



วารสารมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยอุบลราชธานี

ปีที่ 13 ฉบับที่ 2 กรกฎาคม-ธันวาคม 2565

การวิเคราะห์ข้อผิดพลาดทางไวยากรณ์ภาษาอังกฤษจากการ แปลอนุเฉทภาษาไทยเป็นภาษาอังกฤษ

English Grammatical Error Analysis Made by Paragraph Translation from Thai to English

สุทธิรักษ์ สุวรรณเดชา คริส chan และรัตน์นรรัตน์ นาคทั่ง*

Sutthirak Suwandecha, Chris Chan and Tanonrat Naktang*

คณะวิทยาศาสตร์และศิลปศาสตร์ มหาวิทยาลัยบูรพา วิทยาเขตจันทบุรี

Department of English for Business Communication,

Faculty of Science and Arts, Burapha University, Chanthaburi Campus

*Email: tanonratn@buu.ac.th

Received: Aug 06, 2021

Revised: Aug 05, 2022

Accepted: Aug 09, 2022

บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อวิเคราะห์ข้อผิดพลาดทางไวยากรณ์ภาษาอังกฤษจากการแปลอนุเฉทภาษาไทยเป็นภาษาอังกฤษ กลุ่มตัวอย่างได้แก่ นิสิตปริญญาตรี สาขาวิชาภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจที่ลงทะเบียนเรียนรายวิชาหลักการแปลในภาคต้น ปีการศึกษา 2562-2563 คณะวิทยาศาสตร์และศิลปศาสตร์ มหาวิทยาลัยบูรพา วิทยาเขตจันทบุรี จำนวน 50 คน ด้วยวิธีการสุ่มแบบเจาะจง วิเคราะห์ข้อผิดพลาดทางไวยากรณ์ภาษาอังกฤษจากการแปลของนิสิตด้วย Writing Correction Symbols ของ Hogue & Oshima และการจำแนกหมวดหมู่ทางไวยากรณ์ภาษาอังกฤษ เครื่องมือที่ใช้เก็บข้อมูลเชิงปริมาณ ได้แก่ แบบสอบถามการประเมินตนเองด้านความสามารถทางไวยากรณ์และ



แบบสอบถามเกี่ยวกับสาเหตุของปัญหาในการแปลอ่อนเน�จากภาษาไทยเป็นภาษาอังกฤษ วิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา

ผลการวิจัยพบว่าข้อผิดพลาดทางไวยากรณ์ที่พบบ่อยที่สุดในงานแปลของกลุ่มตัวอย่าง ได้แก่ Verb Tense; Wrong Word; Article; Preposition; และ Rewriting หมวดหมู่ไวยากรณ์ 5 หมวดหมู่จากแบบสอบถามการประเมินตนเองด้านความสามารถทางไวยากรณ์ที่พบปัญหามากที่สุดในการแปล ได้แก่ 1) การใช้คำนามและพจน์ของคำนาม 2) ความเข้าใจประโยชน์ความประณานา 3) ความเข้าใจกริยา Subjunctive 4) การใช้กริยา Subjunctive และ 5) การใช้ประโยชน์ความประณานา ปัจจัย 7 ด้านที่เป็นสาเหตุของปัญหาในการแปล ได้แก่ 1) การไม่เข้าใจความหมายของคำศัพท์ 2) การขาดทักษะทางไวยากรณ์ 3) การขาดทักษะการเลือกใช้คำในการเทียบเคียงกับตัวบท 4) การขาดความเข้าใจในสำนวนภาษาไทย 5) ความไม่สามารถตีความประโยชน์ได้ 6) การขาดการฝึกฝนด้านไวยากรณ์ และ 7) การขาดการวิเคราะห์ตัวบท

คำสำคัญ: การวิเคราะห์ข้อผิดพลาดทางไวยากรณ์ การแปลภาษาไทยเป็นภาษาอังกฤษ การแปลอ่อนเน�

Abstract

This research article aimed to analyze English grammatical errors made by paragraph translation writing from Thai to English. The sample group selected by purposive sampling was 50 undergraduate students majoring in English for Business Communication enrolled in the Principles of Translation course in semester 1, the academic year 2019-2020, at the Faculty of Science and Arts, Burapha University Chanthaburi Campus. Paragraph translation tasks of the participants



were examined to find a number of English grammatical errors based on the writing correction symbols of Hogue & Oshima in addition to grammatical error categorization. A quantitative approach was employed for data collection. Questionnaires concerning self-evaluation on grammatical use and factors causing problems from Thai to English paragraph translation were applied for data analysis utilizing descriptive statistics.

The results revealed that the most frequent errors in the sample groups' translation tasks based on Writing Correction Symbols were Verb Tense, Wrong Word, Article, Preposition, and Rewriting. There were five main grammatical error category types revealed in the self-evaluation questionnaires on grammar use from Thai to English paragraph translation, namely 1) use of Nouns and Countability, 2) comprehension of Wish Form, 3) comprehension of Subjunctive, 4) use of Subjunctive, and 5) Wish Form. Moreover, seven factors caused the problems in Thai to English paragraph translation corresponding to English grammatical errors found in learners' corpus paragraph translation tasks. These included 1) lexical meaning miscomprehension, 2) lack of English grammar skills, 3) lack of word choice skills for source text equivalence, 4) lack of Thai idiom comprehension, 5) sentence interpretation inability, 6) lack of English grammar practice, and 7) lack of source text analysis.

Keywords: Grammatical error analysis, Thai to English translation, Paragraph translation



1. Introduction

Translation is a complicated skill and can be conceptualized as a combination of listening, reading, speaking and writing. Document translation is mainly dependent upon two specific skills: reading and writing. Translation involves at least two languages (referred to as source language and target language) practiced correspondingly and synchronized with one another (Newmark, 1995, as cited in Pinmanee, 2012). Apart from the required grammatical correction, interpretation, semantics, style, and purpose of the text, practical proficiency between foreign languages and the mother tongue is paramount, and for which cultural and specialized knowledge are also necessarily implemented (Wongranu, 2017).

The grammar-translation method of teaching foreign language has been significantly associated with translation as a means to understand English for decades; however, many students tend to have translation problems, according to a number of studies (Chnasakulniyom, 2010; Pojprasat, 2007; Yodnil, 2006). Translation is a compulsory course for university English major students in Thailand, paving the way for them to understand language divergence in terms of grammar and meaning for translation accuracy in particular. In spite of learners' familiarity with the teaching method and learning process, they still find translation difficult; even of accurate simple sentences - without specific and cultural knowledge – with semantically and grammatically correct translation which is considered to be the first step of the translation course (Wongranu, 2017). Many students are not aware of grammatical differences when translating Thai to English



as they are often in a literal translation mode replacing Thai grammatical structures from a Thai source text into English, as well as possessing less proficiency of the second language, resulting in many grammatical errors in their translated English paragraph. To understand the problems more insightfully and clearly, translation analysis is required to identify significant grammatical category errors, and the possible causes of errors behind them, so that improved teaching techniques, additional planning and consideration of the learning process of the students can be subsequently conducted.

The “Principles of Translation” course is a compulsory course for second year students majoring in English for Business Communication at Burapha University, Chanthaburi Campus, after completing the “Introduction to English Structure” course. In the same semester, English Writing for Communication is taught to supplement Thai to English translation skills. A study of translation grammatical errors from Thai to English is, therefore, advantageous to address problems in the students’ performance in Thai to English paragraph translation and their English grammar proficiency. In order to achieve solutions, the study aimed to analyze English grammatical errors from Thai to English paragraph translation based on Grammatical Error Category and Writing Correction Symbols to investigate the students’ feedback on the most common causes of errors, and to address students’ evaluation of English grammatical proficiency.



2. Literature Review

There are two types of translation errors: binary-counted as incorrect translation, and non-binary errors—not totally incorrect but requiring more appropriateness and improvement (Pym, 1992). It is also stated that this categorization can reveal which competencies the students have between language and translation competence. Binary errors denote that the translation needs to be improved by language proficiency, while non-binary errors imply translation competency, which is the ability to construct target language forms and chose the best forms to match purposes and the readers.

Suksaeresup & Thep-Ackrapong (2009) studied and classified English to Thai translation based on reading and interpreting errors. They found that mistakes were made by either misreading the source text, such as “hop” and “hope”, or the interference of background knowledge, such as “Kramer fighting Kramer” and “Khmer fighting Khmer”. Interpretation errors occur when misinterpreting the source language. Grammar, denotation and connotation are considered significant in this regard.

Pojprasat (2007) analyzed English-Thai-English translations. Three error types were categorized: semantic errors, syntactic errors, and cultural errors. Semantic errors are associated with word mistranslation, including collocations, single words, or idioms. Syntactic errors deal with sentence or grammatical structure mistranslation, while cultural errors are those caused by cultural background divergence. He summarized that mother tongue interference, unawareness of linguistic differences between two languages,



incompletion of English syntactic and semantic knowledge, and careless text reading were major causes of sentence translation.

Cahyani, Wijaya & Arifin (2015) analyzed grammatical errors resulting from Indonesian to English translation using a descriptive method. Errors in grammar use, such as noun phrases, verb phrases, adjective phrases, and adverb phrases, were considered. Noun phrases were found to be the most frequent errors in Indonesian to English translation. Relying on errors as a device with which to learn more about how to translate grammatically, systemic material preparation, and teaching techniques development were suggested for both learners and teachers.

Tandikombong, Atmowardoyo & Weda (2016) identified and analyzed grammatical errors by coding grammatical areas of written tests of participants, revealing that the most frequent errors made by students in translating Indonesian text into English were verbs, nouns, adjectives, conjunctions, prepositions, pronouns, adverbs, and articles. Overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis were considered the most frequent sources of errors.

Wongraru (2017) identified that syntactic errors were the most common mistakes found in students' translation tasks from Thai to English, particularly countability of nouns, determiners, and tense, whereas the causes of errors included translation procedures, carelessness, low self-confidence, and anxiety. He recommended that more class time should be spent addressing the problematic points as



well as the implementation of authentic translation and group work to increase self-confidence and reduce anxiety.

Al-Shehab (2018) analyzed the grammatical errors of scientific environmental Arabic text to English translation from 20 translation participants. The most common errors found were wrong word usage, subject-verb agreement, sentence fragments, pronouns, and use of the verb to be, respectively. He suggested that an interdisciplinary translation approach should be conducted for students at various study levels to reduce grammatical problems in translation and improve environmental translation.

In reference to the review of related literature, most studies were conducted specifically for sentence translation. Not many research paid attention to paragraph translation, even though text translation was unclear whether it was sentence or paragraph translation. It is, hence, essential to study a little more utter aspect of translation based upon levels of text such as word, phrase, sentence, and paragraph to bridge the gap of study aspects.

3. Methods

The participants in this study were fifty undergraduate students majoring in English for Business Communication enrolled in the Principles of Translation course in semester 1, academic year 2019-2020, at the Faculty of Science and Arts, Burapha University, Chanthaburi Campus. This course was their first translation course, but they had studied Introduction to English Structure as a foundation for more advanced courses. English Writing for Communication was taken



at the same time as Principles of Translation to automatically supplement their knowledge of grammar in English writing. The second half of the translation course was focused on Thai to English translation, with both sentence and paragraph translation.

The students were asked to sign a consent form for research participation in accordance with the Human Research Ethics Board of Burapha University. The participants were asked to answer two questionnaires, namely: self-evaluation on grammar use from Thai to English paragraph translation, and factors causing problems in Thai to English paragraph translation. Two Thai to English paragraph translation tasks of the participants were utilized with student permission – considered as the learner corpus – and were then analyzed for grammatical errors using the Grammatical Error Category and Writing Correction Symbols of Hogue & Oshima (2007).

Descriptive statistics such as frequency, mean, and standard deviation were employed to analyze frequent and types of errors the participants made in their Thai to English paragraph translation tasks by utilizing self-evaluation in tandem with causes of translation errors questionnaires. The decoded Writing Correction Symbols of Hogue & Oshima (2007) was applied to identify what kinds of mistakes the participants made in their Thai to English paragraph translation writing tasks.



4. Results

The grammatical errors found in the participants' paragraph translations from Thai to English are summarized in table 1, table 2, and table 3 relying on writing correction symbols (ex. p= punctuation; cap= capitalization; vt= verb tense; s/v= subject-verb agreement and etc), Grammatical Error Categories (ex. voice; adjective; wish form; subjunctive; etc), self-evaluation questionnaires on grammatical use from Thai to English paragraph translation, and factors causing problems in Thai to English paragraph translation, respectively.

Table 1 Frequent common grammatical errors using the writing correction -symbols of Hogue & Oshima (2007)

Type of Error	Percentage	Frequency	Mean	S.D.
1. Verb tense	18.9	100	2	1.57
2. Wrong word	10.7	57	1.1	1.3
3. Article	10.3	55	1.1	1.3
4. Prepositions	8.6	46	0.92	1
5. Rewriting	8.6	46	0.92	1.1
6. Wrong word form	7.1	38	0.76	1
7. Something left	6.9	37	0.72	1.2
8. Punctuation unnecessary	4.5	24	0.48	0.8
9. Unnecessary word	3.9	21	0.42	1
10. Spelling	3.5	19	0.38	0.8
11. Pronoun reference error	2.6	14	0.28	0.7
12. Wrong word order	2.4	13	0.26	0.6



Type of Error	Percentage	Frequency	Mean	S.D.
13. Fragment	2	11	0.2	0.7
14. Capitalization	1.8	10	0.2	0.6
15. Conjunction	1.7	9	0.68	0.62
16. Comma Splice	1.5	8	0.16	0.42
17. Singular/Plural noun	1.1	6	0.12	0.52
18. Subject and Verb agreement	0.9	5	0.1	0.5
19. Connected as one sentence	0.9	5	0.1	0.36
20. Pronoun agreement	0.9	5	0.1	0.3
21. Transition needed	0	0	0	0
22. Non parallel	0	0	0	0

According to the figures in table 1, grammatical errors found in Thai-English paragraph translation revealed that the participants made five notable frequent common errors, of which Verb Tense was the highest rank, followed by Wrong Word, Articles, Preposition, and Rewriting when doing translation. Translations were marked based on the Writing Correction Symbols of Alice Oshima and Ann Hogue (2007). The following example illustrates some of the five most frequent common translation errors:

Source Text: “ร้านก๋วยเตี๋ยวทางหมู่ก่อตั้งโดยคุณชองเจล แซ็ง (ชาวเจนแคค) ซึ่งเดินทางมาตั้งกรากบริเวณถนนนางงาม จังหวัดสangkhla จากนั้นได้เปิดร้านก๋วยเตี๋ยวบริเวณถนนหนองจิก ก่อนย้ายที่ตั้งมาอยังบ้านปัจจุบัน ใน



วารสารมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยอุบลราชธานี

ปีที่ 13 ฉบับที่ 2 กรกฎาคม-ธันวาคม 2565

อดีตชาวนงาจกกำวยเตี้ยทางหมูในนาม “อ้วน” ก่อนเปลี่ยนชื่อเป็นกำวยเตี้ยทางหมูในปัจจุบัน”

Student translation: “Hang Mooh’s Chinese noodles store was founded by Ms. Hongel Sae-Ung, who has traveled to settle down on Nang Ngam Road, Songkhla Province. After that Chinese noodles has opened around Nhong Jik Road. In the old time, Songkhla people known this Hang Mooh’s Chinese noodles as “Ouan”.

Correct translation: “Hang Mooh noodles (pork tail noodles) was founded by Ms. Hongel Sae-Ung, a Hakka Chinese woman who settled her family on Nang Ngam Road, Songkhla province. After that, she opened a small noodle restaurant on Nhong Jik Road before moving to the current location. In the past, the restaurant was known as “Oun” among the Songkhla locals before it was renamed Hang Mooh noodles”

According to the translation example above, the word “ชาวจีนแคะ” was not presented in the English translation because it needed Chinese ethnic background knowledge. Within the limitation of provided time for translation and insufficient tools for translation, the participants then decided to not translate the word “ชาวจีนแคะ”, but they chose to translate only the person’s name without any essential specific knowledge of Chinese ethnicity, which might cause an incomplete meaning from the original.

In addition, the participant had a problem with Wrong Word. It can be seen that he used “In the old time” instead of “In the



past" to mean "ในอดีต". He also made another mistake on Verb Tense by using "known" to refer to the past action to mean "รู้จัก" instead of "knew" which is grammatically correct. The participant apparently followed the source text message sequence from the beginning to the end of the paragraph without sentence adjustment.

Table 2 Grammatical error category items responses in self-evaluation questionnaires on grammatical use from Thai to English paragraph translation

Type of grammatical category error questions	Mean	S.D.
1. You can use the concept of Nouns and Countability in translation writing correctly.	2.95	1
2. You understand the concept of Wish Form.	2.85	0.84
3. You understand the concept of Subjunctive.	2.73	0.93
4. You can use the concept of Subjunctive in translation writing correctly.	2.68	0.92
5. You can use the concept of Wish Form in translation writing correctly.	2.63	0.84

The data from table 2 demonstrated the top five grammatical error categories which included two main questions - comprehension and use of different grammatical topics out of forty-eight questions. The data, according to the self-evaluation questionnaires on grammatical use from Thai to English paragraph translation, reflected that the participants had significant problems when translating texts from Thai to English related to correct English grammar to maintain source text meaning and create naturally communicative English.



Significantly incorrect grammatical translation occurred, ranked from most to least, as follows: 1) use of Noun and Countability; 2) comprehension of Wish Form; 3) comprehension of Subjunctive; 4) use of Subjunctive, and; 5) use of Wish Form. The participants might not have been able to recognize such grammatical topics when translating a Thai source text into English, so the English translation became ungrammatical, unnatural in sense, and utilized non-standard English language.

Table 3 Top seven factors causing problems given in Thai to English paragraph translation questionnaires

Factors	Mean	S.D.
1. Lexical meaning miscomprehension	4.44	0.76
2. Lack of English grammar skills	4.44	0.72
3. Lack of word choice skills for source text equivalence	4.42	0.67
4. Lack of Thai idiom comprehension	4.34	0.84
5. Sentence interpretation inability	4.30	0.88
6. Lack of English grammar practice	4.26	0.85
7. Lack of source text analysis.	4.18	0.77

To maximize possibilities of errors in Thai to English translation, the instructor should plan translation lessons and exercises to match the background, language proficiency (English and Thai), and translation ability together with the participants so that they can prepare themselves to master their translation skills. The participants



should also demonstrate the steps of translation from text analysis to a final translation draft, which techniques and processes of translation are made when examples and feedback are given.

According to Table 3, the data illustrated the top seven factors out of eighteen items that caused grammatical errors when translating Thai to English paragraphs. Lexical meaning miscomprehension, lack of English grammar skills, and lack of word choice skills for source text equivalence were relatively significant, suggesting that the participants might not really understand the meaning of the words they were experiencing while translating a Thai to English paragraph even though they consulted all kinds of necessary dictionaries, especially using synonyms. However, the participants may also be able to consult other specialized dictionaries such as thesaurus, collocation dictionary, as well as corpus devices in case the synonyms are not helpful situationally. Furthermore, they were not automatically skillful when translating a Thai to English paragraph as they might have had to pay more attention to mastering their English grammar application. The participants also found it difficult and were indecisive when choosing proper English vocabulary to be equivalent to the Thai source text due to cultural differences. Lack of Thai idiom comprehension, sentence interpretation inability, lack of English grammar practice, and lack of source text analysis were comparable, meaning that these factors created both difficulties and uncertainty. On the other hand, lack of source text analysis appeared to be a



significant factor causing problems in Thai to English paragraph translation in terms of language feature differences such as discourse-oriented structure in Thai, and sentence-oriented structure in English. In addition, techniques like reinterpretation, digestion, rearrangement, simplification, and rewriting of the Thai original text are possibly enabled and practiced in translation classroom

5. Discussion

The results revealed the links between grammatical errors, investigated using the Writing Correction Symbols of Hogue & Oshima (2007), and Grammatical Error Category by factor causing grammatical errors in paragraph translation from Thai to English. Verb Tense was a significant error often found in the participants' paragraph translation tasks, especially when there was a timing phrase in Thai. The participants consequently were not aware of using the right Verb Tense for grammatically correct timing in English, resulting in grammatical errors in the paragraphs. Verb Tense errors were concordant with the study of Tandikombong (2016) indicating that Indonesian students frequently made grammatical mistakes with verbs due to overgeneralization and ignorance of rule restriction when doing Indonesian to English translation, as well as the study of Al-Shehab (2018) summarizing that Subject and Verb agreement in simple present tense was a significant grammatical problem in translating Arabic to English related to Nouns and Countability. In support of this finding,



lack of English grammar skills and practice and lack of source text analysis could be the causes of Verb Tense errors. Having said that, the participants' either not recognizing or ignoring the rules of verb transformation based on different timing from the source text was more likely caused by not paying serious attention to the source text, especially as to whether a particular sense of Verb Tense was necessary. In addition to Verb Tense, Wrong Word Form or Part of Speech was another prominent mistake when selecting words for English translation.

The participants were unable to contextualize word forms while translating a task – choosing simply to find words in the dictionary and replace them in sentences in a paragraph. This often instigated grammatical errors which probably stemmed from Thai mother tongue influence and literal translation. Errors might also be caused by lack of lexical meaning comprehension; lack of source text analysis, and; lack of word choice skills for source text equivalence. With regard to Article and Prepositions, mistakes were detected in both grammatical rules and usage: for instance, participants overlooked rules of definite and indefinite articles when they began the first sentence in the paragraph where the noun was first mentioned. Prepositions, meanwhile, were likewise a frequent source of errors in collocations such as interested in, concordant with, conform to, etc. When prepositions were examined in adverbial phrases of time, not many mistakes were found. The major causes of the errors in the



paragraph translations were lack of English grammar skills and practice and lack of source text analysis. Rewriting was detected rather frequently in the paragraph translation tasks. Some sentences in the paragraphs needed to be rewritten as they were run-on sentences or fragments which did not affect the overall meaning of the sentences and the paragraph. Such mistakes might have been caused by sentence interpretation inability and lack of Thai idiom comprehension. As mentioned above, the discourse-oriented structure of Thai language and the sentence-oriented structure of English language were contrastive, leading to misinterpretation and confusion among the participants when doing the paragraph translation tasks. In one study, Thai language additions of punctuations and lexical markers onto the text makes the target translation in English more redundant than Thai equivalent in that the Thai source text is filled with some discourse markers which do not literally or figuratively contribute to the structural nature of subject-verb form of English in the target text (Wimonwan, 2013). Grammatical errors occurred as a result.

Grammatical Error Category was taken as a set of English grammar topics the participants knew and had studied in the course of the Introduction to English Structure and English Writing for Communication courses before enrolling in Principles of Translation. Two main inquiries-comprehension and use of different grammatical topics-were answered by the questionnaires. The participants made frequent mistakes with the use of Nouns and Countability, Wish Form



and Subjunctive in contrast to the comprehension of Wish Form and Subjunctive. During an informal talk after completing the evaluation forms, the participants reflected that they were uncertain if they used Nouns and Countability correctly despite knowing all the rules relating to the placement of subject, complement, and object. Nouns also linked to article use as well. Regarding Wish Form and Subjunctive, neither were automatically recognized by the participants as they had as yet had little exposure and experience with it. They also forgot what both grammatical topics were all about. Some said that when seeing such topics, they decided to use the Infinitive form for translation.

6. Conclusion

The findings suggest that comprehension and use of English grammatical techniques, amongst other factors, caused translation problems had a tremendous impact on grammatical errors and grammatical error categories when translating Thai to English paragraphs, according to the figures. Translation and related English grammar teaching should be adjusted and implement new techniques and learning achievement evaluation of translation. There are five points that can be applied.

1) More class time to discuss source text analysis and source text register or cultural aspects. This would enable students to recognize function prior to drafting an English translation.



2) Highlighting Thai and English grammatical contrast during lecture time is requisite. An instructor demonstrates a Thai source text and reviews its grammatical components to ensure that students recognize the grammar rules of the source text and other similar points of English. After that, forming an English translation based on the meaning of the source text is presented by comparing the grammar rules with the source text.

3) In addition to English grammar focuses such as tense, verbs, and sentence structure, punctuations and prepositions have to be emphasized as nuances affecting translation accuracy. Illustrating some right and wrong translation examples is definitely constructive in building awareness amongst students.

4) Peer review is encouraged to assist students who encounter grammar problems by looking at others' performance and learning from mistakes (Wang & Han, 2013)

5) Recommendations regarding specific dictionaries, databases, and information searching skills are essential to promote data literacy that provides benefits in translation work, preferably during the first class, to ensure the students are well equipped with various information sources for completing the translation in the digital era.



References

Al-Shehab, M. (2018). Grammatical errors made by translation students when translating arabic environmental text into English. *European Journal of English Language Teaching*, 4(1), 120-135.

Cahyani, S., Wijaya, B. & Arifin, W. (2015). An analysis of students' grammatical errors in Indonesian- English translation. *Journal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(3), 1-9. Retrieved September 15, 2021, from <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/9280/9180>.

Chnasakulniyom, K. (2010). Translation abilities as a reflection of english language competence: a case study of upper secondary school students at sacred heart college. MA Thesis (English), Chiang Mai University.

Hogue, A., & Oshima, A. (2007). *Introduction to academic writing*. New York: Pearson Education.

Pinmanee, S. (2012). *Translation: from wrong to right*. Bangkok: ChulaPress. (in Thai)

Pojprasat, S. (2007). *an analysis of translation errors made by mattayomsuksa 6*. MA Thesis (English), Srinakharinwirot University.

Pym, A. (1992). *Translation error analysis and the interface with language*. Retrieved September 20, 2021, from https://usuaris.tinet.cat/apym/online/training/1992_erro.pdf.



Suksaeresup, N., & Thep-Ackrapong, T. (2009). **Lost in translation: how to avoid errors in translation from English.** Retrieved November 10, 2022, from <https://translationjournal.net/journal/47errors.htm>

Tandikombong, M., Atmowardoyo, H. & Weda S. (2016). Grammatical errors in the english translation made by the students of english study program of uki toraja. **ELT Worldwide**, 3(1), 1-15.

Wang, K., & Han, C. (2013). Accomplishment in the multitude of counsellors: peer feedback in translation training. **The International Journal For Translation & Interpreting Research**, 5(2), 62-75.

Wongranu, P. (2017). Errors in translation made by english major students: a study on types and causes. **Kasetsart Journal Of Social Sciences**, 117-122.

Yodnil. N. (2006). **An analysis of formal letter translation problems of third- year English majors.** MA. Thesis (English) , Srinakharinwirot University.