge of grammar rules.	Grammar lessons helped me translate more grammatically correct.
S 2	Yes, because there were lessons first, after that we got to practice translation, and tests were what we were taught in class.	Grammar lessons with lessons, followed by practice exercises, helped me translate more grammatically correct.
S 3	helped to translate correctly because we got to know grammar so that we could translate.	Grammar lessons helped me translate correctly.
S 4	not much because the contents were too many with only one semester of study, but they made me know better grammar.	Grammar lessons did not help me translate much better. There were too many lessons. I was better at grammar.
S 5	Yes, but I had less background knowledge, sometimes I could not keep up with my friends. Also, there was a lot of content but a little time.	Grammar lessons helped me translate more grammatically correct. I cannot keep up with my friends (assuming that the lessons were too difficult). There were many contents, little time.
S 6	Yes, because at first I did not know about tense at all, but after attending this course, I understood it.	Grammar lessons helped me translate more

	I may not be able to use it perfectly, but I understood it a lot better and translated it better.	grammatically correctly, especially in tense.
S 7	Yes, because if there had had only translation lessons, students would not have been able to translate well, but grammar lessons made students know better how to translate.	Grammar lessons made students know better how to translate.
S 8	Helped a lot because some grammar I have not learned before.	Grammar lessons helped a lot.
S 9	Helped a lot because I could understand and translate more grammatically correct.	Grammar lessons helped me translate more grammatically correct.
S 10	I could translate better, understood movies and games better. Something that I had not understood, I understood in this class.	Grammar lessons helped me translate better.
S 11	Yes, because after the course, I now can see what structure built a sentence and what grammar should be used in a sentence.	Grammar lessons helped me translate more grammatically correct as I learned to construct a sentence
S 12	Yes. The lessons made me translate grammatically correctly.	Grammar lessons helped me translate more grammatically correct.
S 13	They mostly helped me know grammar rules, but it was not what I had expected in terms of translation. I had expected to do English to Thai translation, but I also had to do Thai to English translation in this course, which I was not good at it.	Grammar lessons helped me know grammar rules. I expected to translate only English to Thai translation (Normally, there is an English-Thai translation module and Thai to English translation

		module separately, but I did data collection for my study, so two directions of translation were taught).
S 14	Yes. I had translated without knowing structures before, but I learned to translate grammatically correctly in the course.	Grammar lessons helped me translate more grammatically correct.
S 15	Yes. They made me translate and know grammar, know how to translate with the correct tense.	Grammar lessons helped me translate more grammatically correct.

Organisation of coded meaning units into categories and themes.

Organisation of coded meaning units into categories and themes of the answers to Question 3 (C-R)

Theme: usefulness of grammar lessons in translation class		
Condensations	Codes	Categories
Grammar lessons helped me translate more grammatically correct.	Grammar lessons helped translate.	
Grammar lessons with lessons, followed by practice exercises, helped me translate more grammatically correct.	Grammar lessons helped translate.	
Grammar lessons helped me translate correctly.	Grammar lessons helped translate.	

Grammar lessons helped me translate more grammatically correct.	Grammar lessons helped translate.	Grammar lessons' usefulness in translation class
Grammar lessons helped me translate more grammatically correctly, especially in tense.	Grammar lessons helped translate.	
Grammar lessons made students know better how to translate.	Grammar lessons helped translate.	
Grammar lessons helped a lot.	Grammar lessons helped translate.	
Grammar lessons helped me translate more grammatically correct.	Grammar lessons helped translate.	
Grammar lessons helped me translate better.	Grammar lessons helped translate.	
Grammar lessons helped me translate more grammatically correct as I learned to construct a sentence	Grammar lessons helped translate.	
Grammar lessons helped me translate more grammatically correct.	Grammar lessons helped translate.	
Grammar lessons helped me translate more grammatically correct.	Grammar lessons helped translate.	
Theme: grammar lessons only help improve grammar skill, not translation skill.		

Condensations	Codes	Categories
Grammar lessons did not help me translate much better.	Grammar lessons improved grammar.	Grammar was improved.
I was better at grammar.		
Grammar lessons helped me know grammar rules.		
Theme: other comments		
Condensations	Codes	Categories
There were too many lessons.	Too many lessons	Lesson complaints
I cannot keep up with my friends (assuming that the lessons were too difficult).	Left behind	
There were many contents, little time.	Too many lessons	
I expected to translate only English to Thai translation (Normally, there is an English-Thai translation module and Thai to English translation module separately, but I did data collection for my study, so two translation directions were taught).	Expected to do only Thai to English translation	

Question 4 *Overall, what is your feeling toward this course?***Interview texts are divided into meaning units and condensed meaning units**

Meaning units and condensed meaning units of the answers to Question 4 (C-R)

Student	Meaning units	Condensations
S 1	The course was tough. There were a lot of lessons, but they made me understand lessons because I noted it in class and got back to read it at home what I had noted down.	Lessons were many. I understand them better because I did self-study.
S 2	Good. It made me understand better. The teacher set a very good order of lessons. The teaching went into detail, and grammar rules were simply explained.	I understood the lessons better. The teacher set a very good order of lessons. The teaching went into detail. Grammar rules were easily explained.
S 3	Good. I can translate better. I started to know how to translate because I had learned grammar.	I translated better. I could translate because I knew grammar.
S 4	Good. The class was full of four hours, and I learned what I had never known. It made me understand more how to translate and speak English.	I learned what I had not known. I translated better. I spoke English better.
S 5	I translated better because I knew how to translate by looking at the context or vocabulary.	I translated better. I could guess unknown words from the context.

S 6	Good. The teacher had selected useful content for the course, but I was sometimes confused with limited time and lots of content.	The teacher had selected useful contents for the course I was confused as there were many contents and little time.
S 7	Good but the class time was too long, and it was an afternoon class. If it had been a morning class, it would have been better.	Class time was too long. I preferred the morning class.
S 8	I liked it because it made me understand the lessons a lot.	I like the course because it made me understand the lessons a lot.
S 9	The contents were a lot compared to class time, and it gave me pressure and made me exhausted. When there were a lot of lessons, there was no time for questions about the parts I did not understand or catch up with friends.	The contents were a lot compared to class time. I felt pressured and exhausted. A lot of lessons and no time for questions.
S 10	Overall, it was good; I enjoyed it. I understood the lessons, but the class was too long, and the contents were too many.	I enjoyed the class. I understood the lessons. Class time was too long. The contents were too many.
S 11	I was pleased with the grade. I understood the lessons, did well in the test, and could adapt what I had learned to daily life.	I was pleased with the grade as I understood the lessons and did well on the test. I could adapt what I had learned to daily life.

S 12	Good because when we know grammar, we can translate effectively. Plus, the teacher gave techniques on how to translate with the context taken into consideration. It made me translate faster.	Grammar knowledge made us translate effectively. The teacher taught translation techniques on how to guess from contexts.
S 13	The materials were good, but the contents were a bit difficult in some chapters. Sometimes, I could not translate in line with the context.	The materials were good. Some chapters were a bit difficult. Sometimes, I could not translate in line with the context.
S 14	It was too hard in terms of class time, but it improved my translation skills, but I learned more about grammar.	Class time was tough. My translation skill improved. I learned more grammar.
S 15	Good, but I wanted to have more sections on how to translate expressions.	The course was good. I wanted more lessons on expression translation.

Organisation of coded meaning units into categories and themes.

Organisation of coded meaning units into categories and themes of the answers to Question 4 (C-R)

Theme: positive comments		
Condensations	Codes	Categories
I understand them better because I did self-study.	Understood lessons with self-study	

I understood the lessons better.	Understood lessons	Lessons
The teacher set a very good order of lessons.	The good order of lessons	
The teaching went into detail.	Thorough teaching	Teaching
Grammar rules were easily explained.	Good teaching techniques on grammar rules	
I translated better.	Translated better	Translation ability
I could translate because I knew grammar.	Better translated because of grammar knowledge	
I learned what I had not known.	Learned more	Learning
I translated better.	Translated better	Translation ability
I spoke English better.	Better speaking	Learning
I translated better.	Translated better	Translation ability
I could guess unknown words from the context.	Translated better	
The teacher had selected useful contents for the course	Useful contents	Lessons

I like the course because it made me understand the lessons a lot.	Understood lessons	
I enjoyed the class.	Enjoyed class	Class satisfaction
I understood the lessons.	Understood lessons	lessons
I was pleased with the grade as I understood the lessons and did well on the test.	Pleased with grades, lessons, tests	Class satisfaction
I could adapt what I had learned to daily life.	Skill adaptation to daily life	Learning
Grammar knowledge made us translate effectively.	Translated better because grammar knowledge	Translation ability
The teacher taught translation techniques on how to guess from contexts.	Translation techniques	
The materials were good.	materials	Lessons
My translation skill improved.	Translations skills	Translation ability
I learned more grammar.	Grammar lessons	Lessons
The course was good.	class	Class satisfaction
Theme: negative comments		
Condensations	Codes	Categories
Lessons were many.	Many lessons	

		Lessons and time
I was confused as there were many contents and little time.	Many lessons and limited time	
The contents were a lot compared to class time. I felt pressured and exhausted.	Many lessons and limited time	
A lot of lessons and no time for questions.	Many lessons and limited time	
Class time was too long.	Class time	
The contents were too many.	Many lessons	
Some chapters were a bit difficult. Sometimes, I could not translate in line with the context.	Difficult lessons	
Class time was tough.	Class time	
I wanted more lessons on expression translation.	Lessons on expressions	

The Traditional group

Question 1 *What do you expect from this course?*

Interview texts are divided into meaning units and condensed meaning units

Meaning units and condensed meaning units of the answers to Question 1 (Traditional)

Student	Meaning units	Condensations
S 1	I expected to use it in daily life, to be able to talk with foreigners or read documents, subtitles. I don't have to take long to understand. I expected to do these things effectively.	Use translation skills in daily life Talk to foreigners Read documents, subtitles Understand English easily
S 2	to be able to translate and continue translation careers. To be able to translate a magazine, movies, etc.	Can translate Have translation careers Can translate magazines, movies, etc.
S 3	I wanted to know how to translate and then use my translation skills for careers. I am interested in translation. When I attended the course, I learned how to translate.	I want to know how to translate I want to use translation skills for careers I learned translation when I attended the course
S 4	to be able to use the skills in daily life, for medical translation, and legal translation	Use skills in everyday life Can translate medical documents Can translate legal documents
S 5	to be able to translate more correctly, grammatically and know more words	Can translate more grammatically correctly

		Learn more words
S 6	to know more structures and translate correctly	Learn more structures Can translate correctly
S 7	I can take translation skills to use in daily life and for future careers.	Use translation skills in daily life Use skills for careers
S 8	I expected that I could translate two directions correctly and smoothly.	Can translation English to Thai and vice versa correctly and smoothly
S 9	I wanted to translate grammatically correctly.	Translate grammatically correctly.
S 10	to be able to adapt what I have learned to daily life or in the future.	Adapt the skills to daily life Use the skills in the future (assuming in careers)
S 11	to be able to translate understandably and answer the teacher's questions.	Can translate Can answer teacher's questions
S 12	to translate better and know more words and structures.	Translate better Know more words
S 13	to know more grammar, vocabulary, and translation	Know more grammar Know more vocabulary Know how to translate

Organisation of coded meaning units into categories and themes.

Organisation of coded meaning units into categories and themes of the answers to Question 1 (Traditional)

Theme: typical skills expected in translation class		
Condensations	Codes	Categories

Can translate	Translation ability	Translation ability
Can translate magazines, movies, etc	Translation ability	
I want to know how to translate	Translation ability	
Can translation English to Thai and vice versa correctly and smoothly	Translation ability	
Translate grammatically correctly.	Translation ability	
Can translate more grammatically correctly	Translation ability	
Can translate correctly	Translation ability	Translation ability
I learned translation when I attended the course	Translation ability	
Can translate	Translation ability	
Translate better	Translation ability	
Know how to translate	Translation ability	
Can translate medical documents	Skills for careers	Career advantage
Have translation careers	Skills for careers	
Can translate legal documents	Skills for careers	
I want to use translation skills for careers	Skills for careers	
Use skills for careers	Skills for careers	
Use the skills in the future (assuming in careers)	Skills for careers	
Use translation skills in daily life	Skills in daily life	
Use skills in daily life	Skills in daily life	

Adapt the skills to daily life	Skills in daily life	Translation skills in daily life
Use translation skills in daily life	Skills in daily life	
Theme: the expectation that includes other skills in English.		
Condensations	Codes	Categories
Talk to foreigners	Speaking skill	Productive skill
Can answer teacher's questions	Speaking skill	
Read documents, subtitles	Reading skill	Receptive skill
Understand English easily	listening skill	
Learn more words	Lexical skill	Linguistic skills
Learn more structures	Syntactical skill	
Know more words	Lexical skill	
Know more grammar	Grammar skill	
Know more vocabulary	Lexical skill	

Question 2 *Were the lessons what you had expected?*

Interview texts are divided into meaning units and condensed meaning units

Meaning units and condensed meaning units of the answers to Question 2 (Traditional)

Student	Meaning units	Condensations
S 1	Some were yes; some were no. I got to learn new translation skills that I had never learned anywhere else. What was not what I expected was there was some grammar, which I think that translation does not need grammar.	Yes, I got to learn new skills. No, translation class should not include grammar lessons.
S 2	Some were yes. Still, the contents might be too tricky, e.g., expressions, we have to remember	Yes, it made me study harder.

	them all. It made me study more problematic because I have to learn the translation of others to translate well depends on experiences as well.	No, the contents were too tricky.
S 3	Some were yes; some were no. What was yes was expressions, sayings. What was no was there was no medical translation. I want to be a nurse, but I just want to learn it so that I can use it when I am a nurse.	Yes, I got to learn expressions, sayings. No, there was no medical translation lesson.
S 4	Yes. The contents also taught how to translate grammatically correctly. I learned better. At first, I knew nothing, but I learned from exercises.	Yes, I learned from the exercises how to translate grammatically correctly.
S 5	Yes. I learned what a correct translation was and what was not from sentences and what the teacher asked me to do, e.g., exercises.	Yes, I learned correct and incorrect translations from sentences in exercises.
S 6	Some were yes; some were no. We can adapt the knowledge the teacher taught other subjects. In some parts, I did not understand. What was not what I had expected was too much grammar.	Yes, I can adapt my knowledge to other subjects. No, there was too much grammar.
S 7	Not really because I wanted the teacher to teach intensive grammar. To translate from English to Thai is okay, but from Thai to English, we have to know structures so that we can translate.	No, because I wanted to learn intensive grammar.
S 8	Quite yes, because the teacher did not focus on grammar, I learned many vocabularies from lessons and exercises and learned expressions.	Yes, grammar was not focused. I learned lots of new words and expressions from exercises.

S 9	Yes, because I learned how to translate correctly and learned translation techniques. For example, I learned how to choose the most appropriate words for the target text.	Yes, I learned to translate correctly, learned translation techniques.
S 10	I learned more words, and I could translate, guess the vocabulary from the context.	I learned more words. I learned to guess the meaning from contexts.
S 11	Yes, because I learned more grammar, and I could translate better from doing the exercises.	Yes, I learned more grammar. I translated better from doing exercises.
S 12	Yes, very much. I learned to translate, learned more grammar, and did a lot of exercises.	Yes, I learned to translate. I learned more grammar.
S 13	I could translate better, knew more words and structures.	I translated better. I knew more words. I knew more structures.

Organisation of coded meaning units into categories and themes.

Organisation of coded meaning units into categories and themes of the answers to Question 2 (Traditional)

Theme: the opinions of the participants who agreed that the course was what they expected.		
Condensations	Codes	Categories
Yes, I got to learn new skills.	Learned new skills (translation skills)	Translation ability

Yes, it made me study harder.	Studied harder	others
Yes, I got to learn (to translate) expressions, sayings.	Learned expressions, sayings	Translation ability
Yes, I learned from the exercises how to translate grammatically correctly.	Learned to translate correctly	Translation ability
Yes, I learned correct and incorrect translations from sentences in exercises.	Learned to translated correctly	Translation ability
Yes, I can adapt my knowledge to other subjects.	Adapted knowledge to other subjects	others
Yes, grammar was not focused. I learned lots of new words and expressions from exercises.	Learned (to translate) new words and expressions	Translation ability
Yes, I learned to translate correctly, learned translation techniques.	Learned to translate and learned translation techniques	Translation ability
I learned more words.	Learned more words	Linguistic competence (lexical competence)
I learned to guess the meaning from contexts.	Learned to translate	Translation ability
Yes, I learned more grammar.	Learned grammar	Linguistic competence (grammar competence)
I translated better from doing exercises.	Learned to translate	Translation ability

Yes, I learned to translate.	Learned to translate	Translation ability
I learned more grammar.	Learned grammar	Linguistic competence (grammar competence)
I translated better.	Learned to translate	Translation ability
I knew more words.	Learned more words	Linguistic competence (lexical competence)
I knew more structures.	syntax	Linguistic competence (syntactical competence)
Theme: the opinions of the participants who viewed that the course was not what they expected.		
Condensations	Codes	Categories
No, translation class should not include grammar lessons.	Should not have grammar lessons	Grammar lessons
No, there was too much grammar.	Too much grammar	
No, because I wanted to learn intensive grammar.	Should have more intensive grammar lessons	
No, the contents were too difficult.	Too difficult	Others
No, there was no medical translation lesson.	No medical translation lessons	Translation lessons

Question 3 *Did many lessons on grammar in translation class help you translate more grammatically correct? How?*

Interview texts are divided into meaning units and condensed meaning units

Meaning units and condensed meaning units of the answers to Question 3 (Traditional)

Student	Meaning units	Condensations
S 1	Helped me translate more grammatically correctly, but I also need more time to practice.	Helped me translate more grammatically correctly
S 2	Yes, because there was grammar in the lessons.	Yes, because of the grammar lessons.
S 3	Before I attended the class, I had not expected anything, but I was pleased with the lessons after attending it. As I used to come across some sentences in daily life and did not know how to translate the sentences, I knew how to translate them or how to use them after I attended the course.	Yes, after the course, I can translate what I used not to.
S 4	Some were yes; some were no.	yes and no
S 5	Yes, because the teacher asked us to translate first and did wrong, the teacher would explain why and how it was wrong grammatically.	Yes, because of the practice exercises and the teacher's explanation.
S 6	Yes, because we had to practice, so we learned new words every week. The lessons helped us know more structures, which were included in exercises. We were asked to translate in a group, so we learned.	Yes, because of the practice exercises.

S 7	No, because I was not good at grammar. However, after I studied this course, I could adapt what I had learned. For example, the teacher gave us some expressions of which Thai and English were not the same, so we learned the differences. In terms of grammar, it helped me to know word order. It was not just translating words; we had to know grammar so we could translate.	Yes, I learned word order; grammar and translation are not just about word-for-word transferring.
S 8	Better than before. I learned how to choose an appropriate word for the context better than in the past because we should not translate word-for-word. In terms of grammar, I was better as well, but not much.	I was slightly better.
S 9	Yes, because I was interested in grammar and to translate better, we had to know structures and tense.	Yes, knowing structures and tense make the translation better.
S 10	Yes, I used to translate without thinking how a good translated sentence should be as I did not know how to do it correctly. When I studied in this class, I translated more structurally and translated better, which I learned from practice exercises and dictionaries.	Yes, I learned it from practice exercises and dictionaries.
S 11	Yes. They helped me translate more grammatically correct. For example, we learned parts of speech and word order so we could tell which word was subject, verb, etc.; it made me translate more grammatically. These things were taught in the book, teacher, practice exercises, and movies that we learned by ourselves after class.	Yes, the textbook, the teacher, and practice exercises helped me translate more grammatically correct.

S 12	They helped translate more correctly because we worked in a group so we shared ideas, and it was better than doing it alone.	Yes, they helped, and working in a group also helped better translate.
S 13	Yes. It was like we practiced more by what the teacher taught.	Yes, because of practice exercises

Organisation of coded meaning units into categories and themes.

Organisation of coded meaning units into categories and themes of the answers to Question 3 (Traditional)

Theme: the opinions about grammar lessons in translation class		
Condensations	Codes	Categories
Helped me translate more grammatically correctly	Grammar lessons	Small parts of grammar in the book
Yes, because of the grammar lessons.	Grammar lessons	
Yes, after the course, I can translate what I used not to.	Grammar lessons	
yes and no	Grammar lessons	
Yes, I learned word order; grammar and translation are not just about word-for-word transferring.	Grammar lessons	
I was slightly better.	Grammar lessons	
Helped me translate more grammatically correctly	Grammar lessons	
Yes, because of the practice exercises and the teacher's explanation.	Practice exercises and the teacher's explanation	

Yes, because of the practice exercises.	Practice exercises	Activities and teaching methods
Yes, knowing structures and tense make the translation better.	structures and tense (explained by the teacher)	
Yes, I learned it from practice exercises and dictionaries.	practice exercises and dictionaries	
Yes, the textbook, the teacher, and practice exercises helped me translate more grammatically correct.	the textbook, the teacher, and practice exercises	
Yes, working in a group also helped me translate better.	working in a group	
Yes, because of practice exercises	practice exercises	

Question 4 *Overall, what is your feeling toward this course?*

Interview texts are divided into meaning units and condensed meaning units

Meaning units and condensed meaning units of the answers to Question 4 (Traditional)

Student	Meaning units	Condensations
S 1	I was pleased. I got to learn by myself and from the teacher. It made me more confident.	Pleased and confident
S 2	This subject helped me translate grammatically correctly that I had never learned before.	I can translate grammatically correctly

S 3	I was pleased, but I liked the grammar, so I wanted to have more grammar lessons.	Pleased and prefer more grammar lessons as I liked grammar
S 4	I was pleased with what I had learned: translation lessons and the contents were not very difficult.	Pleased to have learned translation lessons and pleased that the contents were not difficult
S 5	I was pleased, and I could use my skills in daily life. I could translate more correctly. For example, when I read English books, I could translate them better than before.	Pleased to be able to use translation skills in daily life and translate more correctly
S 6	I liked studying translation because I could use it for careers and other subjects as I learned sentence structures and words.	Liked studying translation as it is useful for careers and other subjects
S 7	I felt so good because in some parts we could not do it alone. When working in a group, we shared ideas, so we were more productive.	Felt so good and viewed that working in a group is more productive
S 8	I felt good. I got to translate expressions. I learned more expressions and translation skills.	Felt good to have learned expressions and translation skills
S 9	I felt good, but I did not like group work. I liked to work alone because group work did not help me be better. Individual work made me more active.	Felt good about the course but disliked group work.
S 10	If it had more class, I would attend because the course made me understand English. I used not to understand some words; I did in this course. I learned more words and would learn more if I had a chance because it made me understand translation better.	The course made me understand English better. I learned more words. I translated better.

S 11	I felt good. I understood translation better. I learned more words and grammatical structures. I could translate better.	Felt good, learned more words, learned grammatical structures. I translated better.
S 12	I was pleased because I translated better in terms of vocabulary and grammar.	Pleased as I translated better regarding vocabulary and grammar.
S 13	It was good. I got to work in a group; we helped one another with assignments. We shared ideas and chose the best ideas.	Good to work in a group

Organisation of coded meaning units into categories and themes.

Organisation of coded meaning units into categories and themes of the answers to Question 4 (Traditional)

Theme: The attitudes of the participants towards after attending the course		
Condensations	Codes	Categories
Pleased with the class and feel confident (in translation)	Pleased and confident (in translation)	Translation ability
I can translate grammatically correctly	translate grammatically correctly	Translation ability
Pleased and prefer more grammar lessons as I liked grammar	Prefer more grammar lessons	Lessons
Pleased to have learned translation lessons and pleased that the contents were not difficult	Happy with the lessons	lessons

Pleased to be able to use translation skills in daily life and translate more correctly	Better translation skills to use in daily life	Translation ability
Liked studying translation as it is useful for careers and other subjects	Career advantage	Translation ability
Felt so good and viewed that working in a group is more productive	Enjoy group work	Activities
Felt good to have learned expressions and translation skills	Enjoy the lessons	lessons
Felt good about the course but disliked group work.	Like the course but dislike group work	Activities
The course made me understand English better. I learned more words. I translated better.	Better English and translation skills	Translation ability
Felt good, learned more words, learned grammatical structures. I translated better.	Translated better as lexical and grammatical competence enhanced	Translation ability
Pleased as I translated better regarding vocabulary and grammar.	Translated better as lexical and grammatical competence enhanced	Translation ability
Good to work in a group	Enjoy group work	Activities
I can translate grammatically correctly	translate grammatically correctly	Translation ability

Appendix I The evaluation scores of the teaching materials from the experts

1. Assistant Professor Tongtip Poonlarp, Ph.D. (translation expert)

<https://www.arts.chula.ac.th/~tran/en/about-detail.php?id=31>

Teaching Material Evaluation

Please tick (✓) the most appropriate index of consistency in the provided table. If you disagree with the statement, please give comments for adjustment.

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
A. Contents				
1. The materials support the objectives of the course.	✓			
2. The materials are appropriate for the students' English levels.	✓			
3. The contents are properly demonstrated with the Consciousness-Raising approach.	✓			
4. The quantity of the contents is proper.	✓			
B. Skills				
1. The skills presented in the materials are appropriate and in line with the objectives of the course.	✓			
2. The materials include the linguistic skills focused in the study.	✓			
C. Practices and Activities				

1. The practices and the activities help raise students' consciousness in learning linguistic points in order to enhance translation skills in terms of linguistics.	✓			
2. The quantity is proper.	✓			
3. The practices and the activities reinforce the contents the students have learned.		✓		To my mind, the translation tests for Week 8, which come in paragraphs, are not appropriate for the students who have been practicing sentence translation. Besides, the content of the texts is too difficult and needs some adjustment.
D. Pre-tests and Post-tests				
1. The pre-tests and the post-tests are appropriate for the students' English levels.	✓			
2. The pre-tests and the post-tests include the focused skills that have been taught in the course.	✓			
3. The quantity of the tests is appropriate.	✓			

2. Assistant Professor Nunghatai Rangponsumrit, Ph.D. (translation expert)

https://www.arts.chula.ac.th/~west/spanish/faculty/aj_nunghatai-es/

Teaching Material Evaluation

Please tick (✓) the most appropriate index of consistency in the provided table. If you disagree with the statement, please give comments for adjustment.

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
A. Contents				
1. The materials support the objectives of the course.	✓			
2. The materials are appropriate for the students' English levels.	✓			
3. The contents are properly demonstrated with the Consciousness-Raising approach.	✓			
4. The quantity of the contents is proper.	✓			
B. Skills				
1. The skills presented in the materials are appropriate and in line with the objectives of the course.	✓			
2. The materials include the linguistic skills focused in the study.	✓			
C. Practices and Activities				
1. The practices and the activities help raise students' consciousness in learning linguistic points in order to enhance translation skills in terms of linguistics.	✓			
2. The quantity is proper.		✓		I think the quantity is adequate to raise students' consciousness of each topic, but I am

				not sure if sixteen four-hour sessions are enough to cover it all.
3. The practices and the activities reinforce the contents the students have learned.	✓			
D. Pre-tests and Post-tests				
1. The pre-tests and the post-tests are appropriate for the students' English levels.	✓			
2. The pre-tests and the post-tests include the focused skills that have been taught in the course.	✓			
3. The quantity of the tests is appropriate.		✓		1.5 hours is a bit tight for 50 sentences to be translated.

3. Kanokkarn Kittichartchaowalit, Ph.D. (translation expert)

Teaching Material Evaluation

Please tick (✓) the most appropriate index of consistency in the provided table. If you disagree with the statement, please give comments for adjustment.

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
A. Contents				
1. The materials support the objectives of the course.	✓			

2. The materials are appropriate for the students' English levels.	✓			
3. The contents are properly demonstrated with the Consciousness-Raising approach.	✓			
4. The quantity of the contents is proper.	✓			
B. Skills				
1. The skills presented in the materials are appropriate and in line with the objectives of the course.		✓		
2. The materials include the linguistic skills focused in the study.	✓			
C. Practices and Activities				Appropriate as all topics are important for translation Not sure about the objectives of the course
1. The practices and the activities help raise students' consciousness in learning linguistic points in order to enhance translation skills in terms of linguistics.	✓			
2. The quantity is proper.		✓		The number of item should be even so students will not get confused.
3. The practices and the activities reinforce the contents the students have learned.	✓			The word 'Practice' should be added in

				1. Activity Practice, Translation Practice
D. Pre-tests and Post-tests				
1. The pre-tests and the post-tests are appropriate for the students' English levels.	✓			
2. The pre-tests and the post-tests include the focused skills that have been taught in the course.		✓		Should not it be the same test?
3. The quantity of the tests is appropriate.	✓			The time should be two hours

4. Khwanchit Suwannoppharat, Ph.D. (research expert)

Teaching Material Evaluation

Please tick (✓) the most appropriate index of consistency in the provided table. If you disagree with the statement, please give comments for adjustment.

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
A. Contents				
1. The materials support the objectives of the course.	✓			
2. The materials are appropriate for the students' English levels.	✓			

3. The contents are properly demonstrated with the Consciousness-Raising approach.	✓			
4. The quantity of the contents is proper.	✓			
B. Skills				
1. The skills presented in the materials are appropriate and in line with the objectives of the course.	✓			
2. The materials include the linguistic skills focused in the study.	✓			
C. Practices and Activities				
1. The practices and the activities help raise students' consciousness in learning linguistic points in order to enhance translation skills in terms of linguistics.		✓		
2. The quantity is proper.	✓			
3. The practices and the activities reinforce the contents the students have learned.	✓			
D. Pre-tests and Post-tests				
1. The pre-tests and the post-tests are appropriate for the students' English levels.	✓			
2. The pre-tests and the post-tests include the focused skills that have been taught in the course.	✓			
3. The quantity of the tests is appropriate.	✓			

5. Assistant Professor Somchao Chartnarudom (research expert)

Teaching Material Evaluation

Please tick(✓) the most appropriate index of consistency in the provided table. If you disagree with the statement, please give comments for adjustment.

Topics	Index of Consistency (IOC)			Comments
	+1	0	-1	
A. Contents				
1. The materials support the objectives of the course.	✓			
2. The materials are appropriate for the students' English levels.	✓			
3. The contents are properly demonstrated with the Consciousness-Raising approach.	✓			
4. The quantity of the contents is proper.		✓		Because of their low level of English proficiency, most students may be left behind if the target material in some weeks is presented too hurriedly.
B. Skills				
1. The skills presented in the materials are appropriate and in line with the objectives of the course.	✓			

2. The materials include the linguistic skills focused in the study.	✓			
C. Practices and Activities				
1. The practices and the activities help raise students' consciousness in learning linguistic points in order to enhance translation skills in terms of linguistics.	✓			
2. The quantity is proper.	✓			
3. The practices and the activities reinforce the contents the students have learned.	✓			
D. Pre-tests and Post-tests				
1. The pre-tests and the post-tests are appropriate for the students' English levels.		✓		Some words seem to be too difficult for the students and above their level e.g. enlisted, annihilated, fragile.
2. The pre-tests and the post-tests include the focused skills that have been taught in the course.	✓			
3. The quantity of the tests is appropriate.	✓			

Appendix J Participant information sheet and consent form

Participant Information Sheet

Study Title: Interference problems in English <-> Thai translation: A case study in Thai translation classrooms

Researcher: Miss Benjawan Tipprachaban

ERGO number: 45854

You are being invited to take part in the above research study. To help you decide whether you would like to take part or not, it is important that you understand why the research is being done and what it will involve. Please read the information below carefully and ask questions if anything is not clear or you would like more information before you decide to take part in this research. You may like to discuss it with others but it is up to you to decide whether or not to take part. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

My name is Benjawan Tipprachaban. I am an English teacher of the English Programme, Faculty of Humanities and Social Sciences, Suratthani Rajabhat University. I took a study leave to pursue a doctorate degree two years ago. My study is fully funded by Suratthani Rajabhat University. I am now working on my PhD research project in which I am required to come back to Thailand in order to collect the data by teaching a Translation module for a semester. Accordingly, I am your teacher for this English-Thai Translation module. The project is about investigating linguistic errors in translation and finding ways to reduce them using different teaching methods.

Why have I been asked to participate?

The potential participants for the study are university students who study Translation. Accordingly, you meet the requirement.

What will happen to me if I take part?

The research is carried in normal classrooms but in this research context the students are divided into two groups. Each of the groups will be taught English-Thai translation and one of the groups will be using the textbook 'Introduction to translation by *Ajchara Laisattruklai*'. The other group will be using translation materials designed for this research project. The study will continue for a semester in your normal time schedule.

Are there any benefits in my taking part?

If you take part in this research project you may to some extent, contribute to helping teachers identify more effective ways of teaching Thai-English translation and improving second language acquisition and translation generally in Thailand as the outcomes could be generalised to students of the same level in Thailand.

Are there any risks involved?

Risks in taking part in this project could (not necessarily) be stress because it is 4-hour class. However, in each session, a 20-minute break is allowed.

What data will be collected?

The collected data are as followed:

- 1) The Consent form and the Participant Information Sheet
- 2) The questionnaire

- 3) Name and Surname – as all students are taking a module so they have to be graded. However, in the research, these identifiable data will be replaced with number so the participants cannot be traced their identity.
- 4) English level – all students are to provide their English level according to CEFR to ensure homogeneity in the study.
- 5) The pre-tests and the post-tests, which are the main materials for evaluating students' translation progression.
- 6) The translations produced during the discussion groups, the researcher will record these by making notes when the representative of each group is asked to come forward and write their translation on the blackboard. What the researcher will take notes is the translated item from each group only in order to see how different each group translates the item. I will not be recording any discussion that students have, only the final translation on each item will be recorded.

The university laptop the researcher was provided since the first year of the study will be used for the data collection. The university network will be accessed through Global Protect. The consent forms and the Participant Information Sheet will be scanned and stored on the University of Southampton computer network in a password-protected file and shared with the supervisor on Dropoff. The files that keep students' names and numbers and that are linked to the identifying number will be stored on the University of Southampton computer network in a password protected file. The research data will be stored in a separate password-protected file. The hard copies of the consent forms and the Participant Information Sheet will be kept in a locked filing cabinet. The note-taking data from each week will be kept in a notebook which will be stored in a locked filing cabinet. If they are required by other research team, they will be transformed into electronic data and kept on the university computer network and shared on Dropoff. All the research data in electronic

files will be stored on the University of Southampton computer network in a password protected file. Thereby, it can be ensured that only the research team (including the researcher's supervisors and the assessors) can access the data.

Will my participation be confidential?

Your participation and the information we collect about you during the course of the research will be kept strictly confidential.

Only members of the research team and responsible members of the University of Southampton may be given access to data about you for monitoring purposes and/or to carry out an audit of the study to ensure that the research is complying with applicable regulations. Individuals from regulatory authorities (people who check that we are carrying out the study correctly) may require access to your data. All of these people have a duty to keep your information, as a research participant, strictly confidential.

In the first week, you will be assigned a number which will be used as your identity. You will not put your name on any documents you are asked to complete, only the assigned number is required. As a consequence, your participation is confidential. You will be asked to do the pre-tests, to sign the consent form and the participant information sheet. All these documents will be stored on the University of Southampton computer network in a password-protected file. The hard documents will be kept in a locked filing cabinet; only the research team can access them.

Do I have to take part?

No, it is entirely up to you to decide whether or not to take part. If you decide you want to take part, you will need to sign a consent form to show you have agreed to take part.

What happens if I change my mind?

You have the right to change your mind and withdraw from the study at any time across the semester without giving a reason. You can withdraw from the research study at any point, while remaining on the course and without the grades on the course being affected in any way. You can withdraw by informing the researcher. Another information is that you are allowed to freely move between either of the teaching groups within two weeks after the intervention starts. If you wish to switch classes after the second week, you will need to withdraw from the study according to common practice at the university.

What will happen to the results of the research?

Your personal details will remain strictly confidential. The research findings made available in any reports or publications will not include information that can directly identify you without your specific consent. In addition, if you would like a summary of the findings when the study is complete you can send me your email address.

Where can I get more information?

You can ask the researcher directly in class or by email bt1e16@soton.ac.uk

What happens if there is a problem?

If you have a concern about any aspect of this study, you should email the RGO team rgoinfo@soton.ac.uk.

Data Protection Privacy Notice

The University of Southampton conducts research to the highest standards of research integrity. As a publicly-funded organisation, the University has to ensure that it is in the public interest when we use personally-identifiable information about people who have

agreed to take part in research. This means that when you agree to take part in a research study, we will use information about you in the ways needed, and for the purposes specified, to conduct and complete the research project. Under data protection law, 'Personal data' means any information that relates to and is capable of identifying a living individual. The University's data protection policy governing the use of personal data by the University can be found on its website (<https://www.southampton.ac.uk/legalservices/what-we-do/data-protection-and-foi.page>).

This Participant Information Sheet tells you what data will be collected for this project and whether this includes any personal data. Please ask the research team if you have any questions or are unclear what data is being collected about you.

Our privacy notice for research participants provides more information on how the University of Southampton collects and uses your personal data when you take part in one of our research projects and can be found at <http://www.southampton.ac.uk/assets/sharepoint/intranet/Is/Public/Research%20and%20Integr ity%20Privacy%20Notice/Privacy%20Notice%20for%20Research%20Participants.pdf>

Any personal data we collect in this study will be used only for the purposes of carrying out our research and will be handled according to the University's policies in line with data protection law. If any personal data is used from which you can be identified directly, it will not be disclosed to anyone else without your consent unless the University of Southampton is required by law to disclose it.

Data protection law requires us to have a valid legal reason ('lawful basis') to process and use your Personal data. The lawful basis for processing personal information in this research

study is for the performance of a task carried out in the public interest. Personal data collected for research will not be used for any other purpose.

For the purposes of data protection law, the University of Southampton is the 'Data Controller' for this study, which means that we are responsible for looking after your information and using it properly. The University of Southampton will keep identifiable information about you for 10 years after the study has finished after which time any link between you and your information will be removed.

Thank you

CONSENT FORM

Study title: Interference problems in English <-> Thai translation: A case study in Thai translation classrooms

Researcher name: Miss Benjawan Tipprachaban

ERGO number: 45854

Please initial the box(es) if you agree with the statement(s):

<p>I have read and understood the information sheet (07/11/2018 /version 5) and have had the opportunity to ask questions about the study.</p>	
<p>I agree to take part in this research project and agree for my data to be used for the purpose of this study.</p> <p>The consent form will be scanned and stored on the University of Southampton computer network in a password-protected file. The files that keep students' names and numbers and that are linked to the identifying number will be stored on the University of Southampton computer network in a password protected file. The research data will be stored in a separate password-protected files. The hard copies of the consent forms and the Participant Information Sheet will be kept in a locked filing cabinet. The research data including pre-tests/ post-tests, questionnaire, note taking in electronic files will also be stored on the University of Southampton computer network in a password protected file. Thereby, it can be ensured that only the research team (including the researcher's supervisors and the assessors) can access the data.</p>	
<p>I understand my participation is voluntary and I may withdraw at any time for any reason without my participation rights being affected.</p> <p>In addition, I am allowed to move between classes within two weeks after the teaching starts. If I wish to switch classes after the second</p>	

<p>week, I will need to withdraw from the study according to common practice at the university.</p>		
<p>There are Class 1 and Class 2 in the research project: Class 1 will be using translation materials designed for the research project; Class 2 will be using the textbook <i>Introduction to translation</i> by Ajchara Laisattruklai:</p> <p>I agree to take part in:</p>	<p>Class 1</p>	
	<p>Class 2</p>	
	<p>Don't mind</p>	

Name of participant (print name).....

Signature of participant.....

Date.....

Name of researcher (print name) Benjawan Tipprachaban

Signature of researcher

Date 07 Nov 2018

Optional - please only initial the box(es) you wish to agree to:

I understand that should I withdraw from the study then the information collected about me up to this point will not be used for the purposes of achieving the objectives of the study.	
I understand that I may be quoted directly in reports of the research but that I will not be directly identified (e.g. that my name will not be used).	
I agree to take part in the discussion groups for the purposes set out in the participation information sheet and understand that then translations I produce in these discussions will be recorded using written notes, but that no other elements of the discussion will be recorded. What the researcher will take notes is the translated item from each group only in order to see how different each group translates the item. The researcher will not be recording any discussion that my group and I have, only the final translation on each item will be recorded.	
I understand that my personal information collected about me such as my name or where I live will not be shared beyond the study team.	

Appendix K Error occurrence by type of error

The C-R group

Student number	1	2	3	4	5	6	7	8	9	10	11	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	Total				
SUBSTANCE ERRORS																																										
Punctuation errors	13	4	1	21	16	55	30	15	34	28	22	55	15	27	5	38	39	57	49	16	26	27	33	16	44	42	90	12	38	41	44	45	43	33	34	57	39	1250				
LEXICAL ERRORS																																										
A. Formal errors																																										
1. Formal misselection																																										
1.1 Suffix type						1			1	1								1									1												5			
1.2 Prefix type																						1							1											2		
1.3 Vowel-based type	1	1		1	1	1			1	1	2	4	1	2			2	2					1				2	1	1	1	2		2			1				31		
1.4 Consonant-based type		2	1		1		1	4	1		5	3	2	3	1	4	1	1	1	6	5	3	1	2	2	2	2	3	3	2	2	2	2	4	3	2	2			79		
1.5 False friends			2				2	1	1	1	1				1	1	1				1				1		1		1		1	2		1	1	2	1			23		
2. Misformation																																										
2.1 Borrowing		1		1	2	2	1	4	4			7	2	2	5	3		4	11	6		4		4		2	1	1	4	2	3	6		5		7	1			95		
2.2 Coinage																																							3		4	
2.3 Calque	50	5	4	49	17	29	64	14	27	52	14	16	28	16	11	23	22	20	16	18	27	15	13	24	34	33	22	10	13	25	20	39	26	31	14	30	28			984		
3. Distortions																																										
3.1 Omission	7	7		12	9	3	6	7	6	4	15	9	3	5	1	5	7	9	3	6	4	7	6		6		6	1	2	3	1	5	7	5	7	2	3			189		
3.2 Overinclusion	2	6	3	2	6	3	1	1	1	2	7	2		1	1	1	4	1		3	4	2	2	2	1	1	4		1			1	2			5	2			74		
3.3 Misselection	12	2	3	10	5	7		5	2	8	3	11	4	8	44	11	3	1		5	4	2	6	2	4		10	2	7	7	2	7	9	8	14	3	3			254		
3.4 Misordering	2				2					1			2			5			1		2		1				2				1	1	1	1							22	
3.5 Blending										1			1																													2
B. Semantic errors																																										
1. Confusion of sense relations																																										
1.1 General term	4	9		4	2	2	1	1	2	5	3	3	2	5		5	2	2	2	3	1	4	2	4	3	1		1	2	1	3	5	2	2	2	5	6			101		

1.2 Errors in VP																																						
1.2.1 Voice (Passive/active)	3	7	6	12		7	18	1	5	12	9	6	10	6	7	16	9	12	8	8	4	11	6	13	5	15	14	6	7	10	4	7	14	14	7	12	6	317
1.2.2 Participle	1	2			3	3	6	3	1	4		4			2	5	3	2	2	2	1	2	1	4	5	5	4		4	4		4	5	7	5	2	2	98
1.2.3 Tense	19	2	9	12	28	26	30	8	10	25	23	25	28	33	14	31	21	30	36	24	11	21	13	23	36	33	24	14	29	20	17	22	24	27	14	28	28	840
1.2.4 Confusion in verb usage of auxiliary and ordinary verbs	4	3	4	4	12	6	3	2		7	4	4	3	7		10		5	6	3	2	1	8	7	6	3	1		7		1	2	5	4	4	4		142
1.2.5 Auxiliary verb (misuse, omission)	9	1	1	2	10	9	16	12	6	14	19	17	24	17	2	23	15	21	12	16	10	7	3	10	24	7	8	3	10	14	6	13	15	18	11	13	10	442
1.2.6 Verb form	2	4		3	8	10	9	1	1	14	10	9	11	12	5	10	9	12	15	10	7	10	7	12	27	20	5	5	7	5	6	11	17	16	1	10	11	332
1.2.7 Subject-Verb agreement	3	5	1	4	9	5	7	5	1	6	10	8		11	1	5	5	10	3	7	3	8	3	4	8	6	5	8	13	13	3	7	6	5	12	6	12	228
1.3 Parts of Speech		2	7	4	7	7	5	7	2	10	8		8	11	1	4	8	11	10	10	5	7	3	19	14	6	1	1	7	8	5	7	11	12	9	5	4	246
1.4 Errors in PP		8	7		17		18		6	12	13	12	15	18	7	19	19	14	18	23	6	11	8	25	14	14	19	17	23	27	11	15	25	21	16	25	18	521
2. Clause errors																																						
2.1 the phrase is superfluous	11	1	2	38	17	9	35	13	24	13	7	12	14	8	9	19	7	12	18	19	13	14	12	10	30	15	19	10	20	7	14	15	16	13	8	22	6	576
2.2 it is omitted	65	7	7	92	45	61	25	13	88	94	81	11	61	57	26	13	98	74	12	51	88	62	27	49	80	38	80	29	74	11	60	10	66	84	46	78	57	2641
2.3 it is misordered	3	1	1	11	4	6	10	1	5	12	11	2	6	5	2	12	12	7	11	8	10	7	1	12	15	2	8		4	7	7	14	12	11	7	2	1	265
2.4 it is misselected	2					2	3		2	1	1	2			7		1	3	3	2	3		6	8	5	1		1	2	3	3	2	1	2		3		69
3. Sentence errors																																						
3.1 Reference	3	1			6	8	7	1	9	8	5	7	7	6	1	11	10	10	14	10	3	6	2	14	14	7	10	1	4	13	4	7	11	13	5	15	4	257
4. Intersentence errors (cohesion)																																						
4.1 Reference																																						
4.1.1 Personal reference: he, she, his, etc.	6	1	1	7	8	6	18	10	18	13	10	15	16	12	6	37	22	14	28	26	20	5	9	13	31	14	21	3	14	19	8	20	20	15	6	31	4	552
4.1.2 Demonstrative reference: this, those, here,	1	3	1		3	1	1		2	3	2	1	1		2	2	2	4	2	3	2	3	2			3		2	2	1	2	3	2	2		2		60

B. Syntax errors																																		
1. Phrase structure errors																																		
1.1 Errors in NP																																		
1.1.1 the error of article omission in the Determiner Phrase	13	3	15	6	14	11	18	7	24		7	4	11	3	12	26	29	9	14	12	8	19	28	31	16	10	2	9	17	7	3	16	404	
1.1.2 the error of comma omission in NP																																		
1.1.3 the error in the Determiner Phrase	3	2	4	2	11	5	2	1	1	1	21	5		1	6	4	3	1	2	2	1	9	5	5	1	10	8	3	3	4	2	1	129	
1.1.5 the Quantifier Phrase error	2		1	1	1	1	5		1			1	1		1	2	5	1	1	1		3	6	3	1			2	1			2	43	
1.1.6 Errors in AJP	2	2	2	3	2	1	6		2		3	5	1	1	3	1	4	1		1	1	5	4	5	2	1	2	6	2	7	3	9	87	
1.2 Errors in VP																																		
1.2.1 Voice (Passive/active)	4	12	7	6	12	5	10	5	11	13	4	1	9	9	13	9	21	4	10	8	10	19	15	12	10	11	3	9	7	5	5	9	288	
1.2.2 Participle	2		4		2	5	3	1	5	5	3	4	5	1	3	7	2	1	3	3	5	1	4	4	4	2		5	5	4	2	3	98	
1.2.3 Tense	17	9	26	14	17	22	19	12	17	11	6	17	10	8	18	26	37	12	26	15	17	25	44	34	26	21	12	17	28	29	6	29	627	
1.2.4 Confusion in verb usage of auxiliary and ordinary verbs	4	1	3		1	2	5			1	2		1		3	3	4		1	3		3	3	2	4	5	1	3	4			5	64	
1.2.5 Auxiliary verb (misuse, omission)	10	9	22	6	11	4	10	9	18	9	8	7	9	9	17	11	21	11	22	8	16	27	21	30	26	8	7	11	14	19	9	17	436	
1.2.6 Verb form	2	3	15	5	13	1	11	6	9	3	5		3	2	8	1	13	2	7	9	7	21	24	15	11	1	5	3	15	3		3	226	
1.2.7 Subject-Verb agreement	6	1	6	4	9	2	4	4	3	2	1	2	1	2	4	12	7	3	4	4	2	5	10	6	7	3	1	2	11	3	1	6	138	
1.2.8 Parts of Speech	1		6	3	10	1	9	1	10	5	6	5	7	2	5	5	10	1		11	5	5	11	16	13	4	1	4	3	5	4	4	173	
1.3 Errors in PP	4	10	19	12	18	9	14	6	6	5	10	10	16	10	20	13	24	8	18	13	19	28	31	28	16	16	2	11	10	13	8	25	452	
2. Clause errors																																		
2.1 the phrase is superfluous	5	14	13	6	11	12	14	2	21	15	8	11	5	6	15	7	29	7	16	10	19	19	23	10	22	16	3	7	4	7	5	8	370	

2.2 it is omitted	23	85	56	78	91	27	106	54	71	48	66	63	48	41	80	41	58	40	132	41	70	72	102	77	112	73	105	83	115	54	69	83	2264	
2.3 it is Misordered	2	6	8	3	1	6	12	2	5	2	6	5	1	2	5	1	9	3	6	6	2	7	17	15	3	3	3	5	4	11	1	9	171	
2.4 it is misselected		3	17	1	4	3	4	1	1		1		2	1	1	4	3	3	1	1		3	5			3			1				63	
3. Sentence errors	1	1	3	8	2	2	16	2	7	6	6	10	8	1	10	8	14	4	7	6	5	18	26	14	12	8	4	8	4	13	8	9	251	
4. Intersentence errors (cohesion)																																		
4.1 Reference																																		
4.1.1 Personal reference: he, she, his, etc.	5	15	17	5	10	4	12	7	8	12	10	11	6	12	22	9	16	20	29	15	20	33	40	31	16	11	15	18	15	24	15	30	513	
4.1.2 Demonstrative reference: this, those, here, the			1	1	1		3	1	2		4				4	3	3		2		1	1	7		5				1		1	3	44	
4.1.3 Comparative reference: same, identical, better, more	1		3	1		1	1			1	1	1		1	1	1	4		2	1		2	1	3	2	1		1	2	2		1	35	
4.2 Substitution																																		
4.2.1 Nominal substitution		2	2	2	1				1	1	1	1	1	1	2	1	2	2		2	1	2	3	4	1	2	2	1	1		1	1		40
4.2.2 Verbal substitution																								1										
4.2.3 Clausal substitution																																		
4.3 Ellipsis																																		
4.3.1 Nominal ellipsis																																		
4.3.2 Verbal ellipsis																																		
4.6 Conjunction such as so, consequently, but, still, however, and etc.	5	6	13	8	18	8	13	9	13	14	8	15	12	12	19	20	19	11	12	5	7	24	13	14	19	18	9	10	17	15	8	10	404	

Appendix L Student 1's analysis

Table L.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	2	1	1		2		6	1	13
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type								1	1
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	18	7	15	7	2	1			50
3. Distortions									
3.1 Omission				1	1	2		3	7
3.2 Overinclusion								2	2
3.3 Misselection			3	3	1	2		3	12
3.4 Misordering		1				1			2
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			3	1					4
1.2 Overly specific term					1		1	1	3
1.3 Using the less apt of two co-hyponyms		2	1	2			1	1	7
1.4 Using wrong near synonyms	2	2		2					6
1.5 Paraphrasing									
1.6 Wrong lexical choices	7		12	2	6	3	1	1	32
1.7 Homonym	1	1	1						3
2. Collocation errors									
2.1 Semantically determined word selection	3	6	1						10
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1	1	2		1				
4.2 Under specification	1								
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.5 Prefix									
1.6 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present				1					1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle						1			1
2.5 -s plural		4		3		1			8
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		3		4				2	9
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		3							3
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		1		1		1			3
1.2 Errors in VP									
1.6.1 Voice (Passive/active)	2		1						3
1.2.2 Participle	1								1
1.2.3 Tense	1	8		8		1		1	19
1.2.4 Confusion in verb usage of auxiliary		3		1					4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	4		4					9
1.2.6 Verb form		1		1					2
1.2.7 Subject-Verb agreement		1		1				1	3
1.3 Parts of Speech									
1.4 Errors in PP									
2. Clause errors									
2.1 the phrase is superfluous	3	1		1	3		3		11
2.2 it is omitted	9	7	10	20	2	8	8	1	65
2.3 it is misordered		1		2					3
2.4 it is misselected				1				1	2
3. Sentence errors	1		2						3
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		2		2				2	6
4.1.2 Demonstrative reference: this, those, here, the	1								1
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution	1								1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1		1	1			1		4
4.5 Lexical cohesion									

Table L.2 The test results of Student 1 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
1	670	521	632	579

The most errors Student 1 made were *omitted* (65 errors), followed by *calque* (50 errors) and *wrong lexical word choices* (32 errors) (see Table L.1). Mostly errors occurred in the pre-test and occurred a lot less in the post-test. However, the student's test scores in Table L.2 show that the students had lower scores in the post-test in English to Thai and Thai to English translation. Nonetheless, this student was in B2 level, which indicated good English proficiency, and it was in line with the scores as the student made good scores in the pre-test. The student performed worst in the post-test because the teaching sessions did not improve any skills, or it might be time management. In this case, it could be assumed that it was time management as there were fewer errors in the post-test, but the post-test scores were still low. It could mean that there were lots of untranslated sentences, so the scores plunged despite fewer errors.

Appendix M Student 2's analysis

Table M.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	7	7	5	4	1	9		8	41
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type						1			1
1.4 Consonant-based type	1					1			2
1.5 False friends									
2. Misformation									
2.1 Borrowing					1				1
2.2 Coinage									
2.3 Calque	10	12	9	15	1	1	2	2	52
3. Distortions									
3.1 Omission		1				5		1	7
3.2 Overinclusion	1			2	2	1			6
3.3 Misselection	3	3	1	6	2	4	1	2	22
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	2	1	2		3			1	9
1.2 Overly specific term		1							1
1.3 Using the less apt of two co-hyponyms	1	3		7	1	1	1		14
1.4 Using wrong near synonyms	1	2		3				2	8
1.5 Paraphrasing					2	1			3
1.6 Wrong lexical choices	21	7	20	4	12	1	1	1	67
1.7 Homonym	6		2		1				9
2. Collocation errors									
2.1 Semantically determined word selection	3	2		2					7
2.2 Statistically weighted preferences	1								1
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	9		7	2	7	1	6		32
4.2 Under specification	3				3				6
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		3		2				1	6
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2		4		2		1	9
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		9		7		2		1	19
1.1.2 the error of comma omission in NP		1							1
1.1.3 the error in the Determiner Phrase						1			1
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		4							4
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	3						7
1.2.2 Participle			1	1					2
1.2.3 Tense	1	11		8		2		2	24
1.2.4 Confusion in verb usage of auxiliary		1		2					3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		7		4		3		1	15
1.2.6 Verb form		1				1		2	4
1.2.7 Subject-Verb agreement		1		3				1	5
1.3 Parts of Speech		1		1					2
1.4 Errors in PP			1	7					8
2. Clause errors									
2.1 the phrase is superfluous	2	4	2	7	2			2	19
2.2 it is omitted	9	7	16	13	12	5	7	5	74
2.3 it is misordered	1	4		7		1	1	2	16
2.4 it is misselected									
3. Sentence errors	1								1
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	2		4	1	2	3	4	17
4.1.2 Demonstrative reference: this, those, here, the				2	1				3
4.1.3 Comparative reference: same, identical, better, more			1	1		1			3
4.2 Substitution									
4.2.1 Nominal substitution	1		1				2		4
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	1	1	3		1		1	8
4.5 Lexical cohesion									

Table M.2 The test results of Student 2 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
2	590	723	574	714

Student 2 made the most errors in *omitted* (74 errors), *wrong lexical errors* (67 errors), and *calque* (52 errors) (see Table M.1). The student's English proficiency is A1, and the student made good progress as the test scores were better in the post-test in both directions (see Table M.2). Mainly the student made most errors in the pre-test and fewer errors in the post-test. This means that the teaching sessions helped the student improve translation in terms of linguistic, as fewer errors that occurred were in line with better scores in the post-test.

Appendix N Student 3's analysis

Table N.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		2	1	2	1	3		1	10
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type		1							1
1.5 False friends		1		1					2
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	11	3	9	8	8		2	1	42
3. Distortions									
3.1 Omission									
3.2 Overinclusion				1		1		1	3
3.3 Misselection		1			1			1	3
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one									
1.2 Overly specific term	1	1							22
1.3 Using the less apt of two co-hyponyms		2							2
1.4 Using wrong near synonyms	3	2	2	3		1			11
1.5 Paraphrasing		1		1	1				3
1.6 Wrong lexical choices	10	3	12	2	14	1	6	1	49
1.7 Homonym	7		5				1		13
2. Collocation errors									
2.1 Semantically determined word selection		2		1	5	1	7		16
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	4		2		2		1	1	10
4.2 Under specification			2						2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1		1				1	3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		1		1		2	7
2.6 -'s possessive								1	1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		2				2	8
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						2			2
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP									
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		1	1	2				6
1.2.2 Participle									
1.2.3 Tense	1	2		3	2	1			9
1.2.4 Confusion in verb usage of auxiliary		2		2					4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)			1						1
1.2.6 Verb form									
1.2.7 Subject-Verb agreement						1			1
1.3 Parts of Speech		5	2						7
1.4 Errors in PP		1	2			1	1	2	7
2. Clause errors									
2.1 the phrase is superfluous	2		5	3	3	1	6	1	21
2.2 it is omitted	9		5	7	11	6	5	1	28
2.3 it is misordered	1			3	2	1			7
2.4 it is misselected								1	1
3. Sentence errors									
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	2		5		1		1	10
4.1.2 Demonstrative reference: this, those, here, the	1								1
4.1.3 Comparative reference: same, identical, better, more						1			1
4.2 Substitution									
4.2.1 Nominal substitution			1						1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.		2	2	2		1			7
4.5 Lexical cohesion									

Table N.2 The test results of Student 3 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
3	508	713	364	754

Student 3 was in A2 level of English proficiency. The most errors made were *wrong lexical choices* (49 errors), *calque* (40 errors), and *omitted* (28 errors) (see Table N.1). The student had better scores in both English to Thai and Thai to English translation in the post-test (see Table N.2). Particularly, the student made excellent progress in Thai-English translation and the number of errors agreed with the scores as a lot less errors in Thai to English translation occurred in the post-test.

Appendix O Student 4's analysis

Table O.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	5	6	5		2	2	1		21
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type						1			1
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing			1						1
2.2 Coinage									
2.3 Calque	20	11	18						49
3. Distortions									
3.1 Omission		6				4	1	1	12
3.2 Overinclusion	1				1				2
3.3 Misselection	1	3	2		2		1	1	10
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1		2		1				4
1.2 Overly specific term		2					1		3
1.3 Using the less apt of two co-hyponyms	3	2	2						7
1.4 Using wrong near synonyms	2	2	2		3		1		10
1.5 Paraphrasing									
1.6 Wrong lexical choices	17	3	14		5	1	3	4	47
1.7 Homonym	12		15		1				28
2. Collocation errors									
2.1 Semantically determined word selection	3	1			5				9
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						1		1	2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	7		7				1	1	16
4.2 Under specification	1		1		1	1	1		5
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						2			2
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4				2			6
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		5				1			6
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1				2			3
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP									
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	4		5		3				12
1.2.2 Participle									
1.2.3 Tense	1	8			1	2			12
1.2.4 Confusion in verb usage of auxiliary		3				1			4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		1				1			2
1.2.6 Verb form		3							3
1.2.7 Subject-Verb agreement		2				2			4
1.3 Parts of Speech		4							4
1.4 Errors in PP									
2. Clause errors									
2.1 the phrase is superfluous	15	7	7		6	2	1		38
2.2 it is omitted	16	23	27		11	6	8	1	92
2.3 it is misordered		7	1		2	1			11
2.4 it is misselected									
3. Sentence errors									
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		1			1	3		2	7
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more			1			1			2
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	1	2			1	1		7
4.5 Lexical cohesion									

Table O.2 The test results of Student 4 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
4	576	827	306	752

Student 4 with an A2 level of English proficiency made significant progress after the teaching sessions in both translation directions, especially in Thai to English translation (see Table O.2). The number of errors made dropped satisfyingly in the post-test, and it aligned with the test results. The most errors Student 4 made were *omitted* (92 errors), *calque* (49 errors), and *wrong lexical choices* (47 errors). Of all errors made, *Omitted* errors occurred substantially because the student left sentences untranslated when equivalence statements in the target language could not be found. All 49 calque errors were merely made in the pre-test (See Table O.1).

Appendix P Student 5's analysis

Table P.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		4	4	4		4			16
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		1							1
1.4 Consonant-based type						1			1
1.5 False friends									
2. Misformation									
2.1 Borrowing	1		1						2
2.2 Coinage									
2.3 Calque	6	3	1	4		1	1	1	17
3. Distortions									
3.1 Omission		1		1		4		3	9
3.2 Overinclusion		3			1			2	6
3.3 Misselection		1		2				2	5
3.4 Misordering		1						1	2
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1		1				2
1.2 Overly specific term								1	1
1.3 Using the less apt of two co-hyponyms				3		2		2	7
1.4 Using wrong near synonyms						1	2	2	5
1.5 Paraphrasing							1		1
1.6 Wrong lexical choices	10	4	15	5	12	10	6	2	64
1.7 Homonym	6		4	1	3		1		15
2. Collocation errors									
2.1 Semantically determined word selection	6	5	4	3	3		1	2	24
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1				2		1	2	6
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				3			4
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle						1	1	2	
2.5 -s plural		6	2			6	3	17	
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		2		3		1		2	8
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		5				3	3	11	
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP			2					2	
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	5						
1.2.2 Participle	2		1					3	
1.2.3 Tense		6	3	9		6	4	28	
1.2.4 Confusion in verb usage of auxiliary		4		5		1	2	12	

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	3		4				2	10
1.2.6 Verb form		3		2				3	8
1.2.7 Subject-Verb agreement		4		3		1		1	9
1.3 Parts of Speech		2	1			3		1	7
1.4 Errors in PP	3	2	1	5	3	3			17
2. Clause errors									
2.1 the phrase is superfluous		1	5		3	2	2	4	17
2.2 it is omitted	4	6	1	17	5	7	2	3	45
2.3 it is misordered		2		1	1				4
2.4 it is misselected									
3. Sentence errors	1	1	2	2					6
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	3		1		1	1		8
4.1.2 Demonstrative reference: this, those, here, the	1					2			3
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	1	2				1	2	8
4.5 Lexical cohesion									

Table P.2 The test results of Student 5 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
5	666	747	631	688

Student 5 was in A2 level of English proficiency. The most errors the student made were *wrong lexical choices* (64 errors), *omitted* (45 errors), and *tense* (28 errors) (See Table P.1). The errors were scattered in both pre-test and post-test, but the scale tipped toward the pre-test. The test scores showed that the student improved after the teaching treatment as the post-test outscored the pre-test but not significantly (see Table P.2). Unlike previous students, this one made many tense errors both in the pre-test and post-test, which means the lesson on tense in the teaching sessions did not help improve this student's knowledge in the area.

Appendix Q Student 6's analysis

Table Q.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	10	6	7	9	9	3	7	4	55
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type						1			1
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing				1	1				2
2.2 Coinage									
2.3 Calque	4	5	5	2	1	5	5	2	29
3. Distortions									
3.1 Omission						3			3
3.2 Overinclusion		1				1		1	3
3.3 Misselection		2		1		1		3	7
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1				1		2
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms		3		2	1	3			9
1.4 Using wrong near synonyms						1		2	3
1.5 Paraphrasing	1					1		2	4
1.6 Wrong lexical choices	16	2	12	7	13	7	12	5	74
1.7 Homonym	4		5				5		14
2. Collocation errors									
2.1 Semantically determined word selection	6	4	1		4	2	1		18
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1				1	2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1				1
4.2 Under specification	1								1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						2		1	3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4				2		2	8
2.6 -'s possessive									
2.7 -er comparative									
1.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		3		4		2		3	12
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		3						1	4
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		2	1			1	1		5
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		2			1	2		7
1.2.2 Participle	1		1				1		3
1.2.3 Tense	1	6	2	11		2	2	2	26
1.2.4 Confusion in verb usage of auxiliary		1		1		4			6

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		2		2		3		2	9
1.2.6 Verb form		4		2		1		3	10
1.2.7 Subject-Verb agreement		2		2		1			5
1.3 Parts of Speech	1	1		2		3			7
1.4 Errors in PP	3		1	4		2	1	1	
2. Clause errors									
2.1 the phrase is superfluous	1		1		1	2	1	3	9
2.2 it is omitted	7	10	5	4	12	8	5	10	61
2.3 it is misordered				3	2	1			6
2.4 it is misselected									
3. Sentence errors		2	1	2		2	1		8
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.				2		1		3	6
4.1.2 Demonstrative reference: this, those, here, the				1					1
4.1.3 Comparative reference: same, identical, better, more						1			1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution								1	1
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3	5				2		2	12
4.5 Lexical cohesion									

Table Q.2 The test results of Student 6 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
6	659	701	656	680

Student 6 was in A2 level of English proficiency. The test result was similar to Student 2's in terms of scores. This student did moderately better in the post-test in both directions of translation. The most errors the students made were *wrong lexical choices* (74 errors), *omitted* (61 errors), and *punctuation* (55 errors) (See Table Q.1). The three types of errors were proportionally made in both pre-test and post-test. These errors occurred less in English to Thai translation. The test scores agreed with the number as the English to Thai translation scores were better than Thai to English translation in the post-test (see Table Q.2).

Appendix R Student 7's analysis

Table R.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		10		8	3	5		4	30
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type						1			1
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1					1
1.5 False friends				1	1				2
2. Misformation									
2.1 Borrowing								1	1
2.2 Coinage									
2.3 Calque	6	8	8	26	3	7	4	2	64
3. Distortions									
3.1 Omission						3	3		6
3.2 Overinclusion						1			1
3.3 Misselection									
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1						1
1.2 Overly specific term					1				1
1.3 Using the less apt of two co-hyponyms		3				1	1	4	9
1.4 Using wrong near synonyms				1		3	1	3	8
1.5 Paraphrasing									
1.6 Wrong lexical choices	39	10	17	17	21	12	13	18	246
1.7 Homonym	6	1	7		3			1	18
2. Collocation errors									
2.1 Semantically determined word selection	4	7		4	7	2	4	1	36
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1				5		5	1	12
4.2 Under specification					1		1		2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						2		1	3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		5				5		2	12
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		10		4		2		2	18
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase				4		1		3	8
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP									
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	5	1	4		2	2	3	1	18
1.2.2 Participle	2		4						6
1.2.3 Tense		9	2	10	1	3		5	30
1.2.4 Confusion in verb usage of auxiliary						1		2	3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		6		3		5		2	16
1.2.6 Verb form		1		3		2		3	9
1.2.7 Subject-Verb agreement		5		2					7
1.3 Parts of Speech		1		3		1			5
1.4 Errors in PP	1	4	2	5		2		4	18
2. Clause errors									
2.1 the phrase is superfluous	2	3	3		5	8	3	11	35
2.2 it is omitted	1		2	3	3	6	3	7	25
2.3 it is misordered		2		2	2	2		2	10
2.4 it is misselected				2					2
3. Sentence errors	1	3	1			1		1	7
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		3		6		6	1	2	18
4.1.2 Demonstrative reference: this, those, here, the				1					1
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution			1						1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	2	2	1	2	3	1	5	18
4.5 Lexical cohesion									

Table R.2 The test results of Student 7 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
7	599	697	585	619

Student 7 was in A1 level of English proficiency. The student moderately improved in both directions of translation after the teaching sessions. The pre-test and the post-test scores in both English to Thai and Thai to English translation were very similar (see Table R.2). That is, the student scored five hundred and six hundred in the pre-test and the post-test in English to Thai translation and the same in both tests in Thai to English translation. The student made the most errors in *wrong lexical choices* (246 errors), and this error number skyrocketed. The second most error made was *calque* (64 errors), and the least was *semantically determined word selection* (36 errors) (See Table R.1). According to the reported data, all errors the students made were lexical. It can be assumed that this student had problems finding and choosing words for the context and that the student used a Thai-oriented way of constructing English sentences as most calque errors occurred in Thai to English translation.

Appendix S Student 8's analysis

Table S.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		4		6		1		4	15
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type						3		1	4
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing	1		2		1				4
2.2 Coinage									
2.3 Calque	5	3	2	4					14
3. Distortions									
3.1 Omission					1			6	7
3.2 Overinclusion					1				1
3.3 Misselection						3	2		5
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one					1				1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1				1			2
1.4 Using wrong near synonyms						3			3
1.5 Paraphrasing									
1.6 Wrong lexical choices	15	4	13	4	13	5	9	4	67
1.7 Homonym	6		2		1		4		13
2. Collocation errors									
2.1 Semantically determined word selection	3	2	2		3		1		11
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1				1	2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity									
4.2 Under specification							1		1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1			1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		2		3		1	9
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1		3		1		4	9
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase									
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		2		1					3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)						1			1
1.2.2 Participle	1		2						3
1.2.3 Tense		3	2			3			8
1.2.4 Confusion in verb usage of auxiliary						2			2

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		3	1	4		3		1	12
1.2.6 Verb form						1			1
1.2.7 Subject-Verb agreement		1				1			2
1.3 Parts of Speech		1		2		2			5
1.4 Errors in PP	1	1	2	1		2			7
2. Clause errors									
2.1 the phrase is superfluous	2			1	1	5	3	1	13
2.2 it is omitted	21	17	11	9	13	23	31	12	137
2.3 it is misordered				1					1
2.4 it is misselected						3			3
3. Sentence errors									
				1					1
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		1	1	3	1	2		2	10
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.			1		1		1		3
4.5 Lexical cohesion									

Table S.2 The test results of Student 8 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
8	443	647	259	621

Student 8 was at the A1 level of English proficiency. The student made good progress in the post-test in English to Thai translation and excellent progress in Thai to English translation as the test scores were tripled from the pre-test (see Table S.2). There were two significant errors occurred, which were *omitted* (137 errors) and *wrong lexical choices* (67 errors); other than these, the error number was few (see Table S.1). The two most-made errors occurred both in the pre-test and the post-test, which inferred that the teaching sessions did not help reinforce knowledge in terminology for this student because the student could not find words and chose wrong words in translation.

Appendix T Student 9's analysis

Table T.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	4	13	11	2		3		1	34
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type								1	1
1.4 Consonant-based type		1							1
1.5 False friends		1							1
2. Misformation									
2.1 Borrowing			4						4
2.2 Coinage									
2.3 Calque	3	7	7	1	2	5		2	27
3. Distortions									
3.1 Omission				1		2		3	6
3.2 Overinclusion		1							1
3.3 Misselection	1			1					2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one					1			1	2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms						1			1
1.4 Using wrong near synonyms						2	1	3	6
1.5 Paraphrasing									
1.6 Wrong lexical choices	32	8	13	1	10	2	4	1	71
1.7 Homonym	10	1	2		1	1	3		18
2. Collocation errors									
2.1 Semantically determined word selection	3	2	2		3		3		13
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1						1		2
4.2 Under specification					3				3
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1							1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural							1		1
2.6 -'s possessive		1		1				1	3
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1						2	3
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase	1	1		1		1			4
1.1.5 the Quantifier Phrase error		1							1
1.1.6 Errors in AjP						1	1		2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2				2		1		5
1.2.2 Participle		1							1
1.2.3 Tense		3	2	1				4	10
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		4				2			6
1.2.6 Verb form						1			1
1.2.7 Subject-Verb agreement		1							1
1.3 Parts of Speech			1					1	2
1.4 Errors in PP	3			1	1			1	6
2. Clause errors									
2.1 the phrase is superfluous	6		4		6	1	4	3	24
2.2 it is omitted	28	7	13	1	11	11	12	5	88
2.3 it is misordered	1	2		1			1		5
2.4 it is misselected									
3. Sentence errors	2	4	1		1	1			9
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	5	9				1	1	2	18
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution			1				1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	2	3			3	1	1	12
4.5 Lexical cohesion									

Table T.2 The test results of Student 9 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
9	602	707	401	714

Student 9 was in A1 level of English proficiency. The students made most errors in *omitted* (88 errors), *wrong lexical choices* (71 errors), and *punctuation* (34 errors) (see Table T.1). Mostly the errors were made in the pre-test and decreased considerably in the post-test, particularly in Thai to English translation. The test scores were also in line with the error number as the student had more added scores in Thai to English translation than English to Thai translation (see Table T.2).

Appendix U Student 10's analysis

Table U.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		5	2	7	3	6		5	28
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type						1			1
1.2 Prefix type									
1.3 Vowel-based type						1			1
1.4 Consonant-based type									
1.5 False friends					1				1
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	8	9	4	20	3	1	6	1	52
3. Distortions									
3.1 Omission		1				1	1	1	4
3.2 Overinclusion				1	1				2
3.3 Misselection		2		3				3	8
3.4 Misordering						1			1
3.5 Blending					1				1
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1			3		1	5
1.2 Overly specific term								1	1
1.3 Using the less apt of two co-hyponyms		2		3				7	12
1.4 Using wrong near synonyms					2	2		2	6
1.5 Paraphrasing									
1.6 Wrong lexical choices	41	6	51		16	2	18	12	146
1.7 Homonym	9		5				3		17
2. Collocation errors									
2.1 Semantically determined word selection	4	2	4	3	4		4		21
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						1			1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity			2		1	2	1	2	8
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present				1		1		2	4
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4		3		1		1	9
2.6 -'s possessive								1	1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		14		5				8	27
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2		2		4		1	9
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		4	1	3		1		1	10
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3	2	4				3		12
1.2.2 Participle	1		2	1					4
1.2.3 Tense	1	7		9	2			6	25
1.2.4 Confusion in verb usage of auxiliary		1				2		4	7

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		6		6				2	14
1.2.6 Verb form		6		5		1		2	14
1.2.7 Subject-Verb agreement		2		3				1	6
1.3 Parts of Speech	4	2	1	1		1		1	10
1.4 Errors in PP	2		6	2	1			1	12
2. Clause errors									
2.1 the phrase is superfluous	3			1	2	1	3	3	13
2.2 it is omitted	5	12	16	15	5	13	11	17	94
2.3 it is misordered		3		3	2		2	2	12
2.4 it is misselected						2			2
3. Sentence errors									
		2	3	3					8
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	4	1	4	1			1	13
4.1.2 Demonstrative reference: this, those, here, the				2					2
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution								1	1
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	5	3	1	1			1	13
4.5 Lexical cohesion									

Table U.2 The test results of Student 10 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
10	612	693	545	666

Student 10 was in A1 level of English proficiency. The student made a high number of errors in *wrong lexical choices* (146 errors), followed by *omitted* (94 errors) and *calque* (52 errors) (see Table U.1). The errors occurred mostly in the pre-test and fashionably reduced in the post-test. According to the test scores (see Table U.2), the improvement in the post-test was more outstanding in Thai to English translation than in English to Thai translation. The student made a high number of errors in *wrong lexical choices*.

Appendix V Student 11's analysis

Table V.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1			8		4	2	7	22
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type						1			1
1.2 Prefix type									
1.3 Vowel-based type		1						1	2
1.4 Consonant-based type				2		2		1	5
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	2			2	2	4		4	14
3. Distortions									
3.1 Omission		1		2	1	3		8	15
3.2 Overinclusion		3		3				1	7
3.3 Misselection				1		2			3
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			2		1				3
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1						1	2
1.4 Using wrong near synonyms						1		2	3
1.5 Paraphrasing						2		1	3
1.6 Wrong lexical choices	17	7	16	8	13		13	1	75
1.7 Homonym	1		1		3			1	6
2. Collocation errors									
2.1 Semantically determined word selection	3	5	1	4	2	2	6	2	25
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity								2	2
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1			1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4	1	1		1		4	11
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		5		1		5	17
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		3		2		2		4	11
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		2				3		1	6
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	1	2		2		2		9
1.2.2 Participle									
1.2.3 Tense		7		5		5		6	23
1.2.4 Confusion in verb usage of auxiliary		2		1		1			4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		3		3		8		5	19
1.2.6 Verb form		3				4		3	10
1.2.7 Subject-Verb agreement		3		5		1		1	10
1.3 Parts of Speech		3	1	3				1	8
1.4 Errors in PP	1	2	2	6		1		1	13
2. Clause errors									
2.1 the phrase is superfluous		2		1			2	2	7
2.2 it is omitted	15	10	20	10		10	9	7	81
2.3 it is misordered		1			5	2		3	11
2.4 it is misselected		1							1
3. Sentence errors		1	2	1				1	5
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		1	1	3		2	1	2	10
4.1.2 Demonstrative reference: this, those, here, the	1	1		1					3
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3	3	4		1				11
4.5 Lexical cohesion									

Table V.2 The test results of Student 11 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
11	670	708	633	628

Student 11 was at the A1 level of English proficiency. The student improved in English to Thai translation as the scores in the post-test were slightly better than in the pre-test. In Thai to English translation, the scores were less in the post-test but only five points (see Table V.2). The student made the most errors in *omitted* (81 errors), *wrong lexical choices* (75 errors), followed by these three error types which the occurrence was similar but a lot less than the first two types: *semantically determined word selection* (25 errors), *tense* (23), *punctuation* (22 errors) (see Table V.1).

Appendix W Student 13's analysis

Table W.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	3	25	6	9		5		7	55
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				4					4
1.4 Consonant-based type		1		2					3
1.5 False friends									
2. Misformation									
2.1 Borrowing	3		3				1		7
2.2 Coinage									
2.3 Calque	4	3	1	2	1	3		2	16
3. Distortions									
3.1 Omission		1		4				4	9
3.2 Overinclusion		1		1					2
3.3 Misselection		2		5	1	1		2	11
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								3	3
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1		2		1			4
1.4 Using wrong near synonyms					1			1	2
1.5 Paraphrasing									
1.6 Wrong lexical choices	23	7	24	7	11	4	14	3	93
1.7 Homonym	4		5		3	1	1		14
2. Collocation errors									
2.1 Semantically determined word selection	4	6	2	4	4	1	2	1	24
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1				4		2		7
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1							1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4		2					6
2.6 -'s possessive		1						1	2
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		2		1		1	10
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2		2		3		2	9
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		1							
1.2 Errors in VP									
1.2.1 Voice (Passive/active)		2	2				2		6
1.2.2 Participle	1	1	1	1					4
1.2.3 Tense	2	10		8		2		3	25
1.2.4 Confusion in verb usage of auxiliary		3		1					4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	4		5		5		1	17
1.2.6 Verb form	1	5		1				2	9
1.2.7 Subject-Verb agreement		4		4					8
1.3 Parts of Speech									
1.4 Errors in PP		5	3	3		1			12
2. Clause errors									
2.1 the phrase is superfluous	1		2	1	2	1	3	2	12
2.2 it is omitted	29	10	28	9	9	7	7	13	112
2.3 it is misordered				1		1			2
2.4 it is misselected				1					1
3. Sentence errors	1	2	1	2			1		7
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	3	7	3				1	15
4.1.2 Demonstrative reference: this, those, here, the				1			1		2
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution	1						1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	1	5			1	1		9
4.5 Lexical cohesion									

Table W.2 The test results of Student 13 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
13	596	497	544	610

Student 13 was in A1 level of English proficiency. The student had better scores in Thai to English translation, but in English to Thai translation, the post-test scores were less than the pre-test ones (see Table W.2). Even though the number of errors in English to Thai translation was significantly less in the post-test than in the pre-test, the scores in the post-test were less than in the pre-test. It could be assumed that the student left many sentences untranslated. The most errors made were *omitted* (112 errors), *wrong lexical choices* (93 errors), and *punctuation* (55 errors) (see Table W.1). Most errors were made in the pre-test; however, as I explained earlier, the number of errors does not necessarily assess students' progress as when sentences are left untranslated, no errors were found, making the error number fewer.

Appendix X Student 14's analysis

Table X.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1	4	2	5		1		2	15
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type						1			1
1.4 Consonant-based type				2					2
1.5 False friends									
2. Misformation									
2.1 Borrowing	1		1						2
2.2 Coinage									
2.3 Calque	5	4	8	4	1	3	1	2	28
3. Distortions									
3.1 Omission		2						1	3
3.2 Overinclusion									
3.3 Misselection				1		2		1	4
3.4 Misordering		1				1			2
3.5 Blending						1			1
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1			1			2
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms									
1.4 Using wrong near synonyms					1			1	2
1.5 Paraphrasing					1				1
1.6 Wrong lexical choices	6	2	13	2	4	1	2		30
1.7 Homonym	3		3	1	3		1	1	12
2. Collocation errors									
2.1 Semantically determined word selection	4	6	3	5	5		1	2	26
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1		2		1	4
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity							3		3
4.2 Under specification					5		1		6
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1		1		3		2	7
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle						1			1
2.5 -s plural		4							4
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		12		7		6		3	28
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						2			2
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		2		1		1			4
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	3			2		1	10
1.2.2 Participle									
1.2.3 Tense	1	9		6		4		8	28
1.2.4 Confusion in verb usage of auxiliary		2						1	3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		7		7		8		2	24
1.2.6 Verb form		4		2		1		4	11
1.2.7 Subject-Verb agreement		1		5		1		1	
1.3 Parts of Speech		4		1		2		1	8
1.4 Errors in PP		2	2	5		3	3		15
2. Clause errors									
2.1 the phrase is superfluous		2		2	1	2	4	3	14
2.2 it is omitted	10	8	4	4	1	13	11	10	61
2.3 it is misordered		2		3	1				6
2.4 it is misselected				2					2
3. Sentence errors	1	2	2	2					7
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	2	1	9	2	1			16
4.1.2 Demonstrative reference: this, those, here, the						1			1
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution			1						1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.		2		1		1	2		6
4.5 Lexical cohesion									

Table X.2 The test results of Student 14 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
14	488	610	633	410

Student 14 was in A2 level of English proficiency. As shown in Table X.2, this student made good progress in English to Thai translation with better scores in the post-test. Nevertheless, the scores in the post-test were less than the pre-test in Thai to English translation. Looking at the table showing the student's error occurrence (see Table X.1), the errors were scattered in both pre-test and post-test. The most errors occurred were *omitted* (61 errors), *wrong lexical choices* (30 errors), *tense* (28 errors), *calque* (28 errors), and *the error of article omission in the Determiner Phrase* (28 errors). As seen, the error numbers were quite proportioned, and there was no error that was exceptionally highly occurred.

Appendix Y Student 15's analysis

Table Y.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	6	4	1	1		3		12	27
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		1		1					2
1.4 Consonant-based type				1				2	3
1.5 False friends									
2. Misformation									
2.1 Borrowing	1	1							2
2.2 Coinage									
2.3 Calque	5		4	3	1	1		2	16
3. Distortions									
3.1 Omission		1		2		1		1	5
3.2 Overinclusion				1					1
3.3 Misselection		1		1		3		3	8
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			2		1			2	5
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms				1		1		2	4
1.4 Using wrong near synonyms						1	1	1	3
1.5 Paraphrasing									
1.6 Wrong lexical choices	15	2	16		9	4	5	2	53
1.7 Homonym	8		4		3		1	1	17
2. Collocation errors									
2.1 Semantically determined word selection	4	7	1		5	4	2	2	25
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						1		1	2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1						2	1	4
4.2 Under specification								1	1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		5				2		2	9
2.2 -ed past tense									
2.3 -ing progressive								1	1
2.4 -en past participle									
2.5 -s plural		3		4		1		1	9
2.6 -'s possessive				1					1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		5		3		3		1	12
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		3		1		5		8	17
1.1.5 the Quantifier Phrase error		1							1
1.1.6 Errors in AjP			1			1			2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		1	2			1		6
1.2.2 Participle									
1.2.3 Tense		9		10		4		10	33
1.2.4 Confusion in verb usage of auxiliary		2		1				4	7

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	3		5		4		3	17
1.2.6 Verb form		4		2		2		4	12
1.2.7 Subject-Verb agreement		7		3		1			11
1.3 Parts of Speech	1	1		4		4		1	11
1.4 Errors in PP	3	5	3	6		1			18
2. Clause errors									
2.1 the phrase is superfluous	1			1	3	1		2	8
2.2 it is omitted	4	7	10	6	7	10	8	5	57
2.3 it is misordered		1				1		3	5
2.4 it is misselected									
3. Sentence errors	3	1	1	1					6
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	3	2	3		1		1	12
4.1.2 Demonstrative reference: this, those, here, the						1			1
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution			1						1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3	2	3	4	1	2	1	3	19
4.5 Lexical cohesion									

Table Y.2 The test results of Student 15 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
15	689	745	641	655

Student 15 was in A2 level of English proficiency. The student made the most errors in omitted (57 errors), *wrong lexical choices* (53 errors), and *tense* (33 errors). The post-test errors were slightly less than in the pre-test (see Table Y.1). There were also more than ten errors in many error types such as punctuation, calque, homonym, semantically determined word selection, conjunction, to mention a few. The number of errors this student made was not bunched together in one or two error types but spread in many types. The test scores showed that the students improved in the post-test in English to Thai and Thai to English translation, slightly better in English to Thai translation (see Table Y.2).

Appendix Z Student 16's analysis

Table Z.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		1	1			2		1	5
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1					1
1.5 False friends					1				1
2. Misformation									
2.1 Borrowing	1		4						5
2.2 Coinage									
2.3 Calque	1		9		1				11
3. Distortions									
3.1 Omission		1							1
3.2 Overinclusion				1					1
3.3 Misselection		1		2		1			44
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1		1		1		1		
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms	1	2							3
1.4 Using wrong near synonyms						1			1
1.5 Paraphrasing		1							1
1.6 Wrong lexical choices	6	4	14	4	3		3	3	40
1.7 Homonym	3		2	1					6
2. Collocation errors									
2.1 Semantically determined word selection	4	6	1	5	3				19
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	2								2
4.2 Under specification					1				1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1						1	2
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2		1		1		2	6
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1				1			2
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2		3		3		1	9
1.1.5 the Quantifier Phrase error				1					1
1.1.6 Errors in AjP		1	1			1			3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3	2	2						7
1.2.2 Participle			1	1					2
1.2.3 Tense		5		7		1		1	14
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	1							2
1.2.6 Verb form		3		1				1	5
1.2.7 Subject-Verb agreement				1					1
1.3 Parts of Speech								1	1
1.4 Errors in PP		1	1	1		2		2	7
2. Clause errors									
2.1 the phrase is superfluous		2	1		3	1	1	1	9
2.2 it is omitted	8	5	6				7		26
2.3 it is misordered	1	1							2
2.4 it is misselected									
3. Sentence errors	1								1
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	4			2					6
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	2		1		1			5
4.5 Lexical cohesion									

Table Z.2 The test results of Student 16 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
16	719	774	718	771

Student 16 was in B1 level. This student was in an exceptional English proficiency level compared to other students, and I assumed that the student also possessed outstanding knowledge of grammar as shown in the test scores (see Table Z.2) and the error occurrence (see Table (Z.1)). The test scores in the pre-test were excellent. The most errors the student made were *wrong lexical choices* (40 errors), *omitted* (36 errors), *tense* (14 errors). The error number was small, and most of them were made in the pre-test. The student made excellent scores in the post-test with only a few errors.

Appendix AA Student 17's analysis

Table AA.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		10	1	22		2		3	38
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				2		1		1	4
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing	1		2						3
2.2 Coinage									
2.3 Calque	6	5	7	5					23
3. Distortions									
3.1 Omission				2		3			5
3.2 Overinclusion		1							1
3.3 Misselection		5		4				2	11
3.4 Misordering				1		2		2	5
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1		2	1		1	5
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		2		1					3
1.4 Using wrong near synonyms						1		1	2
1.5 Paraphrasing									
1.6 Wrong lexical choices	35	8	26	10	10	1	18		108
1.7 Homonym	5		6	2	3				16
2. Collocation errors									
2.1 Semantically determined word selection	5	3	6	2	2	1	1	3	23
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1							1	2
4.2 Under specification			1				1		2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		2				1			3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural				4				4	8
2.6 -'s possessive		2							2
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		13		5		2		3	23
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		3		4		1		2	10
1.1.5 the Quantifier Phrase error				1					1
1.1.6 Errors in AjP		4	2	1					7
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	4		10				2		16
1.2.2 Participle	1		3	1					5
1.2.3 Tense	2	9	2	10	1	1		6	31
1.2.4 Confusion in verb usage of auxiliary		3		3		4			10

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	6	3	8		1		4	23
1.2.6 Verb form		1		2		2		5	10
1.2.7 Subject-Verb agreement		2		2				1	5
1.3 Parts of Speech		1				2		1	4
1.4 Errors in PP	1	3	4	9		2			19
2. Clause errors									
2.1 the phrase is superfluous	1	1	4	3	2		1	7	19
2.2 it is omitted	20	19	17	23	19	17	10	11	136
2.3 it is misordered	1	4		4		3			12
2.4 it is misselected		2		4				1	7
3. Sentence errors	2	1	4	4					11
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	7	9	3	5	1	7	3	2	37
4.1.2 Demonstrative reference: this, those, here, the	1			1					2
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution			2						2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	3	2	3		2	1		13
4.5 Lexical cohesion									

Table AA.2 The test results of Student 17 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
17	598	724	512	676

Student 17 was in A2 level of English proficiency. This student made numerous errors in *omitted* (136 errors) and *wrong lexical choices* (108 errors), the third most was *punctuation* (38 errors) (see Table AA.1). The first two error numbers were distinctively high compared to other errors, and most of them occurred in the pre-test. The error number agreed with the test scores as the student had better scores in the post-test in English to Thai translation and Thai to English translation (see Table AA.2). The progress was better in English to Thai translation.

Appendix BB Student 18's analysis

Table BB.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	10	8	13	6		2			39
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type						1		1	2
1.4 Consonant-based type						1			1
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	1	6	4	9	2				22
3. Distortions									
3.1 Omission		1		3		2		1	7
3.2 Overinclusion				1		1		2	4
3.3 Misselection		2		1					3
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1		1				2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms	1	3		2					6
1.4 Using wrong near synonyms					1	1			2
1.5 Paraphrasing									
1.6 Wrong lexical choices	30	17	31	13	9	5	2	1	108
1.7 Homonym	9		3	2					14
2. Collocation errors									
2.1 Semantically determined word selection	7	3	2		5		1		18
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners		1		1		1			3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1						2		3
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present									
2.2 -ed past tense									
2.3 -ing progressive						1			1
2.4 -en past participle									
2.5 -s plural		4		3		2			9
2.6 -'s possessive		3		1		1			5
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1		4		1		5	11
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2		6					8
1.1.5 the Quantifier Phrase error		1							1
1.1.6 Errors in AjP	1	4	1						6
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	5						9
1.2.2 Participle	2		1						3
1.2.3 Tense	2	8		8	1		1	1	21
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	8	2	3					15
1.2.6 Verb form		5		3				1	9
1.2.7 Subject-Verb agreement		3		1		1			5
1.3 Parts of Speech	2	2		3		1			8
1.4 Errors in PP	3	6	2	7		1			19
2. Clause errors									
2.1 the phrase is superfluous		2		2	2			1	7
2.2 it is omitted	26		19	15	13	12	9	4	98
2.3 it is misordered		7		4	1				12
2.4 it is misselected									
3. Sentence errors	1	2	1	4	1	1			10
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		11		5		2		4	22
4.1.2 Demonstrative reference: this, those, here, the	1							1	2
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	3	1	1	2				8
4.5 Lexical cohesion									

Table BB.2 The test results of Student 18 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
18	562	696	564	742

Student 18 was at the A2 level of English proficiency. The student made good progress in both directions of translation (see Table BB.2). The most errors made were *wrong lexical choices* (108 errors) *omitted* (98 errors), followed by *punctuation errors* (39 errors) that the number was considerably lower than the first two (see Table BB.1). Most of the first two errors were made in the pre-test and in English to Thai translation. It is clearly in line with the test scores as Thai to English translation had better progress in the post-test. Punctuation errors were also high, and most of them were in the pre-test, which means the student had learned it in the teaching intervention. The overall errors were in the pre-test and considerably declined in the post-test.

Appendix CC Student 19's analysis

Table CC.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		16	2	17	2	12	1	7	57
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type								2	2
1.4 Consonant-based type								1	1
1.5 False friends									
2. Misformation									
2.1 Borrowing			3	1					4
2.2 Coinage									
2.3 Calque	2	3	3	3		4	2	3	20
3. Distortions									
3.1 Omission	1	3		3		1		1	9
3.2 Overinclusion								1	1
3.3 Misselection		1							1
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one				1		1			2
1.2 Overly specific term	1	4				1			6
1.3 Using the less apt of two co-hyponyms	1			3				3	7
1.4 Using wrong near synonyms			1			2		1	4
1.5 Paraphrasing									
1.6 Wrong lexical choices	32	7	8	10	11	1	8	7	84
1.7 Homonym	7		3			1	1		12
2. Collocation errors									
2.1 Semantically determined word selection	3	2	3	5	8	1	2	2	26
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1		1			2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity								1	1
4.2 Under specification					2		2	1	5
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present				1		4			5
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		4				2	9
2.6 -'s possessive		2				2		1	5
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		7		4		3	20
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2		1		1			4
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		1							1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	2		2	1	2	1	12
1.2.2 Participle	1		1						2
1.2.3 Tense	1	8		8		4		9	30
1.2.4 Confusion in verb usage of auxiliary				2		1		2	5

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	6		3		4		6	21
1.2.6 Verb form		2		4		4		2	12
1.2.7 Subject-Verb agreement		4		3		2		1	10
1.3 Parts of Speech	1	5		1		1		3	11
1.4 Errors in PP	3	3	1	4		1	1	1	14
2. Clause errors									
2.1 the phrase is superfluous	2	6	1	2				1	12
2.2 it is omitted	7	10	14	3	8	11	4	17	74
2.3 it is misordered		2		2				3	7
2.4 it is misselected				1					1
3. Sentence errors	2	2	2	3				1	10
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		7		4	1	1		1	14
4.1.2 Demonstrative reference: this, those, here, the				1		1			2
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution			1						1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	4	5	2	2		2		17
4.5 Lexical cohesion									

Table CC.2 The test results of Student 19 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
19	670	743	587	603

Student 19 was in A2 level of English proficiency. According to the scores, the students moderately improved in the post-test. English to Thai translation had better-increased scores than Thai to English translation (see Table CC.2). The three most errors made were *wrong lexical choices* (84 errors) *omitted* (74 errors), followed by *punctuation* (57 errors) (see Table CC.1). This student made many errors in punctuation compared to previous students. The errors were proportioned in both pre-test and post-test with the scale slightly tipping towards the pre-test. For *wrong lexical choices*, the errors were mostly in the pre-test and dense in English to Thai translation. For *omitted errors*, a similar number of errors was made in the pre-test and the post-test.

Appendix DD Student 20's analysis

Table DD.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	13	8	7	9	1	3	2	6	49
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type						1			1
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type						1			1
1.5 False friends									
2. Misformation									
2.1 Borrowing	1		4		4		1	1	11
2.2 Coinage									
2.3 Calque	5	1	3	3			1	3	16
3. Distortions									
3.1 Omission		1				2			3
3.2 Overinclusion									
3.3 Misselection									
3.4 Misordering				1					1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1					1	2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1	1	3		1		1	7
1.4 Using wrong near synonyms						2		2	4
1.5 Paraphrasing									
1.6 Wrong lexical choices	38	6	38	8	12	4	23	8	137
1.7 Homonym	9		5	1			7		22
2. Collocation errors									
2.1 Semantically determined word selection	12	4	1	3	5	1	4	1	31
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				3					3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1		1		2
4.2 Under specification							1		1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		2				2		1	5
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		6		2		1		3	12
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		5		7		2		4	18
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		3		1				2	6
1.1.5 the Quantifier Phrase error				1					1
1.1.6 Errors in AjP	3	1	1						5
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3		2			1	2		8
1.2.2 Participle			2						2
1.2.3 Tense	1	13	3	12		1		6	36
1.2.4 Confusion in verb usage of auxiliary		3		1		1		1	6

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		4	1	5		2			12
1.2.6 Verb form		8		3				4	15
1.2.7 Subject-Verb agreement		1		1		1			3
1.3 Parts of Speech	4	3		1		1		1	10
1.4 Errors in PP	3	1	5	7				2	18
2. Clause errors									
2.1 the phrase is superfluous	3	2		5		1	4	3	18
2.2 it is omitted	19	20	19	16	4	16	12	15	121
2.3 it is misordered		6	1	1	1	1		1	11
2.4 it is misselected		1		1				1	3
3. Sentence errors	2	3	6	2	1				14
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	6	7	2	3	2	3	2	3	28
4.1.2 Demonstrative reference: this, those, here, the	1			3					4
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	5	3	1			1	1	2	13
4.5 Lexical cohesion									

Table DD.2 The test results of Student 20 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
20	564	704	569	681

Student 20 was at the A1 level of English proficiency. This student made a soaring number of errors in *wrong lexical choices* (137 errors) and *omitted* (121 errors) (see Table DD.1). For *wrong lexical choices*, errors were made in both tests. Even though fewer numbers occurred in the post-test, the number was still high considering the student had passed the teaching intervention. More than half of these errors were made in English to Thai translation. In terms of *omitted* errors, the errors were made in both tests with more numbers in the pre-test. The errors occurred in both English to Thai and Thai to English translation. However, though these two errors occurred considerably, other errors in the tests excluding *punctuation* (49 errors) occurred a lot less. Accordingly, this student still made good progress in the test as the post-test test scores were better than in the pre-test (see Table DD.2).

Appendix EE Student 21's analysis

Table EE.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		5	1	6		2		2	16
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type						4		2	6
1.5 False friends									
2. Misformation									
2.1 Borrowing	1		5						6
2.2 Coinage									
2.3 Calque	2	5	5	6					18
3. Distortions									
3.1 Omission	1		1			2	1	1	6
3.2 Overinclusion				1	1			1	3
3.3 Misselection		2		2		1			5
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1			2			3
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		3		3	2				8
1.4 Using wrong near synonyms						1		2	3
1.5 Paraphrasing									
1.6 Wrong lexical choices	36	17	39	15	9		1	4	121
1.7 Homonym	6		3	1	2				12
2. Collocation errors									
2.1 Semantically determined word selection	4	5	4	4	6	1	3		27
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1		1		1	3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	2				1		1		4
4.2 Under specification					1		1		2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present				1		1			2
2.2 -ed past tense				1					1
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4	1	3					8
2.6 -'s possessive				1				1	2
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		11		7		3			21
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase				1				1	2
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP	1	2	2	1					5
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	1	4			1			8
1.2.2 Participle			1	1					2
1.2.3 Tense		11	2	7		2		2	24
1.2.4 Confusion in verb usage of auxiliary		1				2			3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	8	1	5				1	16
1.2.6 Verb form		3	1	4		1		1	10
1.2.7 Subject-Verb agreement		3		1		3			7
1.3 Parts of Speech		5	1	2		2			10
1.4 Errors in PP	8	4	3	7		1			23
2. Clause errors									
2.1 the phrase is superfluous		2	6	3	1	4	2	1	19
2.2 it is omitted	13	4		12	3	14	1	4	51
2.3 it is misordered		3		4				1	8
2.4 it is misselected		1		1	1				3
3. Sentence errors	2	2		4	2				10
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	3	7	6	7		1		2	26
4.1.2 Demonstrative reference: this, those, here, the	2								2
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3	3	2	1	1	1	2		13
4.5 Lexical cohesion									

Table EE.2 The test results of Student 21 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
21	625	732	680	722

Student 21 was at the A1 level of English proficiency. This student made a rising number of errors in *wrong lexical choices* (121 errors), followed by *omitted* (57 errors) and *semantically determined word selection* (27 errors) (see Table EE.1). Other errors were moderately made as well. The errors *wrong lexical choices* were tremendously made in the pre-test, only a few in the post-test. All errors made were dense in the pre-test. In accordance with the test scores, the student made moderate progress in the post-test in both English to Thai and Thai to English translation (see Table EE.2).

Appendix FF Student 22's analysis

Table FF.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	3	2	2	13		2		4	26
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type						4		1	5
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	10	4	4	7		1		1	27
3. Distortions									
3.1 Omission						1		3	4
3.2 Overinclusion				4					4
3.3 Misselection				3	1				4
3.4 Misordering						2			2
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1						1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms				1					1
1.4 Using wrong near synonyms				1		1			2
1.5 Paraphrasing									
1.6 Wrong lexical choices	10	1	7	8	12		2	1	41
1.7 Homonym	6	1	2	1	2		1		13
2. Collocation errors									
2.1 Semantically determined word selection	6	2	2	7					17
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1					1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	2						1		3
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1			1
2.2 -ed past tense									
2.3 -ing progressive		1							1
2.4 -en past participle									
2.5 -s plural		1		2		3		3	9
2.6 -'s possessive				1					1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase	1	5		5		1			12
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1		2					3
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		1		1					2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1		3						4
1.2.2 Participle			1						1
1.2.3 Tense		4		4		1		2	11
1.2.4 Confusion in verb usage of auxiliary						1		1	2

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		2		7		1			10
1.2.6 Verb form		3		3		1			7
1.2.7 Subject-Verb agreement		2		1					3
1.3 Parts of Speech		2		2		1			5
1.4 Errors in PP		1	1	3		1			6
2. Clause errors									
2.1 the phrase is superfluous	2		4	5			1	1	13
2.2 it is omitted	10	3	4	16	14	18	12	11	88
2.3 it is misordered	1	3		4		2			10
2.4 it is misselected		1		1					2
3. Sentence errors									
				2	1				3
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	1	1	5	2	3		6	20
4.1.2 Demonstrative reference: this, those, here, the	1			2					3
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	2	1	1	1				7
4.5 Lexical cohesion									

Table FF.2 The test results of Student 22 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
22	406	677	322	786

Student 22 was at the A1 level of English proficiency. The student made the most errors in *wrong lexical choices* (88 errors), *omitted* (42 errors), and *calque* (27 errors) (see Table FF.1). *Wrong lexical choices* errors and *calque* errors were made mostly in the pre-test, but the number of *omitted* errors was higher in the post-test. Other errors were moderately made. Overall errors were made in the pre-test, which was in line with the test results. The student made excellent progress in the post-test both in English to Thai and Thai to English translation. Particularly in Thai to English translation, the scores were doubled in the post-test (see Table FF.2).

Appendix GG Student 23's analysis

Table GG.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	E-T	
SUBSTANCE ERRORS									
Punctuation errors	2	9		8	2	1		5	27
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type						1			1
1.3 Vowel-based type									
1.4 Consonant-based type						2		1	3
1.5 False friends									
2. Misformation									
2.1 Borrowing			4						4
2.2 Coinage									
2.3 Calque	5	4	1	1	1	2	1		15
3. Distortions									
3.1 Omission		1		1		3		2	7
3.2 Overinclusion		1		1					2
3.3 Misselection		2							2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			3				1		4
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		3		1		1			5
1.4 Using wrong near synonyms						1			1
1.5 Paraphrasing									
1.6 Wrong lexical choices	17	4	19	3	7		8	4	62
1.7 Homonym	3	2	2	1	2		3		13
2. Collocation errors									
2.1 Semantically determined word selection	3	4	2	2	4	1	4	3	23
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners		1	1	1				1	4
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					2	1	1		4
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		2				4			6
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		6	1	4		2		3	16
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		5		8		4		3	20
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase				1		1			2
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP									
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	4		3		2		1	1	11
1.2.2 Participle			2						2
1.2.3 Tense		7	1	5		4	1	3	21
1.2.4 Confusion in verb usage of auxiliary		1						1	1

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		1	1	1		2		2	7
1.2.6 Verb form		3		2		1		4	10
1.2.7 Subject-Verb agreement				7				1	8
1.3 Parts of Speech	1	3		1		2			7
1.4 Errors in PP		4	4	3					11
2. Clause errors									
2.1 the phrase is superfluous	1					2	4	7	14
2.2 it is omitted	16	10	3	11	6	3	5	8	62
2.3 it is misordered				3		1	1	2	7
2.4 it is misselected	1	1				1			3
3. Sentence errors		2	2	2					6
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		2		1		1		1	5
4.1.2 Demonstrative reference: this, those, here, the				2					2
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution			1						1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	2		1	1				6
4.5 Lexical cohesion									

Table GG.2 The test results of Student 23 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
23	695	733	651	575

Student 23 was at the A2 level of English proficiency. The most errors this student made were *wrong lexical choices* (62 errors), *omitted* (62 errors), and *punctuation* (27 errors) (see Table GG.1). The error occurrence was not so high compared to previous students. The student made progress in English to Thai translation as the test scores were increased in the post-test. *Wrong lexical choice* errors were mostly made in the pre-test and in English to Thai translation. *Omitted* errors were the same, but the error number in the pre-test and the post-test was equal. *Omitted* errors were also moderately made in the post-test. In Thai to English translation, the student made more errors in the post-test, and it is clearly seen in scores in Table GG.2. Overall, this student did not make a high number of errors, but the test scores were not considered excellent. This could be assumed that the student left many sentences untranslated, so the error number was low.

Appendix HH Student 24's analysis

Table HH.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	8	12	3	6	2	1		1	33
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type						1			1
1.4 Consonant-based type							1		1
1.5 False friends									
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	5	1	5	1		1			13
3. Distortions									
3.1 Omission		3				2		1	6
3.2 Overinclusion				1		1			2
3.3 Misselection		4		2					6
3.4 Misordering								1	1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1		1				2
1.2 Overly specific term					1				1
1.3 Using the less apt of two co-hyponyms		2							2
1.4 Using wrong near synonyms						2		1	3
1.5 Paraphrasing									
1.6 Wrong lexical choices	5	1	13	3	4	1	5	1	33
1.7 Homonym	6		2		3				11
2. Collocation errors									
2.1 Semantically determined word selection	5	5	3	3	2	1			19
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners			1	1				1	3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity									
4.2 Under specification	1				3		1		5
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1			1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2		3				1	6
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		3				5		3	11
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2							2
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP									
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3		3						6
1.2.2 Participle	1								1
1.2.3 Tense		5		6		1		1	13
1.2.4 Confusion in verb usage of auxiliary		2		2		4			8

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		2						1	3
1.2.6 Verb form		4				2		1	7
1.2.7 Subject-Verb agreement		1		2					3
1.3 Parts of Speech		1				1		1	3
1.4 Errors in PP	1	2		3				2	8
2. Clause errors									
2.1 the phrase is superfluous	2	1	3	1		1	1	3	12
2.2 it is omitted	8	6	4	1	4	1	1	2	27
2.3 it is misordered				1					1
2.4 it is misselected									
3. Sentence errors									
			1	1					2
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.			1	3		3	1	1	9
4.1.2 Demonstrative reference: this, those, here, the		1		2					3
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	2		2	1	2			8
4.5 Lexical cohesion									

Table HH.2 The test results of Student 24 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
24	714	771	694	753

Student 24 was at the B2 level of English proficiency. This student had the highest level of English proficiency in this class. The test scores (see Table 8) were also excellent but still less than Student 16, who was in B1. This could be assumed that linguistic competence is not necessarily related to CEFR test levels. The most errors this student made were *wrong lexical choices* (33 errors), *omitted* (33 errors), and *punctuation* (27 errors) (see Table HH.1). The error number was considered small compared to other students previously. The errors were dense in the pre-test, and a lot less occurred in the post-test. The error number agreed with the test results as the progress was made in both English to Thai translation and vice versa (see Table HH.2). The progress was not huge as the student had already made excellent scores in the pre-test.

Appendix II Student 25's analysis

Table II.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	2	3	2	8		1		1	16
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1				1	2
1.5 False friends									
2. Misformation									
2.1 Borrowing			4						4
2.2 Coinage									
2.3 Calque	7	5	3	4	1	2		2	24
3. Distortions									
3.1 Omission									
3.2 Overinclusion				1		1			2
3.3 Misselection				2					2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1				1	2	4
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		5		4					9
1.4 Using wrong near synonyms					2				2
1.5 Paraphrasing									
1.6 Wrong lexical choices	31	16	44	9	5	1	6	4	116
1.7 Homonym	11	2	5	1	4		1		23
2. Collocation errors									
2.1 Semantically determined word selection	6	2	5	4	4		4	2	27
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners			1						1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity							1		1
4.2 Under specification							2		2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present				1					1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4					1		5
2.6 -'s possessive							1		1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		12		10		4		6	32
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1		2		1		1	5
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		2	2	2					6
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	5	2				2	13
1.2.2 Participle	1		2	1					4
1.2.3 Tense	1	10		8				4	23
1.2.4 Confusion in verb usage of auxiliary		3		1				3	7

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	4		5					10
1.2.6 Verb form		4		6				2	12
1.2.7 Subject-Verb agreement		2		2					4
1.3 Parts of Speech	3	11	2	2		1			19
1.4 Errors in PP	2	1	6	9	5	1		1	25
2. Clause errors									
2.1 the phrase is superfluous	2	2		6					10
2.2 it is omitted	7	11	4	6	7	2	6	6	49
2.3 it is misordered		2		5	1	1		3	12
2.4 it is misselected		3		2				1	6
3. Sentence errors	2	5	3	4					14
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		3		10					13
4.1.2 Demonstrative reference: this, those, here, the				2					2
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution	1		1				1		3
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	2	1	2		1	1		8
4.5 Lexical cohesion									

Table II.2 The test results of Student 25 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
25	629	751	555	292

Student 25 was at the A1 level of English proficiency. The student made a distinctively high number of errors in *wrong lexical choices* (121 errors), and the errors were primarily made in the pre-test and in English to Thai translation. The second most error made was *omitted* (49 errors). This error number was apparently less than the first error, and the number in the pre-test and the post-test were similar (see Table II.1). The third most error made was *the error of article omission in the Determiner Phrase* (32 errors). The student might have some problems with grammar as the student made a moderate number of errors in other syntactical structures as well, such as *errors in PP* (23 errors), *tense* (23 errors), *parts of speech* (19 errors). These errors significantly decreased in the post-test, so it seemed the student made some progress after the intervention. However, the test scores did not say the same (see Table II.2). The student made moderate progress in English to Thai translation, but in Thai to English translation, the scores in the post-test were a lot less than in the pre-

test. In line with the error number, errors in the post-test were sparser in English to Thai translation than Thai to English translation.

Appendix JJ Student 26's analysis

Table JJ.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	7	7	2	11		6		11	44
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type								2	2
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	6	10	2	10	1	4		1	34
3. Distortions									
3.1 Omission				1		2		3	6
3.2 Overinclusion						1			1
3.3 Misselection		2						2	4
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one							2	1	3
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms				2				1	3
1.4 Using wrong near synonyms						1		1	2
1.5 Paraphrasing									
1.6 Wrong lexical choices	54	27	28	10	32		11		162
1.7 Homonym	6		5	2			2		15
2. Collocation errors									
2.1 Semantically determined word selection	5	6		1		1	2	2	17
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners			1	1				1	3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1						1		2
4.2 Under specification	1		1				2		4
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1		1					2
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle					1				1
2.5 -s plural		5		5		2		3	15
2.6 -'s possessive				1					1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		10		3		6		10	29
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase				1					1
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP	1	5		1					7
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3	2	1						5
1.2.2 Participle	2		2	1					5
1.2.3 Tense	3	15	2	4		3	1	8	36
1.2.4 Confusion in verb usage of auxiliary						1		5	6

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	9		4		1		6	24
1.2.6 Verb form		12		4		5		6	27
1.2.7 Subject-Verb agreement		1		3		2		2	8
1.3 Parts of Speech	2	5	2	1		1		3	14
1.4 Errors in PP	1	3		5		2	3		14
2. Clause errors									
2.1 the phrase is superfluous		1	5	3	1	10		10	30
2.2 it is omitted	11	9	15	7	8	11	7	12	80
2.3 it is misordered		7		3	1	4			15
2.4 it is misselected		1		3		2		2	8
3. Sentence errors	6	3	2	2				1	14
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	16		6		5		2	31
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution	1								1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	7	2	1		2	3	2	18
4.5 Lexical cohesion									

Table JJ.2 The test results of Student 26 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
26	441	711	363	448

Student 26 was at the A1 level of English proficiency. *Wrong lexical choice* errors of this student skyrocketed to 162 errors (see Table JJ.1). Mostly the errors were made in the pre-test, but some were also made in the post-test and in English to Thai translation only. The second most error made was *omitted errors* (80 errors), and they were expanded both in the pre-test and the post-test. There were a few more errors that the error number was somewhat high such as *punctuation* (44), *tense* (36), *verb form* (27), *the error of article omission in the Determiner Phrase* (29), *the phrase is superfluous* (30), to mention a few. However, most errors were made in the pre-test; the student made good progress in the post-test. Accordingly, the post-test scores were better than the pre-test (see Table JJ.2). Nonetheless, even if the student made progress, the post-test scores were still low compared to other students.

Appendix KK Student 27's analysis

Table KK.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	5	5	13	9	2	1		7	42
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type								2	2
1.5 False friends									
2. Misformation									
2.1 Borrowing	1		1						2
2.2 Coinage									
2.3 Calque	8	5	11		5	4			33
3. Distortions									
3.1 Omission									
3.2 Overinclusion		1							1
3.3 Misselection									
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1						1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		3		4		3		3	13
1.4 Using wrong near synonyms					2				2
1.5 Paraphrasing									
1.6 Wrong lexical choices	26	4	23	3	7	2	12	2	79
1.7 Homonym	10		6		1		2		19
2. Collocation errors									
2.1 Semantically determined word selection	3	6	4	5	3	1	2	2	26
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners			1	1		1			3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1				2	2	1		6
4.2 Under specification	1				1		1		3
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				1			2
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4		4		4			12
2.6 -'s possessive		2		1					3
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		8		6		3		4	21
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		3		2		1		1	7
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP		4	2	1		1			8
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	5	1	6				3		15
1.2.2 Participle	2	1	1	1					5
1.2.3 Tense	1	9		10		5		8	33
1.2.4 Confusion in verb usage of auxiliary		1		1				1	3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		2				2		3	7
1.2.6 Verb form		9		7		1		3	20
1.2.7 Subject-Verb agreement		2		3		1			6
1.3 Parts of Speech	1	2		1		1	1		6
1.4 Errors in PP	3	1	1	5		2		2	14
2. Clause errors									
2.1 the phrase is superfluous	2		1	6	1	1		4	15
2.2 it is omitted		8	4	2	5	5	4	10	38
2.3 it is misordered				1	1				2
2.4 it is misselected		2		3					5
3. Sentence errors	3	1	3						7
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	3		4		4		1	14
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution			1						1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3	5		3	1	1	2	1	16
4.5 Lexical cohesion									

Table KK.2: The test results of Student 27 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
27	635	741	619	693

Student 27 was at the A2 level of English proficiency. The student had better scores in the post-test both in English to Thai and Thai to English translation. Nonetheless, the progress in English to Thai translation was better, as shown in the post-test scores (see Table KK.2). Only one error was high in number, which was *wrong lexical choices* (79 errors). The number was not considered relatively high compared to other students. However, this student made a moderate number of errors in many error types: *punctuation* (42 errors), *tense* (33 errors), *omitted* (38 errors) (see Table KK.1). Like others, most errors were in the pre-test, and the student made good progress with the reduced number of errors in the post-test.

Appendix LL Student 28's analysis

Table LL.1 Error occurrence by type of error-C-R group

Error types		Pre-test				Post-test				Total
		1		2		1		2		
		E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS										
Punctuation errors		1	28	2	26		12		21	90
LEXICAL ERRORS										
A. Formal errors										
1. Formal misselection										
1.1 Suffix type							1			1
1.2 Prefix type										
1.3 Vowel-based type			1				1			2
1.4 Consonant-based type			1						1	2
1.5 False friends					1					1
2. Misformation										
2.1 Borrowing				1						1
2.2 Coinage										
2.3 Calque		7	3	5	3		3	1		22
3. Distortions										
3.1 Omission			2				3	1		6
3.2 Overinclusion			1				1		2	4
3.3 Misselection			4		4		1		1	10
3.4 Misordering							2			2
3.5 Blending										
B. Semantic errors										

1. Confusion of sense relations										
1.1 General term for specific one										
1.2 Overly specific term								1		1
1.3 Using the less apt of two co-hyponyms			3		4		1			8
1.4 Using wrong near synonyms						1	2			3
1.5 Paraphrasing			1			1				2
1.6 Wrong lexical choices		22	6	29	11	8		15	8	99
1.7 Homonym		4		3	1	1		1		10
2. Collocation errors										
2.1 Semantically determined word selection		6	5	4	1	5	3	5	3	32
2.2 Statistically weighted preferences										
2.3 Arbitrary combinations										
2.4 Preposition partners					1				1	2
3. Connotation errors										
4. Stylistic errors										
4.1 Verbosity		1					1	1	1	4
4.2 Under specification		1						1		2
GRAMMAR ERRORS										

A. Morphology errors										
1. Derivational morphemes										
1.1 Prefix										
1.2 Suffix										
2. Inflectional morphemes										
2.1 -s third-person Singular present										
2.2 -ed past tense										
2.3 -ing progressive										
2.4 -en past participle										
2.5 -s plural			4		4		4		2	14
2.6 -s possessive			1						1	2
2.7 -er comparative										
2.8 -est superlative										
B. Syntax errors										
1. Phrase structure errors										
1.1 Errors in NP										
1.1.1 the error of article omission in the Determiner Phrase			9		7		6		3	25
1.1.2 the error of comma omission in NP										
1.1.3 the error in the Determiner Phrase			2		1		1		2	6
1.1.5 the Quantifier Phrase error			2		2					4

1.1.6 Errors in AjP		1	2	1						4
1.2 Errors in VP										
1.2.1 Voice (Passive/active)		3		4	1	3		3		14
1.2.2 Participle		1		3						4
1.2.3 Tense			6		6		5		7	24
1.2.4 Confusion in verb usage of auxiliary and ordinary verbs									1	1
1.2.5 Auxiliary verb (misuse, omission)		1	3		2		1		1	8
1.2.6 Verb form		2	1	1					1	5
1.2.7 Subject-Verb agreement					4				1	5
1.3 Parts of Speech					1					1
1.4 Errors in PP		2	5	4	1	1	2	2	2	19
2. Clause errors										
2.1 the phrase is superfluous			1		10	3	3	1	1	19
2.2 it is omitted		10	6	11	18	4	17	3	11	80
2.3 it is misordered		3	2		1		1		1	8
2.4 it is misselected			1							1
3. Sentence errors		2	2	2	2	1		1		10
4. Intersentence errors (cohesion)										
4.1 Reference										
4.1.1 Personal reference: he, she, his, etc.		4	1	2	5		3		6	21
4.1.2 Demonstrative reference: this,		2			1					3

those, here, the										
4.1.3 Comparative reference: same, identical, better, more					2					2
4.2 Substitution										
4.2.1 Nominal substitution										
4.2.2 Verbal substitution										
4.2.3 Clausal substitution										
4.3 Ellipsis										
4.3.1 Nominal ellipsis										
4.3.2 Verbal ellipsis										
4.4 Conjunction such as so, consequently, but, still, however, and etc.		3	4	1	5		3	1	2	19
4.5 Lexical cohesion										

Table LL.2 The test results of Student 28 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
28	624	711	521	644

Student 28 was at the A2 level of English proficiency. This student made a massive number of three errors: *wrong lexical choices* (99 errors), *punctuation* (90 errors), *omitted* (80 errors) (see Table LL.1). The first error was dense in the pre-test, and only some occurred in the post-test. The student made a massive number in both tests with slightly more in the pre-test for the second errors. For *omitted*, the errors were proportionally made in both pre-test and post-test. Almost all *punctuation* errors occurred in Thai to English translation; only three errors in English to Thai translation. *Wrong lexical choice* errors were made mostly in English to Thai translation. Regarding the test scores (see Table LL.2), the student made good progress as the scores in the post-test were better than in the pre-test both in English to Thai and Thai to English translation. It was in line with the error number as the number was less in the post-test.

Appendix MM Student 29's analysis

Table MM.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	3	3	2	1		1		2	12
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type						1			1
1.3 Vowel-based type								1	1
1.4 Consonant-based type				1				2	3
1.5 False friends									
2. Misformation									
2.1 Borrowing			1						1
2.2 Coinage									
2.3 Calque	4	1	3		1	1			10
3. Distortions									
3.1 Omission						1			1
3.2 Overinclusion									
3.3 Misselection							1	1	2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one					1				1
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms		1		2					3
1.4 Using wrong near synonyms				1				1	2
1.5 Paraphrasing									
1.6 Wrong lexical choices	7		17	6	5	4	5	4	48
1.7 Homonym	5		2	2			1		10
2. Collocation errors									
2.1 Semantically determined word selection	2	1	3		3		2	2	13
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity		1	1			1			3
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				2			3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3					2		5
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		2		2		2		2	8
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1		2		1		1	5
1.1.5 the Quantifier Phrase error				1					1
1.1.6 Errors in AjP			2			1			3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3		3						6
1.2.2 Participle									
1.2.3 Tense	1	5		7		1			14
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		1		1		1			3
1.2.6 Verb form				1		2		2	5
1.2.7 Subject-Verb agreement		4		4					8
1.3 Parts of Speech				1					1
1.4 Errors in PP	1	4	4	3		1		4	17
2. Clause errors									
2.1 the phrase is superfluous	1	3			2	3		1	10
2.2 it is omitted	2	7	9	3	4	4			29
2.3 it is misordered									
2.4 it is misselected									
3. Sentence errors									
			1						1
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.			1	1		1			3
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	1	1					1	4
4.5 Lexical cohesion									

Table MM.2 The test results of Student 29 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
29	710	777	720	745

Student 29 was at the B1 level of English proficiency. This student had outstanding test scores as the other two students with B1 and B2 levels. The pre-test scores were high with insignificantly better scores in English to Thai translation (see Table MM.2). The student made good progress in both directions of translation as the post-test scores rose. The student made a small number of errors; the most errors made were *wrong lexical choices* (48), *omitted* (29), *errors in PP* (17 errors). The errors were scattered in both pre-test and post-test with a bit higher in the pre-test (see Table MM.1).

Appendix NN Student 30's analysis

Table NN.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	5	12	1	12		6		2	38
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		1							1
1.4 Consonant-based type				2				1	3
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing	1		3						4
2.2 Coinage									
2.3 Calque	3	3	2	3		1		1	13
3. Distortions									
3.1 Omission				1				1	2
3.2 Overinclusion						1			1
3.3 Misselection				5		1		1	7
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one					1		1		2
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms		1		2		1			4
1.4 Using wrong near synonyms				1		2			3
1.5 Paraphrasing			1						1
1.6 Wrong lexical choices	16	4	12	6	4	7	3	2	54
1.7 Homonym	8		3	3	3		2	1	20
2. Collocation errors									
2.1 Semantically determined word selection	3	5	3	2	3	1	2	1	20
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				2					2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1				1				2
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present								1	1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4	1			4			9
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		6		4		3	19
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2		1		4		1	8
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		1	1			1			3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		2	1	2				7
1.2.2 Participle	1			1	1		1		4
1.2.3 Tense		10	2	7		4		6	29
1.2.4 Confusion in verb usage of auxiliary		3		1		1		2	7

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		2	1	4		2		1	10
1.2.6 Verb form		3		1		3			7
1.2.7 Subject-Verb agreement		6		4		2		1	13
1.3 Parts of Speech		4		1		2			7
1.4 Errors in PP	1	5	3	7		5		2	23
2. Clause errors									
2.1 the phrase is superfluous		2	4	7		2	2	3	20
2.2 it is omitted	11	13	14	13	9	8	1	5	74
2.3 it is misordered				4					4
2.4 it is misselected		1							1
3. Sentence errors		1	1	2					4
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	3	2	1	6			1	1	14
4.1.2 Demonstrative reference: this, those, here, the				1		1			2
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution			1						1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	2	4	2	1	1	1		13
4.5 Lexical cohesion									

Table NN.2: The test results of Student 30 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
30	684	763	583	693

Student 30 was at the A2 level of English proficiency. The pre-test (see Table NN.2) showed that the student did better in English to Thai translation, and in the post-test, the student made similar improvement in both directions of translation, resulting in English to Thai translation having better scores than Thai to English translation overall. The most errors that occurred were *omitted* (74 errors), *wrong lexical choices* (54 errors), and *punctuation* (38 errors) (see Table NN.1). Other errors had a moderate number of occurrences. Most errors were made in the pre-test and in Thai to English translation. The student made some progress and the errors reduced in the post-test, which was congruent with the test scores that the post-test outscored the pre-test in both directions of translation.

Appendix OO Student 31's analysis

Table OO.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		15		20		8		8	41
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type						1			1
1.4 Consonant-based type				1		1			2
1.5 False friends									
2. Misformation									
2.1 Borrowing			2						2
2.2 Coinage									
2.3 Calque	4	4	3	4	4	4	1	1	25
3. Distortions									
3.1 Omission		1				1		1	3
3.2 Overinclusion									
3.3 Misselection	2	1		3		1			7
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1						1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms	1	1		4	1	4	1		12
1.4 Using wrong near synonyms						3		1	4
1.5 Paraphrasing		1							1
1.6 Wrong lexical choices	20	8	16	10	14	6	11	10	95
1.7 Homonym	5		5	1	2		1		14
2. Collocation errors									
2.1 Semantically determined word selection	3	4	6		2	1	2	1	19
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						1			1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	2								2
4.2 Under specification							1		1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						3		4	7
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		3		2		4	12
2.6 -'s possessive		2						1	3
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		7		3		5	21
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2		1					3
1.1.5 the Quantifier Phrase error		1						1	2
1.1.6 Errors in AjP			2	1					3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	1	1	1	2	2	1		10
1.2.2 Participle			2	1			1		4
1.2.3 Tense	1			5		4		10	20
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	1	1	4		3		3	14
1.2.6 Verb form		1		1				3	5
1.2.7 Subject-Verb agreement		5		7				1	13
1.3 Parts of Speech	1	2		2		2		1	8
1.4 Errors in PP	6	5	4	8		2	1	1	27
2. Clause errors									
2.1 the phrase is superfluous			1			3	2	1	7
2.2 it is omitted	20	19	14	19	10	19	4	10	115
2.3 it is misordered		2	1	2	1			1	7
2.4 it is misselected		1						1	2
3. Sentence errors	2	1	1	5		3		1	13
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	4	5	2	5		2		1	19
4.1.2 Demonstrative reference: this, those, here, the		1		1					2
4.1.3 Comparative reference: same, identical, better, more	1			2					3
4.2 Substitution									
4.2.1 Nominal substitution	2								2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	1	4	1	1	3	2		13
4.5 Lexical cohesion									

Table OO.2: The test results of Student 31 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
31	615	723	571	691

Student 31 was at the A1 level of English proficiency. The student made good progress in the test as the post-test showed better scores than the pre-test in both English to Thai and Thai to English translation (see Table OO.2). The two highest numbers of errors were *omitted* (115 errors) and *wrong lexical choices* (95 errors) (see Table OO.1). The two errors were made in both pre-test and post-test even though it was slightly higher in the pre-test. The third most made error was *punctuation* (44 errors), and it was mostly made in the pre-test. All were made in Thai to English translation. Other error numbers were not high: they were in the twenties or less and mostly made in the pre-test.

Appendix PP Student 32's analysis

Table PP.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	12	13	1	10	1	3	2	2	44
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		1		1					2
1.4 Consonant-based type		1		1					2
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing	2		1						3
2.2 Coinage									
2.3 Calque	5	5	2		1	3	1	3	20
3. Distortions									
3.1 Omission						1			1
3.2 Overinclusion									
3.3 Misselection		2							2
3.4 Misordering				1					1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one					1			2	3
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1		1				1	3
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	25	4	8	1	7		6	5	56
1.7 Homonym	3		4		3		2	1	13
2. Collocation errors									
2.1 Semantically determined word selection	6	3	3	3	1	1			17
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity			1						1
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present									
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		3		1			7
2.6 -'s possessive				1		1		1	3
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		3				3	10
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2							2
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP	1	2		2					5
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3		1						4
1.2.2 Participle									
1.2.3 Tense	1	2	4	2	2		1	5	17
1.2.4 Confusion in verb usage of auxiliary								1	1

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	3		1					6
1.2.6 Verb form		3		1		1		1	6
1.2.7 Subject-Verb agreement		2		1					3
1.3 Parts of Speech	1	2		1		1			5
1.4 Errors in PP	4			2	1	1	1	2	11
2. Clause errors									
2.1 the phrase is superfluous	5	2		1	1	4		1	14
2.2 it is omitted	5	7	4	8	6	7	10	13	60
2.3 it is misordered		3		1	2			1	7
2.4 it is misselected						1		2	3
3. Sentence errors	2		1				1		4
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		3	1		1	2		1	8
4.1.2 Demonstrative reference: this, those, here, the	1								1
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1		1	1	1	2	2		8
4.5 Lexical cohesion									

Table PP.2 The test results of Student 32 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
32	447	649	285	542

Student 32 was at the A2 level of English proficiency. In the pre-test, the student made small scores, especially in Thai to English translation. Even though the overall scores were not so high compared to others, but when looking at the progress, the student made good progress in the post-test, especially in Thai to English translation (see Table PP.2). The number of errors made was not very high; it could be assumed that many sentences were left untranslated. The most errors made were *omitted* (60 errors), and *wrong lexical choices* (56 errors), punctuation (44 errors) (see Table PP.1). Most errors were made in the pre-test except *omitted* errors. The *omitted* errors were mostly made in the post-test. Other errors were scattered, and the occurrence was not notably high.

Appendix QQ Student 33's analysis

Table QQ.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	E-T	
SUBSTANCE ERRORS									
Punctuation errors	2	16	2	14		5		6	45
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1				1	2
1.5 False friends		1		1					2
2. Misformation									
2.1 Borrowing			3			1	2		6
2.2 Coinage								1	1
2.3 Calque	8	4	8	6	1	4	1	7	39
3. Distortions									
3.1 Omission				1		3		1	5
3.2 Overinclusion						1			1
3.3 Misselection		2		5					7
3.4 Misordering						1			1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1		1		1	2	5
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1		3				3	7
1.4 Using wrong near synonyms		1							1
1.5 Paraphrasing									
1.6 Wrong lexical choices	21	5	18	9	12	5	14	6	90
1.7 Homonym	5		4		3		1	1	14
2. Collocation errors									
2.1 Semantically determined word selection	6	3	3	4	1	2		1	20
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				2					2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1		2		3
4.2 Under specification							1		1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.7 Prefix									
1.8 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				1		1	3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3	1	3		2		1	10
2.6 -'s possessive		2						1	3
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		9		6		9	28
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		3		3		1			7
1.1.5 the Quantifier Phrase error			1			1			2
1.1.6 Errors in AjP	1	2		2					5
1.2 Errors in VP									
1.8.1 Voice (Passive/active)	2		1	1	2		1		7
1.2.2 Participle			1	2			1		4
1.2.3 Tense	1	7		6		1		7	22
1.2.4 Confusion in verb usage of auxiliary								2	2

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		4	1	5		1		2	13
1.2.6 Verb form		4				4		3	11
1.2.7 Subject-Verb agreement		4		2		1			7
1.3 Parts of Speech	1	1		3		2			7
1.4 Errors in PP	5	1	2	4	1			2	15
2. Clause errors									
2.1 the phrase is superfluous	4	2	1	2	4	1		1	15
2.2 it is omitted	14	14	15	13	15	20	3	9	103
2.3 it is misordered		4		5	1	2		2	14
2.4 it is misselected						1		2	3
3. Sentence errors	1	1	3	2					7
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	7		8		1		3	20
4.1.2 Demonstrative reference: this, those, here, the	1			1					2
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.		2	4		1	4			11
4.5 Lexical cohesion									

Table QQ.2 The test results of Student 33 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
33	657	739	558	655

Student 33 was at the A2 level of English proficiency. In the pre-test, the student made better scores in English to Thai translation, and both directions of translation had good scores. In the post-test, the student improved both in English to Thai and Thai to English translation as the post-test scores were better than the pre-test (see Table QQ.2). The outstandingly high numbers of errors made were *omitted* (103 errors) and *wrong lexical choices* (90 errors), *calque* (39 errors), and *punctuation* (45 errors) (see Table QQ.1). The errors were made in both pre-test and post-test, mostly in the pre-test and in English to Thai translation. Other errors were less than the thirties in number, and the occurrence was scattered in both directions of translation. The error number agreed with the test scores as the student did better in the post-test, and the errors occurred less.

Appendix RR Student 34's analysis

Table RR.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		17	4	13		3		6	43
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		1		1					2
1.4 Consonant-based type				1				1	2
1.5 False friends									
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	7	5	7	1	2	3	1		26
3. Distortions									
3.1 Omission				4		2		1	7
3.2 Overinclusion		2							2
3.3 Misselection		2		5		1		1	9
3.4 Misordering		1							1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1		1						2
1.2 Overly specific term								1	1
1.3 Using the less apt of two co-hyponyms		3		4	1	2		2	12
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	44	6	32	7	8	1	9	3	110
1.7 Homonym	9		6					1	16
2. Collocation errors									
2.1 Semantically determined word selection	6		2	3	2			1	14
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners			1	2					3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1		1			1			3
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present									
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		6	1	3		2		1	13
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		5		7		2		3	17
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1		2		1		1	5
1.1.5 the Quantifier Phrase error		2		1					3
1.1.6 Errors in AjP	2	3	2			1			8
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	6		4	1		2		1	14
1.2.2 Participle	1		3	1					5
1.2.3 Tense		10		9		2		3	34
1.2.4 Confusion in verb usage of auxiliary		1		3		1			5

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		6	2	4		1		2	15
1.2.6 Verb form		3		5		3		6	17
1.2.7 Subject-Verb agreement		2		3				1	6
1.3 Parts of Speech	2	6		1		1		1	11
1.4 Errors in PP	4	4	5	9		1	1	1	25
2. Clause errors									
2.1 the phrase is superfluous	4	2	5	1		3		1	16
2.2 it is omitted	10	12	8	17	7	7	5		66
2.3 it is misordered	1	2	1	6	1			1	12
2.4 it is misselected				2					2
3. Sentence errors	5	1	2	3					11
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	4	6	1	6		3			20
4.1.2 Demonstrative reference: this, those, here, the				3					3
4.1.3 Comparative reference: same, identical, better, more				2					2
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3	2	1	2		1		1	10
4.5 Lexical cohesion									

Table RR.2 The test results of Student 34 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
34	601	651	522	616

Student 34 was at the A1 level of English proficiency. This student made better scores in English to Thai translation in the pre-test, but in the post-test, the progress in Thai to English translation was more apparent (see Table RR.2). The student's scores in English to Thai translation in the post-test were insignificantly higher than in the pre-test, but in Thai to English translation, the student made good progress. The most errors made were *wrong lexical choices* (110 errors), *omitted* (66 errors) *punctuation* (43 errors) (see Table RR.1). Most errors were made in the pre-test and in Thai to English translation.

Appendix SS Student 35's analysis

Table SS.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		11		12		3		7	33
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type		2				1		1	4
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing	2		3						5
2.2 Coinage									
2.3 Calque	4	7	11	4		2	1	2	31
3. Distortions									
3.1 Omission				1		2		2	5
3.2 Overinclusion									
3.3 Misselection		1		6				1	8
3.4 Misordering		1							1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								2	2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1		3		3			7
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	17	3	25	3	7		6		61
1.7 Homonym	5		4		2		2		13
2. Collocation errors									
2.1 Semantically determined word selection	3	4	5	9	1		1		23
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				2				1	3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	2					2	1		5
4.2 Under specification							1		1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				2		1	4
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		2		6			11
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		8		5		3		6	22
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase				1					1
1.1.5 the Quantifier Phrase error				1		2		1	4
1.1.6 Errors in AjP	2		1			1			4
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3	3	5		1	1	1		14
1.2.2 Participle	1		3			1	2		7
1.2.3 Tense	1	8	3	8		2		5	27
1.2.4 Confusion in verb usage of auxiliary						1		3	4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	2	1	5		6		3	18
1.2.6 Verb form		5	1	3		3		4	16
1.2.7 Subject-Verb agreement		3		2					5
1.3 Parts of Speech	1	3	2	1		5			12
1.4 Errors in PP		5	6	7	1			2	21
2. Clause errors									
2.1 the phrase is superfluous	2	2	2	3			1	3	13
2.2 it is omitted	6	19	17	14	6	11	3	8	84
2.3 it is misordered		2		5	1	2		1	11
2.4 it is misselected						1			1
3. Sentence errors	2	4	4	1		1		1	13
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		4	2	6		2		1	15
4.1.2 Demonstrative reference: this, those, here, the				1				1	2
4.1.3 Comparative reference: same, identical, better, more	1			2					3
4.2 Substitution									
4.2.1 Nominal substitution	1						1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	2	5		1			1	10
4.5 Lexical cohesion									

Table SS.2 The test results of Student 35 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
35	641	761	592	675

Student 35 was at the A2 level of English proficiency. The student had better scores in English to Thai translation than in Thai to English translation in the pre-test. In the post-test, both directions were made progress with English to Thai translation a little higher in progress. In the post-test, the scores of both directions were increased (see Table SS.2). The most errors made were *omitted* (84 errors), and *wrong lexical choices* (61 errors), *punctuation* (33 errors), and *calque* (31 errors) (see Table SS.1). As seen, the error number was not considerably high compared to other students, and primarily the errors were made in the pre-test. *Punctuation* errors occurred only in Thai to English translation in the pre-test and the post-test. *Wrong lexical choice* errors in the post-test were made only in English to Thai translation.

Appendix TT Student 36's analysis

Table TT.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1	9	2	14		3		5	34
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		1							1
1.4 Consonant-based type				1		1		1	3
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	2	7	2	2	1				14
3. Distortions									
3.1 Omission		2		1		2	1	1	7
3.2 Overinclusion		1		3				1	5
3.3 Misselection		3		7	3	1			14
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1		1				2
1.2 Overly specific term								1	1
1.3 Using the less apt of two co-hyponyms				1	1	2			4
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	26	6	29	5	4	1	3		74
1.7 Homonym	6		1				1		8
2. Collocation errors									
2.1 Semantically determined word selection	5	6	2	3			1		17
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1					1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity									
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				1		1	3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4		2					6
2.6 -'s possessive				2		1			3
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		7		3		4		2	16
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2		4					6
1.1.5 the Quantifier Phrase error		1							1
1.1.6 Errors in AjP		1	1			1			3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	3						7
1.2.2 Participle	1		3		1				5
1.2.3 Tense		8		3	1			2	14
1.2.4 Confusion in verb usage of auxiliary		2				1			4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	3	1	3		1		1	11
1.2.6 Verb form		1							1
1.2.7 Subject-Verb agreement		8		4					12
1.3 Parts of Speech	2	2	1	3		1			9
1.4 Errors in PP		5	3	5	2		1		16
2. Clause errors									
2.1 the phrase is superfluous		2	4	2					8
2.2 it is omitted	12	8	5	6	4	5	1	5	46
2.3 it is misordered		5		1		1			7
2.4 it is misselected		1		1					2
3. Sentence errors		1	3	1					5
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		1	2	2		1			6
4.1.2 Demonstrative reference: this, those, here, the				2					2
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution	1		1						2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	1	2	2					7
4.5 Lexical cohesion									

Table TT.2 The test results of Student 36 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
36	659	774	531	753

Student 36 was at the A2 level of English proficiency. The student made better scores in English to Thai translation in the pre-test, and in the post-test, the scores were increased in both directions of translation. However, considering the increased scores, the progress in Thai to English translation in the post-test was more significantly seen (see Table TT.2). The most errors made were *wrong lexical choices* (74 errors), *omitted* (46 errors) *punctuation* (34 errors) (see Table TT.1). The error number was not very high, and most errors occurred in the pre-test. For *wrong lexical choice* errors, the errors hugely occurred in English to Thai translation. In contrast with *punctuation* errors, which densely occurred in Thai to English translation. In the post-test, there was no *punctuation* error in English to Thai translation. *Omitted* errors were scattered but mostly made in the pre-test with similar occurrences in English to Thai and Thai to English translation.

Appendix UU Student 37's analysis

Table UU.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		22		25		2		8	57
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type						1		1	2
1.5 False friends		1		1					2
2. Misformation									
2.1 Borrowing			4	2	1				7
2.2 Coinage									
2.3 Calque	10	3	5	3	1	1	3	4	30
3. Distortions									
3.1 Omission						2			2
3.2 Overinclusion						1		1	2
3.3 Misselection				3					3
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			2			1		2	5
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1		2		3	1	1	8
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	41	7	40	8	14	2	11	4	127
1.7 Homonym	9		3		1		4		17
2. Collocation errors									
2.1 Semantically determined word selection	7	3	4	2	2		1	4	23
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners			2	1					3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	2								2
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1			1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		5		2		1		3	11
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		8		3		1		3	15
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2							2
1.1.5 the Quantifier Phrase error		1				1			2
1.1.6 Errors in AjP	1	1	3			1			6
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	4		2	1		1	12
1.2.2 Participle	1						1		2
1.2.3 Tense	2	11	2	6	1	1		5	28
1.2.4 Confusion in verb usage of auxiliary		1				2		1	4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	4	1	6	1				13
1.2.6 Verb form	2	1		2		2		3	10
1.2.7 Subject-Verb agreement		3		3					6
1.3 Parts of Speech	1	3		3					5
1.4 Errors in PP	7	3	7	4			1	3	25
2. Clause errors									
2.1 the phrase is superfluous	1	11	4	2	2			2	22
2.2 it is omitted	18	4	8	20	8	12	4	4	78
2.3 it is misordered						2			2
2.4 it is misselected									
3. Sentence errors	4	4	4	1	1	1			15
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	6	3	11	1	6	2		31
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution							2		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3	3	3	4	2		1	1	17
4.5 Lexical cohesion									

Table UU.2 The test results of Student 37 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
37	587	683	583	701

Student 37 was at the A0 level. This student was at the lowest level of English proficiency in the class. Nonetheless, the test scores were not distinctively different from other students (see Table UU.2). The student made relatively the same scores in the pre-test in English to Thai and Thai to English translation. The scores were increased in both directions in the post-test, but it was more in Thai to English translation. In other words, the student made better progress in Thai to English translation. The most errors made were *wrong lexical choices* (127 errors), *omitted* (78 errors) *punctuation* (57 errors) (see Table UU.1). The number of *wrong lexical choice* errors was substantially high; most errors were made in the pre-test, but some were also made in the post-test, especially in English to Thai translation. It can be seen from Table UU.1 that the student struggled to find the right word in Thai when doing English to Thai translation because even in the post-test, the errors were still made more in English to Thai translation. *Omitted* errors were scattered, but more of

them were made in the pre-test. *Punctuation* errors were also mainly made in the pre-test, and they occurred only in Thai to English translation both in the pre-test and the post-test.

Appendix VV Student 38's analysis

Table VV.1 Error occurrence by type of error-C-R group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	5	9	2	12		6		5	39
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1		1			2
1.5 False friends				1					1
2. Misformation									
2.1 Borrowing			1						1
2.2 Coinage								3	3
2.3 Calque	4	5	7	5	2	1	2	1	28
3. Distortions									
3.1 Omission				1		1		1	3
3.2 Overinclusion									
3.3 Misselection				1				2	3
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1		2				1	2	6
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms				2		3			5
1.4 Using wrong near synonyms		1							1
1.5 Paraphrasing									
1.6 Wrong lexical choices	24	3	20	5	5	1	5		63
1.7 Homonym	6		6						12
2. Collocation errors									
2.1 Semantically determined word selection	6	7	5	2	1	2		3	26
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1	1	1			1			4
4.2 Under specification	2								2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.9 Prefix									
1.10 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				2			3
2.2 -ed past tense									
2.3 -ing progressive		1							1
2.4 -en past participle									
2.5 -s plural		4		3		1		1	9
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		3		1		2	10
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		5		3					8
1.1.5 the Quantifier Phrase error		1							1
1.1.6 Errors in AjP	1	1	2	1					5
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3		3						6
1.2.2 Participle		1	1						2
1.2.3 Tense	2	9		9	1	1		6	28
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		2	1	3		1		3	10
1.2.6 Verb form		5		3		2		1	11
1.2.7 Subject-Verb agreement		5		3		2		2	12
1.3 Parts of Speech	1	1	1	1					4
1.4 Errors in PP	3	4	2	8	1				18
2. Clause errors									
2.1 the phrase is superfluous		1	2	1		1		1	6
2.2 it is omitted	9	7	6	9	10	6	3	7	57
2.3 it is misordered				1					1
2.4 it is misselected				2				1	3
3. Sentence errors									
			2	2					4
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2			1		1			4
4.1.2 Demonstrative reference: this, those, here, the	1	1							2
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	2	4	1		2			12
4.5 Lexical cohesion									

Table VV.2 The test results of Student 38 of the C-R group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
38	656	767	630	722

Student 38 was at the A1 level of English proficiency. The student made good scores in the pre-test in both English to Thai and Thai to English translation (see Table VV.2). In the post-test good progress was made as the scores were increased in both directions of translation. The student made slightly better scores in English to Thai translation than Thai to English translation in the pre-test, and the progress of English to Thai translation shown in the post-test was also better than Thai to English translation, not significantly though. Overall, the student made good progress and excellent scores in the post-test in both English to Thai and Thai to English translation. The most errors made were *wrong lexical choices* (63 errors), *omitted* (57 errors) *punctuation* (39 errors) (see Table VV.1). Most errors were made in the pre-test except *omitted* errors that the errors were proportioned similarly in the pre-test and the post-test. There was no occurrence of punctuation errors in English to

Thai translation in the post-test. Other errors occurred moderately in a small number and fashionably occurred in the pre-test.

Appendix WW Student 1's analysis

Table WW.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		5	1	9		9		10	34
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type					1			1	2
1.4 Consonant-based type		1		1				1	3
1.5 False friends									
2. Misformation									
2.1 Borrowing			2						2
2.2 Coinage									
2.3 Calque	1	2		1	2	1			7
3. Distortions									
3.1 Omission		3			1	4		3	11
3.2 Overinclusion				2		1			3
3.3 Misselection				2	1			4	7
3.4 Misordering						1			1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one									
1.2 Overly specific term					1	1			2
1.3 Using the less apt of two co-hyponyms		1							1
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	2	2	4		1		1	4	14
1.7 Homonym					1		1		2
2. Collocation errors									
2.1 Semantically determined word selection	2		2		1	2	2	1	10
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity			2				1		3
4.2 Under specification							1		1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.7 Prefix									
1.8 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1						3	4
2.2 -ed past tense								1	1
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		6		2		6		3	17
2.6 -'s possessive				1					1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		3		4		2	13
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1		2	3
1.1.5 the Quantifier Phrase error					1	1			2
1.1.6 Errors in AjP		2							2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1		2					1	4
1.2.2 Participle			1		1				2
1.2.3 Tense		4		4		2		7	17
1.2.4 Confusion in verb usage of auxiliary		1				1		2	4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		3		4		2		1	10
1.2.6 Verb form				1		1			2
1.2.7 Subject-Verb agreement		3		1		1		1	6
1.3 Parts of Speech		1							1
1.4 Errors in PP		1			1		1	1	4
2. Clause errors									
2.1 the phrase is superfluous		2		1				2	5
2.2 it is omitted	4		1	2	6	4	4	2	23
2.3 it is misordered		1	1						2
2.4 it is misselected									
3. Sentence errors									
			1						1
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.				1		2		2	5
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.		1		1		2	1		5
4.5 Lexical cohesion									

Table WW.2 The test results of Student 1 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
1	773	768	700	692

Student 1 was at the C1 level. This student had the best level of English proficiency in both classes. The student achieved excellent scores in the pre-test in both English to Thai and Thai to English translation as the scores reached distinctively high levels with English to Thai translation had better scores (see Table WW.2). However, after finishing the course and the post-test was taken, the student did not progress because the post-test scores in English to Thai translation and vice versa were less than in the pre-test. The error occurrence (See Table WW.1) showed that there was hardly any error in test 2 of the post-test in English to Thai translation. There were more errors in the same test in the pre-test; still, the pre-test outscored the post-test. This could be assumed that there were many sentences left untranslated in test 2 of the post-test in English to Thai translation. That is why fewer errors were found, but the scores were still low. This possibly resulted from time management, pressure (as the post-test was also the final examination), and the pre-test scores that were already very high, so it was not easy to beat the record. In terms of error occurrence, the

most errors the student made were *punctuation* errors (34 errors), *omitted* (23 errors), *tense* (17 errors), *plural* (17 errors). The errors were spread similarly in both tests, but slightly more in the post-test, and most errors occurred in Thai to English translation. This was in line with the error occurrence results that tense errors were one of the most frequently made errors. According to my own experience as an English learner and an English teacher, the tense was one of the main skills for constructing English sentences. Consequently, many errors in tenses and fewer scores in Thai to English translations were congruent to indicate that this student's English to Thai translation skills was better than Thai to English translation skills.

Appendix XX Student 2's analysis

Table XX.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	3	7	4	5	1	2		1	23
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		2		1					3
1.4 Consonant-based type									
1.5 False friends		1							1
2. Misformation									
2.1 Borrowing	1								1
2.2 Coinage									
2.3 Calque	4	9	8	3	1		2		27
3. Distortions									
3.1 Omission		2							2
3.2 Overinclusion		1							1
3.3 Misselection		3			3				6
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one				1					1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms				1					1
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	30	3	4	3	42	4	31		117
1.7 Homonym	7		2		2		3		14
2. Collocation errors									
2.1 Semantically determined word selection	2		2	1			4		9
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					2		2		4
4.2 Under specification	1						1		2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1							1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		1							1
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1		2					3
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase				1		1			2
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		1			1				2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	1	1		4		4		12
1.2.2 Participle									
1.2.3 Tense	1	5		2	1				9
1.2.4 Confusion in verb usage of auxiliary		1							1

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		4		3		2			9
1.2.6 Verb form		3							3
1.2.7 Subject-Verb agreement		1							1
1.3 Parts of Speech									
1.4 Errors in PP	1	1			3		5		10
2. Clause errors									
2.1 the phrase is superfluous	4	1	4		3		2		14
2.2 it is omitted	8	12	15	5	15	10	14	6	85
2.3 it is misordered		3		1	2				6
2.4 it is misselected		2		1					3
3. Sentence errors					1				1
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1		1	3	6		4		15
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution	1						1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2			1	2			1	6
4.5 Lexical cohesion									

Table XX.1 The test results of Student 2 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
2	441	362	630	38

Student 2 was at the A1 level of English proficiency. In the pre-test, the student made average scores in English to Thai translation and excellent scores in Thai to English translation (see Table XX.2). After the teaching intervention that the student in this group had been taught with the traditional teaching materials and methods, the scores in the post-test showed no progress. The post-test scores of English to Thai translation were fashionably lower than the pre-test, and in Thai to English translation, the scores plunged in the post-test. Regarding error occurrence, the most errors that occurred were *wrong lexical choices* (117 errors), *omitted* (85 errors), and *calque* (27 errors) (See Table XX.1). The number of the first errors soared and were made more in the post-test. Most errors were made in English to Thai translation. *Omitted* errors were similarly made in both pre-test and post-test. *Calque* errors were mostly made in the pre-test, and there was no error in Thai to English translation in the post-test. Overall, there were more numbers of errors in the pre-test. This

could be assumed that there were many untranslated sentences in the post-test as the post-test scores were massively lower than the pre-test, especially in Thai to English translation.

Appendix YY Student 3's analysis

Table YY.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		5		3		7		8	23
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1		3			4
1.5 False friends		1							1
2. Misformation									
2.1 Borrowing								1	1
2.2 Coinage									
2.3 Calque	6	7		11		4	2	5	35
3. Distortions									
3.1 Omission				1		1		1	3
3.2 Overinclusion		1						1	2
3.3 Misselection								1	1
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one									
1.2 Overly specific term							1		1
1.3 Using the less apt of two co-hyponyms		2	1	2				3	8
1.4 Using wrong near synonyms						2			2
1.5 Paraphrasing									
1.6 Wrong lexical choices	12	4	7	10	4		11	9	57
1.7 Homonym	6		4		1		3		14
2. Collocation errors									
2.1 Semantically determined word selection		4	1		4	2	2	1	14
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						3		1	4
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1						1		2
4.2 Under specification					2				2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				1		1	3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		2		4			9
2.6 -'s possessive				1				1	2
2.7 -er comparative				1					1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase				2		9		4	15
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1		2		1			4
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP					1			1	2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1				2	1	3		7
1.2.2 Participle	1					2	1		4
1.2.3 Tense		5		5	1	3	2	10	26
1.2.4 Confusion in verb usage of auxiliary				1		2			3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		4		2	1	8		7	22
1.2.6 Verb form		2		2		6		5	15
1.2.7 Subject-Verb agreement		1				1		4	6
1.3 Parts of Speech				2	1	2	1		6
1.4 Errors in PP	1	2		1	1	7	2	5	19
2. Clause errors									
2.1 the phrase is superfluous				3	1	5		4	13
2.2 it is omitted	8	5	13	8	3	12		7	56
2.3 it is misordered		1	2	3	1			1	8
2.4 it is misselected		5		7		4		1	17
3. Sentence errors									
					1			2	3
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	1		2	3	6		4	17
4.1.2 Demonstrative reference: this, those, here, the						1			1
4.1.3 Comparative reference: same, identical, better, more				1		1	1		3
4.2 Substitution									
4.2.1 Nominal substitution							2		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1				2	3	3	4	13
4.5 Lexical cohesion									

Table YY.2 The test results of Student 3 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
3	436	352	652	505

Student 3 was at the A1 level of English proficiency. The student made lower scores in the post-test, but the drop was not relatively high (see Table YY.2). This student did better in Thai to English translation as the test scores were higher in the pre-test and the post-test. The most errors that occurred were *wrong lexical choices* (57 errors), *omitted* (56 errors), and *calque* (35 errors) (See Table YY.1). The errors were mostly found in the pre-test. This student made fewer errors in Thai to English translation, which agreed with the test scores as the scores of Thai to English translation were better than English to Thai translation in the pre-test and the post-test.

Appendix ZZ Student 4's analysis

Table ZZ.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1	5	1	3	2	5		1	18
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type		1							1
1.5 False friends									
2. Misformation									
2.1 Borrowing				1					1
2.2 Coinage									
2.3 Calque	3	6	4		3	5	2	6	29
3. Distortions									
3.1 Omission		1				2		1	4
3.2 Overinclusion									
3.3 Misselection		2		1				1	4
3.4 Misordering						1			1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								2	2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		2							2
1.4 Using wrong near synonyms				2					2
1.5 Paraphrasing									
1.6 Wrong lexical choices	16	2	9	1	7	1	2	4	42
1.7 Homonym	6		1		3		5		15
2. Collocation errors									
2.1 Semantically determined word selection	2	3	3		7		2	2	19
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1		3		2	1	2		8
4.2 Under specification					2				2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		2							2
2.2 -ed past tense									
2.3 -ing progressive		1							1
2.4 -en past participle									
2.5 -s plural		2		1					3
2.6 -'s possessive		1		1				1	3
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		3		3					6
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						2			2
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP					1	1	1		3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1	2	2					1	6
1.2.2 Participle									
1.2.3 Tense		2		1	2	2	1	6	14
1.2.4 Confusion in verb usage of auxiliary		1							

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		1		1		3		1	6
1.2.6 Verb form		1				2		2	5
1.2.7 Subject-Verb agreement		2		2					4
1.3 Parts of Speech		3							3
1.4 Errors in PP	3	1	1		4	1		2	12
2. Clause errors									
2.1 the phrase is superfluous			2	1	1			2	6
2.2 it is omitted	23	9	14	11	7	6	2	6	78
2.3 it is misordered				1	2				3
2.4 it is misselected						1			1
3. Sentence errors		1	1	1	1	3		1	8
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.			2	1		1		1	5
4.1.2 Demonstrative reference: this, those, here, the				1					1
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution			1				1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	1			1	3	1	1	8
4.5 Lexical cohesion									

Table ZZ.1 The test results of Student 4 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
4	634	599	438	615

Student 4 was at the A1 level of English proficiency. In the pre-test, the student achieved good scores in English to Thai translation and average scores in Thai to English translation (see Table ZZ.2). In the post-test, the student made fewer scores in English to Thai translation and better scores in Thai to English translation. Hence, the student made progress in Thai to English translation as the scores in the post-test were better than in the pre-test. The errors occurred most in *omitted* (78 errors), *wrong lexical choices* (42 errors), and *calque* (29 errors) (See Table ZZ.1). The errors were spread in both pre-test and post-test except *omitted* that mostly were made in the pre-test.

Appendix AAA Student 5's analysis

Table AAA.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		12		8		4		14	38
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		2				1		1	4
1.4 Consonant-based type		1		2		1			4
1.5 False friends									
2. Misformation									
2.1 Borrowing					1			1	2
2.2 Coinage				1					1
2.3 Calque	3	1	2	2		3	2	1	14
3. Distortions									
3.1 Omission				1		2		2	5
3.2 Overinclusion		1		1					2
3.3 Misselection				1		1			2
3.4 Misordering		1							1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1		1	1	5			1	9
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms	1	2		3		1		2	9
1.4 Using wrong near synonyms			1						1
1.5 Paraphrasing									
1.6 Wrong lexical choices	26	5	24		28	6	9	5	103
1.7 Homonym	6		4		6		6		22
2. Collocation errors									
2.1 Semantically determined word selection	4	4	4	2	5	4	3	4	30
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1	1	2				1		5
4.2 Under specification			1				1		2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.11 Prefix									
1.12 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1		1		1			3
2.2 -ed past tense		1							1
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		3		3		5	14
2.6 -'s possessive								1	1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		4		3		3	14
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		4				4		3	11
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP						2			2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1		3		4		4		12
1.2.2 Participle						2			2
1.2.3 Tense	1	5		7		3	1		17
1.2.4 Confusion in verb usage of auxiliary						1			1

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	3		1		2	1	3	11
1.2.6 Verb form				6		1		6	13
1.2.7 Subject-Verb agreement		3		1		1		4	9
1.3 Parts of Speech		4		2		1		3	10
1.4 Errors in PP		2		3	1	5	2	5	18
2. Clause errors									
2.1 the phrase is superfluous		4		4		1		2	11
2.2 it is omitted	12	15	6	14	12	11	12	9	91
2.3 it is misordered						1			1
2.4 it is misselected		3				1			4
3. Sentence errors		1	1						2
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	1			3	1	3		10
4.1.2 Demonstrative reference: this, those, here, the					1				1
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	1	5		5	2	4		18
4.5 Lexical cohesion									

Table AAA.2 The test results of Student 5 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
5	663	594	614	606

Student 5 was at the B1 level of English proficiency. The student attained good scores in both directions of translation in the pre-test. In the post-test, the scores were less in English to Thai translation and insignificantly less in Thai to English translation (see Table AAA.2). This student did not make any progress in any tests after the teaching intervention. The most-made errors were *wrong lexical choices* (103 errors), *omitted* (91 errors), and *calque* (38 errors) (See Table AAA.1). The number of *wrong lexical choice* errors was somewhat high, and the errors were made in the pre-test and the post-test. *Omitted* errors were made in the pre-test and the post-test proportionally. *Calque* errors were made a little bit more in the pre-test than in the post-test.

Appendix BBB Student 6's analysis

Table BBB.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		7		6	2	6		2	23
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type		1		1					2
1.5 False friends									
2. Misformation									
2.1 Borrowing				2					2
2.2 Coinage									
2.3 Calque	2	2	7	2	3		1	1	18
3. Distortions									
3.1 Omission		2	1			1	1	2	7
3.2 Overinclusion									
3.3 Misselection								1	1
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one				1	1			2	4
1.2 Overly specific term	1					1			2
1.3 Using the less apt of two co-hyponyms	1	1		2		1		2	7
1.4 Using wrong near synonyms				1					1
1.5 Paraphrasing					1				1
1.6 Wrong lexical choices	14	2	6		12	1	3	5	43
1.7 Homonym	2		1		3		2	1	9
2. Collocation errors									
2.1 Semantically determined word selection		2	1	4	4	1	3		15
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1					1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1		2	2	1				6
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present									
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		5	1	2		2		3	13
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		3		4		2		2	11
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1				3		1	5
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP						1			1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1		1				3		5
1.2.2 Participle	1	1	2				1		5
1.2.3 Tense		6	2	8		4		2	22
1.2.4 Confusion in verb usage of auxiliary				2					2

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)				1		1		2	4
1.2.6 Verb form								1	1
1.2.7 Subject-Verb agreement		1						1	2
1.3 Parts of Speech		1							1
1.4 Errors in PP		2	1	1	3		1	1	9
2. Clause errors									
2.1 the phrase is superfluous	2	2	2	1		2	2	1	12
2.2 it is omitted	3	4	3	5	6	3	1	2	27
2.3 it is misordered				2	1	1	2		6
2.4 it is misselected		2				1			3
3. Sentence errors	1	1							2
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1				1			2	4
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more							1		1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	3		2		2			8
4.5 Lexical cohesion									

Table BBB.2 The test results of Student 6 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
6	739	745	695	726

Student 6 was at the B1 level of English proficiency. This student made excellent scores in the pre-test. English to Thai translation was slightly better than Thai to English translation. In the post-test, the performance was still impressive as the scores increased in English to Thai and Thai to English translation (see Table BBB.2). The most errors made were *wrong lexical choices* (43 errors), *omitted* (27 errors) *punctuation* (23 errors) (See Table BBB.1). The number of errors was small in congruence with the high scores. The errors were scattered in the pre-test and the post-test, slightly higher in the pre-test. The progress was not tremendous but considering the pre-test scores that were already excellent, and this group was not taught with the lessons that focused on grammar, the performance was impressive.

Appendix CCC Student 7's analysis

Table CCC.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	5	3		5		4		5	22
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1				1	2
1.5 False friends									
2. Misformation									
2.1 Borrowing	2							1	3
2.2 Coinage									
2.3 Calque	8	8		3	1	6	4	7	37
3. Distortions									
3.1 Omission	1	1						1	3
3.2 Overinclusion				1				2	3
3.3 Misselection		1				1			2
3.4 Misordering								1	1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								2	2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		4	2	3				1	10
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	24	4	8		14	1	3	8	62
1.7 Homonym	5				4		7		16
2. Collocation errors									
2.1 Semantically determined word selection	1	4		3	6	1	3		18
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						1			1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity		1			1				2
4.2 Under specification					2				2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present								3	3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		5		1		3			9
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		3		6		5	18
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase					1	1			2
1.1.5 the Quantifier Phrase error		1		1		3			5
1.1.6 Errors in AjP		2			1	1		2	6
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3	1	1			1	4		10
1.2.2 Participle			1				2		3
1.2.3 Tense		6		1		3	1	8	19
1.2.4 Confusion in verb usage of auxiliary						1		4	5

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		5				2		3	10
1.2.6 Verb form		2		2		3		4	11
1.2.7 Subject-Verb agreement		1		1		1		1	4
1.3 Parts of Speech		1			3	2	2	1	9
1.4 Errors in PP	5		1		1	3	1	3	14
2. Clause errors									
2.1 the phrase is superfluous	4	7		1			1	1	14
2.2 it is omitted	8	29	7	10	9	14	18	11	106
2.3 it is misordered	1	5		3	1	1	1		12
2.4 it is misselected		3						1	4
3. Sentence errors	1	2			4	4	2	3	16
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	1		1	1	4	3	1	12
4.1.2 Demonstrative reference: this, those, here, the				1	1	1			3
4.1.3 Comparative reference: same, identical, better, more							1		1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1		1		4	2	3	2	13
4.5 Lexical cohesion									

Table CCC.2 The test results of Student 7 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
7	279	355	77	344

Student 7 was at the A1 level of English proficiency. In the pre-test, the student made poor scores, especially in Thai to English translation. The scores were better in both directions of translation in the post-test, but overall scores were still low compared to other students (see Table CCC.2). The most errors made were *omitted* (106 errors), *wrong lexical choices* (62 errors), and *calque* (37 errors) (See Appendix CCC.1). The errors were expanded in both pre-test and post-test (see Table CCC.2).

Appendix DDD Student 8's analysis

Table DDD.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		7	1	8		7		3	26
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				1		1			2
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	5	1	2		1	3	1	3	16
3. Misformation									
3.1 Omission		2				2			2
3.2 Overinclusion				1					1
3.3 Misselection						3			3
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								1	1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		2		1					3
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	6		7		17	5	7	1	43
1.7 Homonym	3		3				5		11
2. Collocation errors									
2.1 Semantically determined word selection			2	1	5	4	2	1	15
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1								1
4.2 Under specification	3								3
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1			1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		1		1	2				4
2.6 -'s possessive								1	1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		2				3		2	7
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1			1
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP									
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2					1	2		5
1.2.2 Participle					1				1
1.2.3 Tense		1		1	2	5	1	2	12
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		2		1		5	1		9
1.2.6 Verb form				1		3		2	6
1.2.7 Subject-Verb agreement		1		1		2			4
1.3 Parts of Speech		1							1
1.4 Errors in PP			1	3		2			6
2. Clause errors									
2.1 the phrase is superfluous				1		1			2
2.2 it is omitted	8	14	10	5	3	10		4	54
2.3 it is misordered				1	1				2
2.4 it is misselected						1			1
3. Sentence errors									
			1					1	2
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.				1	3	2		1	7
4.1.2 Demonstrative reference: this, those, here, the				1					1
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.		1	1		3	2	1	1	9
4.5 Lexical cohesion									

Table DDD.2 The test results of Student 8 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
8	361	247	193	339

Student 8 was at the A1 level of English proficiency. This student made relatively low scores in both tests in the pre-test, a lot lower in Thai to English translation (see Table DDD.2). After the course, the student made progress in Thai to English translation, but in English to Thai translation the student made fewer scores in the post-test than in the pre-test. However, overall scores were considered low as they were less than half of 800 points. Regarding error occurrence, the most errors made were *omitted* (54 errors), *wrong lexical choices* (43 errors), and *punctuation* (26 errors) (See Table DDD.1). Most errors were made in the post-test except *omitted* errors that were primarily made in the pre-test.

Appendix EEE Student 9's analysis

Table EEE.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	9	1	9	5	12	2	13	9	60
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type						1			1
1.4 Consonant-based type		1				1		1	3
1.5 False friends									
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	5	3	7	4	2	3	2	6	32
3. Distortions									
3.1 Omission				1				1	2
3.2 Overinclusion		1						1	2
3.3 Misselection		1				3		1	5
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1		2					1	4
1.2 Overly specific term					1	1			2
1.3 Using the less apt of two co-hyponyms	1	3	1	1		2	2	1	11
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	7		18		18	7	17	6	73
1.7 Homonym	6		1		4		6		17
2. Collocation errors									
2.1 Semantically determined word selection	7	3	6	3	3	2	4	7	35
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						2		1	3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity			4				1		5
4.2 Under specification	1		3						4
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1		4	5
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2		1		4		5	12
2.6 -'s possessive									
2.7 -er comparative				1					1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		3		7		10	24
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase								1	1
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP					1	1			2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		1		3	1	4		11
1.2.2 Participle	1		1			1	2		5
1.2.3 Tense	1	4		4				8	17
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		3		3		7		5	18
1.2.6 Verb form		2				2		5	9
1.2.7 Subject-Verb agreement		1		1		1			3
1.3 Parts of Speech		2		1	1	2		4	10
1.4 Errors in PP		1			1	3		1	6
2. Clause errors									
2.1 the phrase is superfluous	4	4				11	1	1	21
2.2 it is omitted	20		12	9	17	1	5	7	71
2.3 it is misordered				2			1	2	5
2.4 it is misselected								1	1
3. Sentence errors	1		1		2		2	1	7
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.				1	3	1	3		8
4.1.2 Demonstrative reference: this, those, here, the						2			2
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3		1		2	1	6		13
4.5 Lexical cohesion									

Table EEE.2 The test results of Student 9 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
9	314	666	360	497

Student 9 was at the A2 level of English proficiency. This student gained similar scores in English to Thai and Thai to English translation in the pre-test, and in the post-test impressive progress was made in English to Thai translation as the student could double the pre-test scores. There was also progress in Thai to English translation as the scores in the post-test were increased (see Table EEE.2). The most errors made were *wrong lexical choices* (73 errors), *omitted* (71 errors) *punctuation* (60 errors) (See Table EEE.1). The student made a very high number of punctuation errors compared to other students, and more of them were made in the post-test than in the pre-test. Looking at the number merely, more errors were made in English to Thai translation, and this contradicted with the test results as the results showed that the scores in English to Thai translation were better than in Thai to English translation. This could result from many sentences left untranslated in Thai to English translation, so fewer errors were found.

Appendix FFF Student 10's analysis

Table FFF.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	11	2		1	3	3	1	1	22
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type									
1.5 False friends		1							1
2. Misformation									
2.1 Borrowing			1	1					2
2.2 Coinage									
2.3 Calque	6	1	4	2	2	3	1	2	21
3. Distortions									
3.1 Omission									
3.2 Overinclusion									
3.3 Misselection				2				1	3
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one				2					2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms						1			1
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	43		20		14	2	17	1	97
1.7 Homonym	10		2		3		3		18
2. Collocation errors									
2.1 Semantically determined word selection	5		2		5	1	4		17
2.2 Statistically weighted preferences	1								1
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1				1
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.13 Prefix									
1.14 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present									
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural									
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase									
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1			1
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP									
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	4		1		3		5		13
1.2.2 Participle			3				2		5
1.2.3 Tense			5	1	1	1	1	2	11
1.2.4 Confusion in verb usage of auxiliary				1					1

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	3		2	1	1			9
1.2.6 Verb form				2		1			3
1.2.7 Subject-Verb agreement				2					2
1.3 Parts of Speech	1	1		1	1	1			5
1.4 Errors in PP	3		1			1			5
2. Clause errors									
2.1 the phrase is superfluous	5		1	2	4		2	1	15
2.2 it is omitted	14	1	9	8	5	6	2	3	48
2.3 it is misordered				2					2
2.4 it is misselected									
3. Sentence errors									
			3		2	1			6
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2		1	3	3		3		12
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more							1		1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	4		5		2	1	2		14
4.5 Lexical cohesion									

Table FFF.2 The test results of Student 10 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
10	501	403	166	284

Student 10 was at the A1 level of English proficiency. The scores of the two directions of translation of this student were so different. The student made moderate scores in English to Thai translation in the pre-test, but in Thai to English translation, the scores were deficient. In the post-test, the student did not progress in English to Thai translation as the post-test scores were lower than the pre-test scores (see Table .2). Nevertheless, the student made progress in Thai to English translation as the post-test scores went a little higher than the pre-test ones. However, the overall scores were still considered low as they were slightly higher than one-fourth of full scores. The most errors found were *wrong lexical choices* (97 errors), *omitted* (48 errors), other errors made were only a small number under the thirties. The errors were mainly made in the pre-test (see Table FFF.1).

Appendix GGG Student 11's analysis

Table GGG.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		4				5		3	12
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type				1					1
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	4	3	6	1		4	2	3	23
3. Distortions									
3.1 Omission		1				1			2
3.2 Overinclusion									
3.3 Misselection									
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								1	1
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms				1	1			1	3
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	14		17	1	17	2	22	2	75
1.7 Homonym	5				5	1	6		17
2. Collocation errors									
2.1 Semantically determined word selection	3	3	2		2	4	3	1	18
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1				1
4.2 Under specification					1				1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				2		1	4
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2		1				1	4
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1		1		4		1	7
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						2			21
1.1.5 the Quantifier Phrase error	1								
1.1.6 Errors in AjP						1	1	1	3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1	1	1			1			4
1.2.2 Participle			2				1		3
1.2.3 Tense		2						4	6
1.2.4 Confusion in verb usage of auxiliary				1				1	2

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		1			1	2	1	3	8
1.2.6 Verb form		2				3			5
1.2.7 Subject-Verb agreement		1							1
1.3 Parts of Speech		1			2	2	1		6
1.4 Errors in PP			1		2	1	5	1	10
2. Clause errors									
2.1 the phrase is superfluous	1		1		4	1		1	8
2.2 it is omitted	8	6	8	3	14	9	15	3	66
2.3 it is misordered		1		1		2		2	6
2.4 it is misselected		1							1
3. Sentence errors									
			2			3		1	6
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.					1	4	2	3	10
4.1.2 Demonstrative reference: this, those, here, the	1				1	2			4
4.1.3 Comparative reference: same, identical, better, more							1		1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.			1	1	2		4		8
4.5 Lexical cohesion									

Table GGG.2 The test results of Student 11 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
11	609	589	199	294

Student 11 was at the A2 level of English proficiency. This student's performance was similar to the previous one (see Table GGG.2). The student attained high scores in English to Thai translation and low scores in Thai to English translation in the pre-test. In the post-test, the scores in Thai to English translation went a bit up, so some progress was made as the post-test scores were better than the pre-test scores. However, in English to Thai translation, the scores were less in the post-test, so there was no progress made. In terms of error occurrence, the most errors found were *wrong lexical choices* (75 errors), *omitted* (66 errors), other errors made were only small number under twenty-five (See Table GGG.1). The main errors occurred substantially in the post-test, in English to Thai translation in particular, which contradicted the test scores. Even though there was progress made in Thai to English translation but the scores were still very low, lower than English to Thai translation. Accordingly, the reason the errors in Thai to English translation were found few might be because the student left sentences untranslated.

Appendix HHH Student 12's analysis

Table HHH.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	2	3	2		1	3		5	15
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing	2		5						7
2.2 Coinage									
2.3 Calque	3	2	4		5	9	6	15	45
3. Distortions									
3.1 Omission		1				1		1	3
3.2 Overinclusion									
3.3 Misselection		1		1		2		1	5
3.4 Misordering						1			1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1					3	4
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms									
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	20		20		11	3	6	6	66
1.7 Homonym	7		6		3		8		24
2. Collocation errors									
2.1 Semantically determined word selection	6	1	2		4	1	12	3	29
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity									
4.2 Under specification					2			1	3
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present								2	2
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural						1		4	5
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1						3	4
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						2		3	5
1.1.5 the Quantifier Phrase error								1	1
1.1.6 Errors in AjP						1	1	3	5
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1								1
1.2.2 Participle	2		1			1			4
1.2.3 Tense	2	1				4		10	17
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	1				3		2	7
1.2.6 Verb form									
1.2.7 Subject-Verb agreement		1						1	2
1.3 Parts of Speech		1				1		3	5
1.4 Errors in PP			1		3	1		5	10
2. Clause errors									
2.1 the phrase is superfluous			1		2	1	3	4	11
2.2 it is omitted	25	1	18	6	3	3	3	4	63
2.3 it is misordered		1		1		1	2		5
2.4 it is misselected									
3. Sentence errors	1	1			3	3		2	10
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.					1			10	11
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3		3		2	1	5	1	15
4.5 Lexical cohesion									

Table HHH.2 The test results of Student 12 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
12	581	686	62	520

Student 12 was at the A1 level of English proficiency. This student attained good scores in English to Thai translation in the pre-test but deficient scores in Thai-English translation. However, the student made good progress in English to Thai and massively progressed in Thai to English translation (see Table HHH.2). In the pre-test of Thai to English translation that the scores almost hit bottom, the errors were sparse. Thus, it was highly possible that the student could not translate and leave the sentences untranslated. The most errors that occurred were *wrong lexical choices* (66 errors), *omitted* (63 errors), and *calque* (45 errors) (See Table HHH.1). For the first two errors, most of them were made in the pre-test. *Calque* errors occurred mainly in the post-test.

Appendix III Student 13's analysis

Table III.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		8		4		4		4	20
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing	1								1
2.2 Coinage									
2.3 Calque	5	2	2				2		11
3. Distortions									
3.1 Omission		1				2			3
3.2 Overinclusion		1				1			2
3.3 Misselection					1	1			2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one									
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms					1	2		1	4
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	29		30		21	3	29		112
1.7 Homonym	7		4		6		8		25
2. Collocation errors									
2.1 Semantically determined word selection	4	3	2		10		5		24
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity									
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						2			2
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2	1			1			4
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		5		2		2		2	11
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase									
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP					1				1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	1			2		3	1	9
1.2.2 Participle			3			1	1		5
1.2.3 Tense	3	2				2	1	2	10
1.2.4 Confusion in verb usage of auxiliary				1					1

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	1			1	2	2	1	9
1.2.6 Verb form						1		2	3
1.2.7 Subject-Verb agreement				1					1
1.3 Parts of Speech		1		1	2	2	1		7
1.4 Errors in PP	1		2	1	4	4	4		16
2. Clause errors									
2.1 the phrase is superfluous						2	3		5
2.2 it is omitted		3	5	4	2	7	27		48
2.3 it is misordered			1						1
2.4 it is misselected	1					1			2
3. Sentence errors									
			1		3		4		8
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1				3	1	1		6
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2		3		3	2	5		12
4.5 Lexical cohesion									

Table III.2 The test results of Student 13 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
13	660	650	227	231

Student 13 was at the A2 level of English proficiency. This student's English to Thai and Thai to English translation scores were so different both in the pre-test and the post-test (see Table III.2). It seems that the student had a strong skill in English to Thai translation and weak in Thai to English translation. In the pre-test, the student made good scores in English to Thai translation and poor scores in Thai to English translation. The student did not make progress in English to Thai translation as the scores in the post-test were lower than in the pre-test, insignificantly lower though. In Thai to English translation, the scores were better in the post-test but still a lot lower than English to Thai translation's scores. The most errors that occurred were *wrong lexical choices* (112 errors) and *omitted* (48 errors); other errors occurred moderately with the error number less than twenty-five (See Table III.1). The errors occurred proportionally in both tests.

Appendix JJJ Student 14's analysis

Table JJJ.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	20	3	16	3	20		21		83
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1					1
1.5 False friends									
2. Misformation									
2.1 Borrowing									
2.2 Coinage									
2.3 Calque	6		5	5	2	4	3	2	27
3. Distortions									
3.1 Omission									
3.2 Overinclusion									
3.3 Misselection						1			1
3.4 Misordering		1							1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1								
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms									
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	24	2	35	1	9	1	6	1	79
1.7 Homonym	9		4		1		4		18
2. Collocation errors									
2.1 Semantically determined word selection	3	6	2	3	3	2	5		24
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1				1		1		3
4.2 Under specification			1				1		2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present									
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4		2					6
2.6 -'s possessive		1		1					2
2.7 -er comparative				1					1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		2		1					3
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1							1
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP							1		1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1	1	2		2		3		9
1.2.2 Participle			1						1
1.2.3 Tense		3		3				2	8
1.2.4 Confusion in verb usage of auxiliary		1							

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	3		4		1			9
1.2.6 Verb form		1		1					2
1.2.7 Subject-Verb agreement		1		1					2
1.3 Parts of Speech					1	1			2
1.4 Errors in PP	1	1	2	2	2		2		10
2. Clause errors									
2.1 the phrase is superfluous	2		1	2			1		6
2.2 it is omitted	7	6	5	15	3		5		41
2.3 it is misordered		1		1					2
2.4 it is misselected		1							1
3. Sentence errors									
			1						1
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1		1	4		2	1	3	12
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution			1				1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3		3			1	4	1	12
4.5 Lexical cohesion									

Table JJJ.2: The test results of Student 14 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
14	622	691	317	232

Student 14 was at the A1 level of English proficiency. According to the test scores in Table JJJ.2, the student had better skills in English to Thai translation. The student gained good scores in the pre-test, but in Thai to English translation, the student could achieve only half of what was attained in English to Thai translation. The student made progress in English to Thai translation, but in Thai to English translation, the scores were less in the post-test. In terms of error occurrence, the most errors occurred were *punctuation* (83 errors), *wrong lexical choices* (79 errors), and *omitted* (41 errors) (See Table JJJ.1). The error number in punctuation was distinctively high compared to other students, and the errors were made in both pre-test and post-test. For the other two errors, most of them were made in the pre-test. All three errors were dense in English to Thai translation. This inferred that many sentences were left untranslated in Thai to English translation, so the scores were low even though the errors were less.

Appendix KKK Student 15's analysis

Table KKK.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1	5	1	6	3	10		9	35
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				1					1
1.4 Consonant-based type				4					4
1.5 False friends									
2. Misformation									
2.1 Borrowing				2				2	4
2.2 Coinage									
2.3 Calque	1	3		9	3	3		8	27
3. Distortions									
3.1 Omission				3		2		1	6
3.2 Overinclusion				2					2
3.3 Misselection								2	2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								2	2
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms									
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	22	2	31	3	17	14	16	12	117
1.7 Homonym	4		6			1	2	1	14
2. Collocation errors									
2.1 Semantically determined word selection	3	4	2	5	3	1	1	3	22
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						1			1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity									
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1				2			3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2	3		3		2		10
2.6 -'s possessive									
2.7 -er comparative			1						
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1	3		3		5		12
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase			2		1		3		6
1.1.5 the Quantifier Phrase error			1						1
1.1.6 Errors in AjP		1	1			1			3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		3	1	3	1	1	2	13
1.2.2 Participle			1		1	1			3
1.2.3 Tense	1	3	2	4	2	4		2	18
1.2.4 Confusion in verb usage of auxiliary						2		1	3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		5	1	3	1	6		1	17
1.2.6 Verb form		2				4		2	8
1.2.7 Subject-Verb agreement		1		1		2			4
1.3 Parts of Speech		1	1		2	1			5
1.4 Errors in PP	3	2	4	4	1	2	1	3	20
2. Clause errors									
2.1 the phrase is superfluous	2		2	5		2	2	2	15
2.2 it is omitted	5	9	14	21	4	11	10	6	80
2.3 it is misordered		2		2	1				5
2.4 it is misselected						1			1
3. Sentence errors									
			1	1		5		3	10
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		1	2	4	1	8	2	4	22
4.1.2 Demonstrative reference: this, those, here, the				2		2			4
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution	1								1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	1	4	6	2	2	1	2	19
4.5 Lexical cohesion									

Table KKK.2 The test results of Student 15 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
15	458	214	436	547

Student 15 was at the A1 level of English proficiency. According to Table KKK.2, this student's pre-test scores were half of the full scores in both English to Thai and Thai to English translation. The student made progress in Thai to English translation as the post-test scores were higher than the pre-test. In English to Thai translation, half of the scores attained in the pre-test were dropped. Regarding error occurrence, the most errors made were *wrong lexical choices* (117 errors) and *omitted* (80 errors) (See Table KKK.1). These two error numbers were substantially higher than other errors. The errors occurred proportionally in the pre-test and the post-test.

Appendix LLL Student 16's analysis

Table LLL.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1	2	1	12	1	1		7	35
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				3					3
1.4 Consonant-based type									
1.5 False friends		1							1
2. Misformation									
2.1 Borrowing			1						1
2.2 Coinage									
2.3 Calque	5	3	6	3	2	1	4		24
3. Distortions									
3.1 Omission		1				2		3	6
3.2 Overinclusion				1				1	2
3.3 Misselection				5		3		2	10
3.4 Misordering				2				1	3
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one							2	1	3
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms						2		2	4
1.4 Using wrong near synonyms	1								1
1.5 Paraphrasing									
1.6 Wrong lexical choices	9	5	6	8	17	3	18	4	70
1.7 Homonym	5		5		2		3		15
2. Collocation errors									
2.1 Semantically determined word selection	2	6	8	5	5	2	2		30
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1				1	2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	1		1						2
4.2 Under specification	1							1	2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		2		2		1		1	6
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2				3		2	7
2.6 -'s possessive		1						1	2
2.7 -er comparative				1					1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		9		4		5		8	26
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase				3				1	4
1.1.5 the Quantifier Phrase error				2					2
1.1.6 Errors in AjP						1			1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	4		2				3		9
1.2.2 Participle	1		2	1			3		7
1.2.3 Tense	1	5		7	1	2		10	26
1.2.4 Confusion in verb usage of auxiliary		1		1				1	3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		3		1		3	1	3	11
1.2.6 Verb form								1	1
1.2.7 Subject-Verb agreement		6		2		1		3	12
1.3 Parts of Speech		1		2			1	1	5
1.4 Errors in PP	1	3		2		3	2	2	13
2. Clause errors									
2.1 the phrase is superfluous		1		3	2		1		7
2.2 it is omitted	6	5		2	7	1	10	10	41
2.3 it is misordered		1							1
2.4 it is misselected						4			4
3. Sentence errors									
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.				1		3	3	2	9
4.1.2 Demonstrative reference: this, those, here, the			3						3
4.1.3 Comparative reference: same, identical, better, more							1		1
4.2 Substitution									
4.2.1 Nominal substitution			1				1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	4	4	2	2		6	1	20
4.5 Lexical cohesion									

Table LLL.2 The test results of Student 16 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
16	540	698	627	679

Student 16 was at the A2 level of English proficiency. Following Table LLL.2, the student made progress in both directions of translation. In the pre-test, the scores were better in Thai to English translation, but the scores were better in English to Thai translation in the post-test. Hence, there was better progress in English to Thai translation. The most errors made were *wrong lexical choices* (70 errors) and *omitted* (41 errors) (See Table LLL.1). Compared to previous students, the number of errors was relatively low, which was in line with the test scores that overall the scores were high. Most errors were made in the pre-test.

Appendix MMM

Student 17's analysis

Table MMM.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	2	10	1	16		7		5	41
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type		1		2					3
1.5 False friends									
2. Misformation									
2.1 Borrowing	2		3						5
2.2 Coinage									
2.3 Calque	15	24	6	15	2	13	4	4	83
3. Distortions									
3.1 Omission		1		1				1	3
3.2 Overinclusion				1					1
3.3 Misselection				1				1	2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1		1			1	3
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1	1	2		5		2	11
1.4 Using wrong near synonyms			1						1
1.5 Paraphrasing									
1.6 Wrong lexical choices	41	3	48	10	19		19	2	142
1.7 Homonym	7		7		2		5		21
2. Collocation errors									
2.1 Semantically determined word selection	8	8	2	6	7	7	5	4	47
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	3		3		1		2		9
4.2 Under specification	1								1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						3		3	6
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4		6		5		4	19
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		8		6		9		6	29
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1				1		1	3
1.1.5 the Quantifier Phrase error		1	1	1		2			5
1.1.6 Errors in AjP						2		2	4
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	5		2	3	6	1	21
1.2.2 Participle			1				1		2
1.2.3 Tense		11		9	1	6		10	37
1.2.4 Confusion in verb usage of auxiliary		3				1			4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		5		5		5	3	3	21
1.2.6 Verb form		2		3		4		4	13
1.2.7 Subject-Verb agreement		3		2		2			7
1.3 Parts of Speech	1	5			2	1	1		10
1.4 Errors in PP		7	3	4	3	4		3	24
2. Clause errors									
2.1 the phrase is superfluous	2	8	4	10		3	1	1	29
2.2 it is omitted	7	11		7	21	8		4	58
2.3 it is misordered		5		3				1	9
2.4 it is misselected				2		1			3
3. Sentence errors		2	1	1	1	4	4	2	14
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1		1	4	1	5	1	3	16
4.1.2 Demonstrative reference: this, those, here, the	1	1		1					3
4.1.3 Comparative reference: same, identical, better, more			1	2			1		4
4.2 Substitution									
4.2.1 Nominal substitution	1						1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	4	4	2	4	2	1	1	1	19
4.5 Lexical cohesion									

Table MMM.2 The test results of Student 17 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
17	592	610	536	450

Student 17 was at the A1 level of English proficiency. The pre-test scores were not so different in both directions of translation, but in the post-test, the student did better in English to Thai translation, and the progress was made as the scores in the post-test were better than in the pre-test (see Table MMM.2). In Thai to English translation, the scores in the post-test were less than in the pre-test. The most errors made were *wrong lexical choices* (142 errors), *calque* (83 errors), and *omitted* (58 errors) (See Table MMM.1). The error number was relatively high, especially in the first errors. Most of the errors were made in the pre-test, and for *wrong lexical choices*, the errors were substantially made in English to Thai translation.

Appendix NNN Student 18's analysis

Table NNN.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		3		5	2	3	2	5	20
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				1					1
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing					3			1	4
2.2 Coinage									
2.3 Calque	3	5		12	2	6	2	4	34
3. Distortions									
3.1 Omission									
3.2 Overinclusion		1							1
3.3 Misselection				1		2		1	4
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								1	1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms								1	1
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	12			1	6	3	4	4	30
1.7 Homonym	3				1	2	4	1	11
2. Collocation errors									
2.1 Semantically determined word selection		1		7	2	4	5		19
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1					1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity						1	2		3
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1			1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural			2		1		1		4
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1		5		2		1	9
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1			1
1.1.5 the Quantifier Phrase error					1				1
1.1.6 Errors in AjP						1			1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2					1		1	4
1.2.2 Participle				1					1
1.2.3 Tense		2		3		2	1	4	12
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)			5		4		2		11
1.2.6 Verb form			1		1				2
1.2.7 Subject-Verb agreement			3						3
1.3 Parts of Speech						1			1
1.4 Errors in PP	1	1	2		2		2		8
2. Clause errors									
2.1 the phrase is superfluous			3			2	2		7
2.2 it is omitted	9	2	7		8	5	9		40
2.3 it is misordered		1	2						3
2.4 it is misselected			3						3
3. Sentence errors									
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		3	7		5		5		20
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	3		3	1	1		1	11
4.5 Lexical cohesion									

Table NNN.2 The test results of Student 18 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
18	160	449	175	577

Student 18 was at the A1 level of English proficiency. This student made extremely low scores in the pre-test in both English to Thai and Thai to English translation (see Table NNN.2). When looking at the error occurrence, the errors were crowded in the post-test. This could mean that there were many sentences left untranslated in the pre-test, so few errors were found. In the post-test, the student made outstanding progress in both directions as the scores soared up from the pre-test. The student made better progress in Thai to English translation. The most errors this student made were *omitted* (40 errors), *calque* (34 errors), and *wrong lexical choices* (30 errors) (See Table NNN.1). As seen, the number of errors was low compared to other students; in contrast to the test scores, as they were not so high, there should be more errors found. The assumption was that there were many sentences left untranslated, so a smaller number of errors was found.

Appendix 000 Student 19's analysis

Table 000.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	7	11	12	12	19	5	16	4	86
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				1					1
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing			1	1			1	2	5
2.2 Coinage									
2.3 Calque	5	8	4	7	3	5	4	2	38
3. Distortions									
3.1 Omission		1		1		1			3
3.2 Overinclusion						1			1
3.3 Misselection		2							2
3.4 Misordering				1					1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1						1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms			1					1	2
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	13		22	12	12	5	17	12	93
1.7 Homonym	4		7		3		5	1	20
2. Collocation errors									
2.1 Semantically determined word selection	5	4	3	4		2	5	1	24
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners		1						1	2
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity			1	1			2		4
4.2 Under specification	1				1				2
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		4				2		2	8
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		4				3	10
2.6 -'s possessive		1						1	2
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		3		5		2		4	14
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1		1	2
1.1.5 the Quantifier Phrase error		1							1
1.1.6 Errors in AjP									
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3		1		2		3	1	10
1.2.2 Participle	1		2						3
1.2.3 Tense		9	2	5		2		8	26
1.2.4 Confusion in verb usage of auxiliary								1	1

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		7	1	8		4		2	22
1.2.6 Verb form		3		2		1		1	7
1.2.7 Subject-Verb agreement		1		2		1			4
1.3 Parts of Speech		2		1		2	1		6
1.4 Errors in PP	1		4	5		2	5	1	18
2. Clause errors									
2.1 the phrase is superfluous	1	1	3	5		4	2		16
2.2 it is omitted	13	12	17	18	8	17	21	26	132
2.3 it is misordered		1		3	1			1	6
2.4 it is misselected				1					1
3. Sentence errors									
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.		1		7	2	11	3	5	29
4.1.2 Demonstrative reference: this, those, here, the		2							2
4.1.3 Comparative reference: same, identical, better, more				1		1			2
4.2 Substitution									
4.2.1 Nominal substitution							2		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	3	1	3	1		1	1	12
4.5 Lexical cohesion									

Table 000.2 The test results of Student 19 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
19	629	658	620	627

Student 19 was at the A1 level of English proficiency. The student made similar scores in the pre-test in both English to Thai and Thai to English translation. In the post-test, progress was made in both directions of translation. English to Thai translation had better progress as more scores were increased in the post-test (see Table 000.2). Regarding error occurrence, the student made a very high number of errors in *omitted* (132 errors), and the errors were similarly proportioned in the pre-test and the post-test (See Table 000.1). The second most error made was *wrong lexical choices* (93 errors), and the errors were made in both tests as well. The third most error made was *punctuation* (86 errors); the errors were spread in the pre-test and the post-test. Other errors were made significantly less than these three errors, and the number of errors was quite similar between the pre-test and the post-test, in line with the test scores as the scores were not so different.

Appendix PPP Student 20's analysis

Table PPP.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	2	6		3		3		1	15
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type								1	1
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing					1			1	2
2.2 Coinage									
2.3 Calque	4	1	3	2	2	2		2	16
3. Distortions									
3.1 Omission		1				3			4
3.2 Overinclusion						1		2	3
3.3 Misselection	7	5			1	3			16
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1		1						2
1.2 Overly specific term					2				2
1.3 Using the less apt of two co-hyponyms		1				2			3
1.4 Using wrong near synonyms				1					1
1.5 Paraphrasing									
1.6 Wrong lexical choices	25	2	7	1	12		11	9	67
1.7 Homonym	9		2		4		7	3	25
2. Collocation errors									
2.1 Semantically determined word selection	6	2	2	1	5	2		1	19
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity			1						1
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1			1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		4				1		5	10
2.6 -'s possessive						1			1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6				4		2	12
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1						1	2
1.1.5 the Quantifier Phrase error	1								1
1.1.6 Errors in AjP						1			1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2				1	1	2	8
1.2.2 Participle			1		1		1		3
1.2.3 Tense		4		1		4		6	15
1.2.4 Confusion in verb usage of auxiliary				1				2	3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	3		1		2		1	8
1.2.6 Verb form		2		1		2		4	9
1.2.7 Subject-Verb agreement		2						2	4
1.3 Parts of Speech	1	2		1	1	2	2	2	11
1.4 Errors in PP	5	2			2	1		3	13
2. Clause errors									
2.1 the phrase is superfluous	2	2			3	1		2	10
2.2 it is omitted	6	4	5	2	5	4	13	2	41
2.3 it is misordered		2				1		3	6
2.4 it is misselected		1							1
3. Sentence errors	1				2		1	2	6
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	1		1	2	3	1	6	15
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	1			1		2		5
4.5 Lexical cohesion									

Table PPP.2 The test results of Student 20 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
20	489	389	264	313

Student 20 was at the A1 level of English proficiency. This student made fair scores in English to Thai translation in the pre-test and low scores in Thai to English translation (see Table PPP.2). However, in the post-test, the direction that made progress was Thai to English translation even though the scores were still low and lower than English to Thai translation's scores. In English to Thai translation, the scores were made less in the post-test than in the pre-test. Looking at the error occurrence, the error number was low, which could be assumed that many sentences were left untranslated as it was not related to the gained scores. The most errors found were *wrong lexical choices* (67 errors), *omitted* (41 errors); the errors were proportionally made in both tests (See Table PPP.1). Other errors occurred in a small number, less than twenty-five.

Appendix QQQ Student 21's analysis

Table QQQ.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	3	5	2	6		7		3	26
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				1					1
1.4 Consonant-based type									
1.5 False friends									
2. Misformation									
2.1 Borrowing	1		1	1	2		1		6
2.2 Coinage									
2.3 Calque	2	2	3	2	4	6		2	21
3. Distortions									
3.1 Omission		2		3		2		1	8
3.2 Overinclusion									
3.3 Misselection	1	1		4		1		1	8
3.4 Misordering				1					1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								2	2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1						2	3
1.4 Using wrong near synonyms				1					1
1.5 Paraphrasing									
1.6 Wrong lexical choices	27		10	6	17		22	2	84
1.7 Homonym	6		2				2		10
2. Collocation errors									
2.1 Semantically determined word selection	5	1		2	4	2			14
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners		1		1				1	3
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1				1
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		3						2	5
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		1	1			4	1		7
2.6 -'s possessive								1	1
2.7 -er comparative				1					1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		3		1		2		3	8
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1			1
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP						1			1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	4					1	4	1	10
1.2.2 Participle			2	1			2		5
1.2.3 Tense		3	2	2	1	1	1	7	17
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	2		6		5		2	16
1.2.6 Verb form		2				3		2	7
1.2.7 Subject-Verb agreement		1		1					2
1.3 Parts of Speech	2	1			1	1			5
1.4 Errors in PP	4	1	3	2	3	2	3	1	19
2. Clause errors									
2.1 the phrase is superfluous			1				16	1	19
2.2 it is omitted	10	5	8	13	14	15		5	70
2.3 it is misordered		2							2
2.4 it is misselected									
3. Sentence errors									
			1				2	2	5
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1			3	3	6	3	4	20
4.1.2 Demonstrative reference: this, those, here, the						1			1
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution	1						1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.		1	1		1	1	3		7
4.5 Lexical cohesion									

Table QQQ.2 The test results of Student 21 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
21	496	513	407	465

Student 21 was at the A2 level of English proficiency. This student made average scores in two directions of translation in the pre-test with better scores in English to Thai translation (see Table QQQ.2). In the post-test, the student made progress in both English to Thai and Thai to English translation; better progress was made in Thai to English translation as more scores were increased. However, overall the scores of English to Thai translation were higher. Regarding the error occurrence, the most errors found were *wrong lexical choices* (67 errors), *omitted* (41 errors); the errors were proportionally made in both tests. Other errors were made only in a small number (See Table QQQ.1).

Appendix RRR Student 22's analysis

Table RRR.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1	11		9	1	6	2		30
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type	1								1
1.5 False friends									
2. Misformation									
2.1 Borrowing			3	1	1			2	7
2.2 Coinage									
2.3 Calque	6	7	2	2	3	5		1	26
3. Distortions									
3.1 Omission		1		4		2		3	10
3.2 Overinclusion									
3.3 Misselection		1		1		6		2	10
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1	1	1			1		1	5
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms			2			2		5	9
1.4 Using wrong near synonyms	1								1
1.5 Paraphrasing									
1.6 Wrong lexical choices	27	15	31	14	35	12	56	9	199
1.7 Homonym	7		5		4		4		20
2. Collocation errors									
2.1 Semantically determined word selection	3	9	7	4	4	3	6		36
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						1			1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	2				2				4
4.2 Under specification							1		1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1		1	2
2.2 -ed past tense								3	3
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		4		3		4	14
2.6 -'s possessive		1		1					2
2.7 -er comparative				1					1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		5		4		4	19
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase	1	5				3			9
1.1.5 the Quantifier Phrase error		1				1	1		3
1.1.6 Errors in AjP		1			2		1	1	5
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	3	3	5		2	1	5		19
1.2.2 Participle		1							1
1.2.3 Tense		6		6		5		8	25
1.2.4 Confusion in verb usage of auxiliary		2		1					3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	4	5	1	8	1	5		3	27
1.2.6 Verb form		2		8		2		9	21
1.2.7 Subject-Verb agreement		2		1		1		1	5
1.3 Parts of Speech		1		1	2	1			5
1.4 Errors in PP	1	2	5	6	5	2	3	4	28
2. Clause errors									
2.1 the phrase is superfluous	4	3	1	1	3	2	3	2	19
2.2 it is omitted	11		7	9	7	23	5	10	72
2.3 it is misordered		2		1		3		1	7
2.4 it is misselected				1		2			3
3. Sentence errors	1	1	1	1	5	4	3	2	18
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	2	6	6	1	6	6	4	33
4.1.2 Demonstrative reference: this, those, here, the				1					1
4.1.3 Comparative reference: same, identical, better, more				1		1			2
4.2 Substitution									
4.2.1 Nominal substitution	1						2		3
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	3	3	1	2	3	9	1	24
4.5 Lexical cohesion									

Table RRR.2 The test results of Student 22 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
22	641	593	547	421

Student 22 was at the A1 level of English proficiency. The student achieved fair scores in the pre-test in English to Thai translation and fewer scores in Thai to English translation (see Table RRR.2). In the post-test, the student did not progress either in English to Thai or Thai to English translation. The student attained better scores in English to Thai translation in the pre-test and the post-test. This indicated that this student had better skills in this direction of translation. The most errors found were *wrong lexical choices* (199 errors); the error number skyrocketed (See Table RRR.1). The errors were made in both tests, but more errors in the post-test, and most errors were in English to Thai translation. The second most error made was *omitted* (72 errors), and most errors were made in the post-test. Other errors made were a lot smaller in number, and they were made proportionally in the pre-test, and the post-test with slightly more errors appeared in Thai to English translation.

Appendix SSS Student 23's analysis

Table SSS.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	3	5		11		11		16	46
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type		1		1					2
1.5 False friends									
2. Misformation									
2.1 Borrowing			1					1	2
2.2 Coinage									
2.3 Calque	7	9	1	3	2	2	1		25
3. Distortions									
3.1 Omission						6		1	7
3.2 Overinclusion									
3.3 Misselection		3	1	2		6		2	14
3.4 Misordering						1		1	2
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1	1	1					1	4
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1		1		1		1	4
1.4 Using wrong near synonyms				1					1
1.5 Paraphrasing									
1.6 Wrong lexical choices	37	10	45	8	21	14	13	23	171
1.7 Homonym	5		7		3	1	1		17
2. Collocation errors									
2.1 Semantically determined word selection	1	5	3	6	3	1	1	2	22
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners						1			1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	3				1				4
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						3		2	5
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		3		4		4	14
2.6 -'s possessive									
2.7 -er comparative				1					1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		10		5		7	28
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1		1				3	5
1.1.5 the Quantifier Phrase error		1	1	1		3			6
1.1.6 Errors in AjP						1		3	4
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	4	1	1		3	1	3	2	15
1.2.2 Participle			3				1		4
1.2.3 Tense		9	3	13		6		13	44
1.2.4 Confusion in verb usage of auxiliary				2		1			3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	4	1	6		5		4	21
1.2.6 Verb form		6		6		7		5	24
1.2.7 Subject-Verb agreement		3		3		2		2	10
1.3 Parts of Speech	1	4		1		2	1	2	11
1.4 Errors in PP	2	6	3	3	3	8		6	31
2. Clause errors									
2.1 the phrase is superfluous		4	7	6	1	2		3	23
2.2 it is omitted	9	7	17	13	10	25	12	9	102
2.3 it is misordered		9		7				1	17
2.4 it is misselected				1		1		3	5
3. Sentence errors									
			7	5	1	5	1	7	26
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	5	6	11		6	2	9	40
4.1.2 Demonstrative reference: this, those, here, the		1		2		1	2		7
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution	2		1				1		4
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	3	1		2	2	4		13
4.5 Lexical cohesion									

Table SSS.2 The test results of Student 23 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
23	565	479	537	532

Student 23 was at the A1 level of English proficiency. The student made fair scores in the pre-test in English to Thai and Thai to English translation with slightly better scores in the former (see Table SSS.2). In the post-test, there was no progress made as the scores of both directions were less than in the pre-test. The scores went down more in English to Thai translation. The scores of Thai to English translation in the pre-test and the post-test were almost the same. Regarding error occurrence, the error number skyrocketed in *wrong lexical choices* (171 errors), followed by *omitted* errors (102 errors) (See Table SSS.1). The other two errors that the number was moderately high were *punctuation* (46 errors), *tense* (44 errors), and *personal reference* (40 errors). The errors occurred in both tests but more numbers in the pre-test.

Appendix TTT Student 24's analysis

Table TTT.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		7		7		1	1	2	18
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				1					1
1.4 Consonant-based type				1					1
1.5 False friends									
2. Misformation									
2.1 Borrowing			1	1				1	3
2.2 Coinage									
2.3 Calque	3	7	1	14	1	13	2	7	48
3. Distortions									
3.1 Omission						2			2
3.2 Overinclusion									
3.3 Misselection		1						2	3
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								3	3
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms				1		2		1	4
1.4 Using wrong near synonyms		1							1
1.5 Paraphrasing									
1.6 Wrong lexical choices	13	2	9	3	15	3	29	6	80
1.7 Homonym	6		2		3	1	7	3	22
2. Collocation errors									
2.1 Semantically determined word selection	2	5	3	5	4	1	1	4	25
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners		1		1		2		1	5
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity	2								2
4.2 Under specification			1						1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						2		5	7
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3	1	2		5		4	15
2.6 -'s possessive		1						1	2
2.7 -er comparative		1							1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		8		7		10		6	31
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1		4	5
1.1.5 the Quantifier Phrase error						3			3
1.1.6 Errors in AjP						3	1	1	5
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		2	1		1	6		12
1.2.2 Participle		1	1	1			1		4
1.2.3 Tense		6		10		6		12	34
1.2.4 Confusion in verb usage of auxiliary		2							2

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	6		9	1	5	1	7	30
1.2.6 Verb form		4				3		8	15
1.2.7 Subject-Verb agreement		2		1		3			6
1.3 Parts of Speech		3		1	4	2	3	3	16
1.4 Errors in PP	1	2		9	4	4	4	4	28
2. Clause errors									
2.1 the phrase is superfluous	2	3		1		1	1	2	10
2.2 it is omitted	6	10	11	8	13	9	16	4	77
2.3 it is misordered		4		3		5		3	15
2.4 it is misselected									
3. Sentence errors	1		1	1	2	2	3	4	14
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	1	2	4	2	9	5	7	31
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more						1	1	1	3
4.2 Substitution									
4.2.1 Nominal substitution	1								1
4.2.2 Verbal substitution							1		1
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1	3	1	3	2	1	3		14
4.5 Lexical cohesion									

Table TTT.2 The test results of Student 24 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
24	610	566	524	522

Student 24 was at the A2 level of English proficiency. The student made average scores in English to Thai translation and fewer scores in Thai to English translation in the pre-test (see Table TTT.2). In the post-test, no progress was made in any translation direction as the scores of both English to Thai and Thai to English translation were less than in the pre-test. In Thai to English translation, the scores of the pre-test and the post-test were almost the same. Overall, English to Thai translation had better scores. In terms of error numbers, the most errors this student were *wrong lexical choices* (80 errors), *omitted* (77 errors), and *calque* (48 errors) (see Table TTT.1). For the first error, most of them were made in the post-test. *Omitted* and *calque* errors were made proportionally in both tests.

Appendix UUU Student 25's analysis

Table UUU.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		2		5		3		5	15
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type				1					1
1.5 False friends									
2. Misformation									
2.1 Borrowing	1		1						2
2.2 Coinage									
2.3 Calque	1			2	3	3	2		11
3. Distortions									
3.1 Omission				1		2		2	5
3.2 Overinclusion				1					1
3.3 Misselection				1		1		1	3
3.4 Misordering									
3.5 Blending				1					1
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			1					1	2
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms									
1.4 Using wrong near synonyms				1					1
1.5 Paraphrasing									
1.6 Wrong lexical choices	33	4	21	6	54	6	31	7	162
1.7 Homonym	10		3		1	1	4		19
2. Collocation errors									
2.1 Semantically determined word selection	4	4	1	1	2		2		14
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1				1
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						4		1	5
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		5		2		4	14
2.6 -'s possessive		1							1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		6		3		1	16
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1			1
1.1.5 the Quantifier Phrase error			1						1
1.1.6 Errors in AjP		1						1	2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	1	2		1		4		10
1.2.2 Participle	1		1			1	1		4
1.2.3 Tense		8		7		1	1	9	26
1.2.4 Confusion in verb usage of auxiliary		1		1		1		1	4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	4		5	1	7	2	6	26
1.2.6 Verb form		3		2		2		4	11
1.2.7 Subject-Verb agreement		4		1		2			7
1.3 Parts of Speech	2	3	1	1	1	1	4		13
1.4 Errors in PP	2	2		2	2	2	4	2	16
2. Clause errors									
2.1 the phrase is superfluous	1	1	1	3	3		11	2	22
2.2 it is omitted	9	23	16	16	15	14		19	112
2.3 it is misordered				1		1		1	3
2.4 it is misselected									
3. Sentence errors	2		2	2	2	2	1	1	12
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	2	2			8	2	1	16
4.1.2 Demonstrative reference: this, those, here, the	1			2		1	1		5
4.1.3 Comparative reference: same, identical, better, more				1			1		2
4.2 Substitution									
4.2.1 Nominal substitution							2		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	3	3	3	2	1	3	3	1	19
4.5 Lexical cohesion									

Table UUU.2 The test results of Student 25 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
25	509	562	486	394

Student 25 was at the A1 level of English proficiency. The student made fair scores in the pre-test in English to Thai translation and a little less in Thai to English translation (see Table UUU.2). In the post-test, the student made progress in English to Thai translation as the scores were increased, but in Thai to English translation, the scores were decreased. Overall, English to Thai translation had better scores than Thai to English translation. For the error occurrence, the most error that occurred was *wrong lexical choices* (162 errors), and the number was very high compared to the occurrence in other errors (See Table UUU.1). Most errors occurred in English to Thai translation and in the post-test. The second most error made was *omitted* errors (122 errors), and most of them occurred in the pre-test. Other errors occurred in a minimal number.

Appendix VVV Student 26's analysis

Table VVV.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	3	9		6		2		1	21
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		1							1
1.4 Consonant-based type		1							1
1.5 False friends									
2. Misformation									
2.1 Borrowing	1		1						2
2.2 Coinage									
2.3 Calque	5	3	2		5				15
3. Distortions									
3.1 Omission		1				1		2	4
3.2 Overinclusion		1		1		1		1	4
3.3 Misselection		1	1	3					5
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	2	1	1	1	1			1	7
1.2 Overly specific term							1		1
1.3 Using the less apt of two co-hyponyms	1		1	2				1	5
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	15		22	4	17		13	2	73
1.7 Homonym	5		4		3		6	1	19
2. Collocation errors									
2.1 Semantically determined word selection	4	10	3		5	1	6		29
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1					1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity		1	1		1				3
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present		1						3	4
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2	1	3		3		2	11
2.6 -'s possessive		2							2
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		3		1		2	10
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		4	1	5					10
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		1							1
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		1				7	1	11
1.2.2 Participle		1			1				2
1.2.3 Tense	1	5	4	5				6	21
1.2.4 Confusion in verb usage of auxiliary		2		3					5

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1			3	1	2		1	8
1.2.6 Verb form				1					1
1.2.7 Subject-Verb agreement		1		1		1			3
1.3 Parts of Speech	1	1			1			1	4
1.4 Errors in PP	1	1	2	3	2	3	3	1	16
2. Clause errors									
2.1 the phrase is superfluous	3	3	2	2	2		3	1	16
2.2 it is omitted	15	12	15	11	6	10	3	1	73
2.3 it is misordered	1			1			1		3
2.4 it is misselected		1		2					3
3. Sentence errors	1		2	2	1	1	1		8
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	4		1			2	4		11
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution			1				1		2
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	3	3	2	1		7		18
4.5 Lexical cohesion									

Table VVV.2 The test results of Student 26 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
26	665	695	642	310

Student 26 was at the A2 level of English proficiency. The student made good scores in the pre-test in both translation directions (see Table VVV.2). In the post-test, the performance was better in English to Thai translation but substantially worse in Thai to English translation as half of the scores dropped. Overall, the student did better in English to Thai translation, and the progress was made only in this direction. For the error occurrence, the most error occurred was *wrong lexical choices* (73 errors) and *omitted* (73 errors) (see Table VVV.1). The first error was made proportionally in the pre-test and the post-test. *Omitted* errors were mostly made in the pre-test. Other errors sparsely occurred and mainly in the pre-test. The errors in Thai to English translation were not found many while the test scores were so low. This could mean that there were many sentences left untranslated.

Appendix WWW Student 27's analysis

Table WWW.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1	4	1		1	5		4	16
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type									
1.5 False friends		1							1
2. Misformation									
2.1 Borrowing			1						1
2.2 Coinage									
2.3 Calque	1	1		1	2	9		6	20
3. Distortions									
3.1 Omission		1				2		2	5
3.2 Overinclusion									
3.3 Misselection						3		1	4
3.4 Misordering						1			1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								1	1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms			1			1			2
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	18		29	1	3	2	3	3	59
1.7 Homonym	4		2		2	1	2	1	12
2. Collocation errors									
2.1 Semantically determined word selection			2		3	1	9	2	17
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity									
4.2 Under specification					1				1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present									
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle						1			1
2.5 -s plural		1				1		3	5
2.6 -'s possessive									
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase								2	2
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1		2		2		3	8
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP				1		1			2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1	1	1						3
1.2.2 Participle									
1.2.3 Tense	2	1			1	4		4	12
1.2.4 Confusion in verb usage of auxiliary		1							1

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	2	2			1			2	7
1.2.6 Verb form	1	1				3			5
1.2.7 Subject-Verb agreement				1					1
1.3 Parts of Speech						1			1
1.4 Errors in PP					1	1			2
2. Clause errors									
2.1 the phrase is superfluous	1			1	1				3
2.2 it is omitted	18	10	22	1	15	3	20	16	105
2.3 it is misordered					1			2	3
2.4 it is misselected									
3. Sentence errors	1	1				1	1		4
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2		1			8		4	15
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	1		2		1	2	3		9
4.5 Lexical cohesion									

Table WWW.2 The test results of Student 27 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
27	395	640	127	512

Student 27 was at the A1 level of English proficiency. The pre-test scores were inferior and much worse in Thai to English translation (see Table WWW.2). However, the student made outstanding progress in the post-test as the scores were increased in both directions of translation. The progress in Thai to English translation was more apparent. In terms of the error occurrence, the most errors this student made were *omitted* (105 errors) and *wrong lexical choices* (59 errors) (See Table WWW.1). The first error was scattered in the pre-test and the post-test. The latter was mostly made in the pre-test. The errors in the pre-test in Thai to English translation were scarcely compared to the low scores. This could be assumed that the student left sentences untranslated.

Appendix XXX Student 28's analysis

Table XXX.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		5		5	2			6	18
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type		1		1					2
1.4 Consonant-based type		1							1
1.5 False friends									
2. Misformation									
2.1 Borrowing	3		1		1		2		7
2.2 Coinage									
2.3 Calque	4	3			1	8		3	19
3. Distortions									
3.1 Omission						3			3
3.2 Overinclusion									
3.3 Misselection	1	1				3		3	8
3.4 Misordering						1			1
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one			2						2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms								4	4
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	20	3	15	3	12	2	17	14	86
1.7 Homonym	10		4		2	1	4	1	22
2. Collocation errors									
2.1 Semantically determined word selection	2	1	3	2	8	2	3	1	22
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity								1	1
4.2 Under specification			1						1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present								1	1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle						1			1
2.5 -s plural		3		1		2		1	7
2.6 -'s possessive									
2.7 -er comparative				1					1
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		5		1		1		2	9
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						1		2	3
1.1.5 the Quantifier Phrase error		2							2
1.1.6 Errors in AjP		2	1	1		1	1		6
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1	1	2		1		4		9
1.2.2 Participle			1		1	2	1		5
1.2.3 Tense	2	4				4	1	6	17
1.2.4 Confusion in verb usage of auxiliary		2		1					3

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	2		2		1	1	4	11
1.2.6 Verb form		1				2			3
1.2.7 Subject-Verb agreement		1		1					2
1.3 Parts of Speech		1		2		1			4
1.4 Errors in PP	1	2	1	1		2	1	3	11
2. Clause errors									
2.1 the phrase is superfluous	1	2			1			3	7
2.2 it is omitted	13	4	19	3	11	3	25	5	83
2.3 it is misordered		1	1	2				1	5
2.4 it is misselected									
3. Sentence errors									
			3		2	2	1		8
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.				2	2	7		7	18
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more			1						1
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.			4			2	3	1	10
4.5 Lexical cohesion									

Table XXX.2 The test results of Student 28 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
28	448	492	196	453

Student 28 was at the A1 level of English proficiency. The pre-test scores were low, especially in Thai to English translation (see Table XXX.2). In the post-test, the student made some progress in English to Thai translation as the scores were increased and impressive progress in Thai to English translation as the scores were significantly increased. However, overall this student's scores were still low compared to other students. Concerning the error occurrence, the most errors this student made were *wrong lexical choices* (86 errors) and *omitted* (83 errors) (see Table XXX.1). The occurrence was similar, and the errors were made proportionally in the pre-test and the post-test. Other errors were made quite slightly compared with these two errors.

Appendix YYY Student 29's analysis

Table YYY.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	1	8	2	9	2	8		10	40
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type						1			1
1.5 False friends									
2. Misformation									
2.1 Borrowing					2			1	3
2.2 Coinage									
2.3 Calque	3	3	2	3		4	2	2	19
3. Distortions									
3.1 Omission						1			1
3.2 Overinclusion									
3.3 Misselection				1		1			2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one	1				1			1	2
1.2 Overly specific term						1			1
1.3 Using the less apt of two co-hyponyms				3				1	4
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	12	3	11	5	12		23	9	75
1.7 Homonym	9		7		1		5	1	23
2. Collocation errors									
2.1 Semantically determined word selection	2	3	4	6	2	1	1		19
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity			1						1
4.2 Under specification			2		2		1	1	6
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present						1		1	2
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3		2		5		3	13
2.6 -'s possessive								1	1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		6		5		2		4	17
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		2						1	3
1.1.5 the Quantifier Phrase error						1			1
1.1.6 Errors in AjP	1						1		2
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	1		2				4		7
1.2.2 Participle	1		2	1		1			5
1.2.3 Tense		7		7	1	5		8	28
1.2.4 Confusion in verb usage of auxiliary		1		1		1		1	4

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	2		4		2	1	4	14
1.2.6 Verb form		3		4		1		7	15
1.2.7 Subject-Verb agreement		5		3		3			11
1.3 Parts of Speech		1		1			1		3
1.4 Errors in PP		2	1	3	1	2	1		10
2. Clause errors									
2.1 the phrase is superfluous				2		1		1	4
2.2 it is omitted	9	27	6	13	20	15	8	17	115
2.3 it is misordered				2		1		1	4
2.4 it is misselected				1					1
3. Sentence errors	1	1	1					1	4
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	2	1	1	4		4	2	1	15
4.1.2 Demonstrative reference: this, those, here, the							1		1
4.1.3 Comparative reference: same, identical, better, more						1	1		2
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	3	1	2	2	2	4	1	17
4.5 Lexical cohesion									

Table YYY.2 The test results of Student 29 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
29	655	648	611	627

Student 29 was at the A2 level of English proficiency. This student made moderate scores in the pre-test in both translation directions (see Table YYY.2). The scores of English to Thai translation were a little better. In the post-test, the student made a few scores less in English to Thai translation, so the progress was not made in this translation direction. Nonetheless, the student made progress in Thai to English translation as the post-test scores were better than in the pre-test. The most errors this student made were *omitted* (115 errors) and *wrong lexical choices* (75 errors) (See Table YYY.1). For the former, the errors occurred both in the pre-test and the post-test, and for the latter, the errors mainly occurred in the pre-test and especially in English to Thai translation.

Appendix ZZZ Student 30's analysis

Table ZZZ.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors		9	1	15	1	3		4	33
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type				1		1		2	4
1.4 Consonant-based type				1				1	2
1.5 False friends									
2. Misformation									
2.1 Borrowing				2				1	3
2.2 Coinage									
2.3 Calque	4	3	3	3	1	5	1	5	25
3. Distortions									
3.1 Omission		1				1		1	3
3.2 Overinclusion									
3.3 Misselection		1						1	2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one								2	2
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms		1		2					3
1.4 Using wrong near synonyms								1	1
1.5 Paraphrasing									
1.6 Wrong lexical choices	18	3	12	5	5	12	12	6	73
1.7 Homonym	12	1	3		2		4	4	26
2. Collocation errors									
2.1 Semantically determined word selection	1	4	1	4	3	3	5	2	23
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners								1	1
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity									
4.2 Under specification	1								1
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present								1	1
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		2		2		2		1	7
2.6 -'s possessive				1					1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		4		2		1			7
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase				1		1		2	4
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP		2		1	2		1	1	7
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2				1			5
1.2.2 Participle		1	1	1		1			4
1.2.3 Tense	3	7	1	8		4	1	5	29
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	1	4		2		6		6	19
1.2.6 Verb form						2		1	3
1.2.7 Subject-Verb agreement		2		1					3
1.3 Parts of Speech		2		1	1	1			5
1.4 Errors in PP	1	1		5	1	2		3	13
2. Clause errors									
2.1 the phrase is superfluous		1	2	2	1			1	7
2.2 it is omitted	7	5	13	12	5	7	5		54
2.3 it is misordered		2	1	1		4		3	11
2.4 it is misselected									
3. Sentence errors		1	1		1	5	1	4	13
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	3	2		6		5		8	24
4.1.2 Demonstrative reference: this, those, here, the									
4.1.3 Comparative reference: same, identical, better, more						1	1		2
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2	2	4		1	2	3	1	15
4.5 Lexical cohesion									

Table ZZZ.2 The test results of Student 30 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
30	697	714	616	487

Student 30 was at the A1 level of English proficiency. The student made quite good scores in the pre-test in both translation directions (see Table ZZZ.2). The scores were higher in English to Thai translation. In the post-test, the student made progress in English to Thai translation only as in Thai to English translation the scores were dropped. This student had better skills in English to Thai translation than in Thai to English translation. In terms of the errors found, the most errors this student made were wrong lexical choices (73 errors) and omitted (54 errors) (See Table ZZZ.1). The first error was made proportionally in the pre-test and the post-test; the latter was made primarily in the pre-test. Other errors were made in moderate and small numbers.

Appendix AAAA Student 31's analysis

Table AAAA.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors						4		3	7
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type		1							1
1.5 False friends					1				1
2. Misformation									
2.1 Borrowing	1		5		1			1	8
2.2 Coinage									
2.3 Calque	4	1			3	9	3	4	24
3. Distortions									
3.1 Omission						1			1
3.2 Overinclusion									
3.3 Misselection						2			2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one									
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms				1					1
1.4 Using wrong near synonyms									
1.5 Paraphrasing									
1.6 Wrong lexical choices	23		22	1	11	2	12	4	75
1.7 Homonym	7		4		3	1	2	1	18
2. Collocation errors									
2.1 Semantically determined word selection	4	4	2		8	3	6		27
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners									
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1				1
4.2 Under specification			1		2		2		5
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present									
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		1						1	2
2.6 -'s possessive								1	1
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		1		2					3
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase						2			2
1.1.5 the Quantifier Phrase error									
1.1.6 Errors in AjP	1	2							3
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2		1				2		5
1.2.2 Participle			1				1		2
1.2.3 Tense	1	2			1			2	6
1.2.4 Confusion in verb usage of auxiliary									

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)		3		2		3		1	9
1.2.6 Verb form									
1.2.7 Subject-Verb agreement		1							1
1.3 Parts of Speech	2	1				1			4
1.4 Errors in PP	1	1	1			1	3	1	8
2. Clause errors									
2.1 the phrase is superfluous	2			1	1			1	5
2.2 it is omitted	17	10	12	4	10	9	7		69
2.3 it is misordered					1				1
2.4 it is misselected									
3. Sentence errors	2				3	1		2	8
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1			2	2	7		3	15
4.1.2 Demonstrative reference: this, those, here, the	1								1
4.1.3 Comparative reference: same, identical, better, more									
4.2 Substitution									
4.2.1 Nominal substitution							1		1
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.	2		1		1	1	2	1	8
4.5 Lexical cohesion									

Table AAAA.2 The test results of Student 31 of the Traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
31	396	659	121	502

Student 31 was at the A1 level of English proficiency. This student had the same English level as the previous student, but their pre-test scores were substantially different. That is, this student attained very low scores in the pre-test in both directions of translation, especially in Thai to English translation that the pre-test scores were extremely low (see Table AAAA.2). However, the student made impressive progress in the post-test in both English to Thai and Thai to English translation. Regarding the error occurrence, the most errors this student made were *wrong lexical choices* (75 errors) and *omitted* (69 errors) (See Table AAAA.1). Same as in the previous student's results, the first errors were made proportionally in the pre-test and the post-test; the latter was made primarily in the pre-test. Other errors were made in moderate and small numbers.

Appendix BBBB Student 33's analysis

Table BBBB.1 Error occurrence by type of error-Traditional group

Error types	Pre-test				Post-test				Total
	1		2		1		2		
	E-T	T-E	E-T	T-E	E-T	T-E	E-T	T-E	
SUBSTANCE ERRORS									
Punctuation errors	5	7	4	7	3	5		6	37
LEXICAL ERRORS									
A. Formal errors									
1. Formal misselection									
1.1 Suffix type									
1.2 Prefix type									
1.3 Vowel-based type									
1.4 Consonant-based type		1		1					2
1.5 False friends									
2. Misformation									
2.1 Borrowing	2		2					1	5
2.2 Coinage									
2.3 Calque	5	6	5	5	3	8	2	2	36
3. Distortions									
3.1 Omission									
3.2 Overinclusion									
3.3 Misselection	1							1	2
3.4 Misordering									
3.5 Blending									
B. Semantic errors									
1. Confusion of sense relations									

1.1 General term for specific one					1				1
1.2 Overly specific term									
1.3 Using the less apt of two co-hyponyms	1	1		2		2		1	7
1.4 Using wrong near synonyms									
1.5 Paraphrasing					1				1
1.6 Wrong lexical choices	27	2	29	3	12	9	15	8	105
1.7 Homonym	8		6		4		2		20
2. Collocation errors									
2.1 Semantically determined word selection	3	3	4	4	6		3	1	24
2.2 Statistically weighted preferences									
2.3 Arbitrary combinations									
2.4 Preposition partners				1		2		2	5
3. Connotation errors									
4. Stylistic errors									
4.1 Verbosity					1			1	2
4.2 Under specification									
GRAMMAR ERRORS									
A. Morphology errors									
1. Derivational morphemes									
1.1 Prefix									
1.2 Suffix									

2. Inflectional morphemes									
2.1 -s third-person Singular present				1		1		1	3
2.2 -ed past tense									
2.3 -ing progressive									
2.4 -en past participle									
2.5 -s plural		3				2		2	7
2.6 -'s possessive		2							2
2.7 -er comparative									
2.8 -est superlative									
B. Syntax errors									
1. Phrase structure errors									
1.1 Errors in NP									
1.1.1 the error of article omission in the Determiner Phrase		5		3		3		5	16
1.1.2 the error of comma omission in NP									
1.1.3 the error in the Determiner Phrase		1							1
1.1.5 the Quantifier Phrase error		1				1			2
1.1.6 Errors in AjP	1	2		3	1	2			9
1.2 Errors in VP									
1.2.1 Voice (Passive/active)	2	2	1	1	2	1			9
1.2.2 Participle			1	1		1			3
1.2.3 Tense	2	6	3	6	1	2		9	29
1.2.4 Confusion in verb usage of auxiliary						1		4	5

and ordinary verbs									
1.2.5 Auxiliary verb (misuse, omission)	3	2		4		5		3	17
1.2.6 Verb form		2						1	3
1.2.7 Subject-Verb agreement		2		3		1			6
1.3 Parts of Speech			1		1	2			4
1.4 Errors in PP	4	4	4	3	2	4		4	25
2. Clause errors									
2.1 the phrase is superfluous		3		1	1	1		2	8
2.2 it is omitted	8	9	17	8	6	9	21	5	83
2.3 it is misordered		3	1	3		2			9
2.4 it is misselected									
3. Sentence errors									
		1	2	1	2	1	1	1	9
4. Intersentence errors (cohesion)									
4.1 Reference									
4.1.1 Personal reference: he, she, his, etc.	1	2	1	5	3	7	1	12	30
4.1.2 Demonstrative reference: this, those, here, the	2					1			3
4.1.3 Comparative reference: same, identical, better, more				1					1
4.2 Substitution									
4.2.1 Nominal substitution									
4.2.2 Verbal substitution									
4.2.3 Clausal									

substitution									
4.3 Ellipsis									
4.3.1 Nominal ellipsis									
4.3.2 Verbal ellipsis									
4.4 Conjunction such as so, consequently, but, still, however, and etc.		2	2	2		1	2	1	10
4.5 Lexical cohesion									

Table BBBB.2 The test results of Student 33 of the traditional group

Student	English-Thai		Thai-English	
	Pre-test (800 points)	Post-test (800 points)	Pre-test (800 points)	Post-test (800 points)
33	490	337	405	427

Student 33 was at the A1 level of English proficiency. The student did not make high scores in the pre-test (see Table BBBB.2). The scores of English to Thai translation were made higher than ones of Thai to English translation. However, in the post-test, the student made progress only in Thai to English translation as the scores were increased. The scores of English to Thai translation were reduced in the post-test. For the error occurrence, the most errors this student made were *wrong lexical choices* (105 errors) and *omitted* (83 errors). The number of these two errors were distinctively high compared to other errors. Most errors were made in the pre-test and in English to Thai translation (See Table BBBB.1).

Appendix CCCC IOC result of the questionnaire

Content	Experts' evaluation			Points in total	Mean (\bar{x})
	Expert 1	Expert 2	Expert 3		
• Objectives and contents of the course					
1. The objectives and learning outcomes of the teaching were clearly stated.	+1	+1	+1	3	1
2. In general course contents were not interesting.	0	0	+1	1	0.3
3. The level of language used in the contents was appropriate with my English level.	+1	+1	+1	3	1
4. The amount of the contents was generally appropriate for the allotted time (4 hours each class).	+1	+1	0	2	0.6
5. The course contents met my needs.	+1	+1	+1	3	1
6. The course contents were not aligned with the course objectives.	0	0	0	0	0
7. The course contents were organized and well delivered in a logical sequence.	+1	+1	+1	3	1
8. The content order was easy to follow.	0	+1	+1	2	0.6
9. The course contents developed my grammar knowledge and improved my translation competence in terms of linguistics.	+1	+1	+1	3	1
10. I were not given assignments in sufficient time.	0	0	+1	1	0.3
• Teaching methodology and activities					

11. The activities in class:					
11.1 drills, discussion, small group work did not improve my grammar knowledge and linguistic translation skills.	0	0	0	0	0
11.2 discussions improved my grammar knowledge and linguistic translation skills.	+1	+1	0	2	0.6
11.3 small group work improved my grammar knowledge and linguistic translation skills.	+1	+1	0	2	0.6
12. The activities in class:					
12.1 drills were suitable for my English background knowledge.	+1	+1	+1	3	1
12.2 discussions were suitable for my English background knowledge.	0	+1	+1	2	0.6
12.3 small group work was not suitable for my English background knowledge.	0	0	+1	1	0.5
13. The activities in class:					
13.1 drills made the learning more interesting and effective.	+1	+1	+1	3	1
13.2 discussions made the learning more interesting and effective.	+1	+1	+1	3	1
13.3 small group work did not make the learning more interesting and effective.	+1	+1	+1	3	1
14. The activities in class:					
14.1 drills enabled me to be better in learning.	+1	+1	+1	3	1
14.2 discussions did not enable me to be better in learning.	+1	+1	+1	3	1

14.3 small group work enabled me to be better in learning.	+1	+1	+1	3	1
15. I enjoyed this class.	0	+1	+1	2	0.6
16. I do not think it was good to learn grammar and translation in the same class.	0	0	0	0	0
17. This course provided sufficient grammar knowledge for basic translation.	0	+1	+1	2	0.6
18. This course was student-centered because students learnt by doing activities themselves.	+1	+1	+1	3	1
• Evaluation					
19. The evaluation criteria are clear and suitable.	+1	+1	+1	3	1
20. Explaining the evaluation criteria was not clear.	0	0	0	0	0
Average Mean (\bar{x})					0.6

Appendix DDDD Week 3's diary

C-R class (18 Dec 2018)

Two students missed class: one was the one who missed the class when the ethic procedures were carried out (the first class) and the other was the junior student who enrolled the module for the second time. The 36 students were divided into 6 groups. They were asked to complete the handout together activity by activity. When they finished one activity, I asked them to come to me. Everyone in the group had to complete the part that they wanted me to check but I would mark only one paper, the rest of the group had to copy what I corrected down on their own paper later, as I did not have enough time to check all the handouts. I checked it and found that mostly they could find the grammar rules from the given sentences. Some small mistakes were made every now and then. I corrected them and explained to the group about the mistakes they made. I could see they had more interest in what I said when it was led by the mistakes they had made. I told them that any group finished the handout they could leave the class in order to encourage them to work and as far as I saw, the strategy worked. However, as the handout was still a lot, only three groups finished it in time with I having time to correct it and explain the mistakes they made. Another three groups finished it within four hours but they left me no time to mark so I asked them to come to see me tomorrow in order to have their handout checked and their mistakes explained.

Traditional class (17 Dec 2018)

All students attended class. The 34 students were divided into six groups; each group was given a white board marker. There were a lot of translation practices in the handout. Each group was asked to translate item by item, when they finished one, the representative of the group came forward and wrote their translation on the board in front of the room. I recorded six translations from six groups item by item into the laptop. The class went on like this and the students finished the material for this week within four hours.

Date: 18 Dec 2018

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