

# Errors of explaining the tourism vocabulary in Japanese through the Self-Explain method: A case study of universities in the lower northeastern region

กมลასน์ กิรดิณันท์วัฒนาศ

Kamalas Keeratinanwattana

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยบูรพา

Faculty of Humanities and Social Sciences, Burapha University

## Corresponding Author

Kamalas Keeratinanwattana

Faculty of Humanities and Social Sciences, Burapha University

169 Long Hard-Bangsaen R, T.Saensuk, Chonburi 20131, Thailand

E-mail: usadagon\_k@hotmail.com

**Received:** 18 August 2022 **Revised:** 2 November 2022 **Accepted:** 14 December 2022

## Abstract

This research aims to study the learning through self-explain principle in solving problems, answering questions and explaining vocabulary in Tourism field for Japanese tourists. It used a combination of qualitative and quantitative research methods. The researcher collected data from 26 students from 2 universities in lower north-east region who took the pre-test, training process, post-test. We analyzed the errors of students.

The results of the research can be summarized as following: The self-explain principle and the principle of translator and interpreter can help students to improve in explaining tourism vocabulary better because of the shown errors. Totally, the students have improved their errors. The pre-test, the training stage and the post-test showed the same trend namely; the most common grammatical errors were found, including auxiliary mistakes, word arrangements, and conjugation of verbs. Only in the practice stage showed the grammatical errors as following, auxiliary mistakes, conjugation of verbs and word arrangements. The second mistake was vocabulary and knowledge with the lowest percentage of errors. Grammar mistakes resulted from basic grammar that students are still careless in using it. The Vocabulary mistakes are made by learning process from the wrong things and the students do without checking which leads to using the wrong words. Finally, knowledge error, most of the students describe it with a narrow perspective by being self-centered which makes the explanation misleading.

**Keywords:** Principle of self-explain, tourism vocabulary, errors, Japanese tourists

## **1. Significance**

Thailand earns the main income from tourism. There are many Japanese tourists visiting Thailand each year. According to the statistics of the Ministry of Tourism and Sports 1,656,100 Japanese tourists arrived in Thailand, ranked 5th out of 10 countries (Ministry of Tourism and Sports, 2019).

There are Japanese for tourism courses in all universities in Thailand in response to the 12th National Economic and Social Development Plan (2017-2021). Nowadays, many of universities and institutions have focused on developing students with the framework of 21st century skills. To develop students in this century requires students to learn by doing. The researcher completely agrees with such principle. Therefore, the researcher will devote some study time in order to train students to be competent in dealing with problems in the Japanese for tourism course which is a direct experience from the researcher. A tour guide always faces with unexpected questions from the tourists. Therefore, the researcher has realized the importance of creating a tourism vocabulary exercise to train students to be able to solve problems in answering questions better, which led to this research

### **1.1 Objectives**

1.1.1 To design student problem-solving exercises to explain tourism vocabulary for Japanese tourists.

1.1.2 To know the errors of students' Thai vocabulary explanation to Japanese tourists after doing exercises through the principle of self-explain

### **1.2 Research question**

1.2.1 Does the principle of self-explain contribute to the effectiveness in explaining vocabulary in tourism?

1.2.2 What is the result of students' performance after using the principle of self-explain?

### **1.3 Research hypotheses**

1.3.1 The method of self-explain contributes to the effectiveness in explaining vocabulary in tourism.

1.3.2 All students can explain with abundance of vocabulary and have less errors.

## **1.4 Specific definitions**

1.4.1 a guide is a person who performs a role as the translator and the interpreter when he explains historical items to the tourists.

1.4.2 Self-explanation refers to learning principles to make students understand more by explaining to themselves.

## **2. Literature Review**

In 2018, the Japanese Ministry of Culture released a report on the national language and culture on "language communication for mutual understanding" saying communication is information. Thoughts and feelings conveyed It is the behavior of understanding common things that are based on differences between each other. Four points have been proposed, namely, accuracy, ease of understanding, appropriateness and politeness that are important factors of language communication. (Agency for Cultural Affairs, 2018, pp. 16-21).

One factor strongly correlated with this research was ease of understanding. It is believed that ease of understanding can lead to the best method of students to explain the Thai vocabulary to the tourists. Moreover, the researcher would like to propose more theories that will support the methodology of research, as following; self-explain, Japanese noun modifier, translation & interpretation and errors.

### **2.1 Self-explain**

Self-explain is an activity built on a general subject that encourages children to actively learn. Learners effectively learn from various media while improving themselves through audits. Performing this activity requires a lot of brain mechanisms, whether it is analyzing or synthesizing new data. Combining new knowledge with old knowledge has checked and corrected any misinformation. So explaining to yourself (self-explain) is an activity that must be created by yourself. The practice of explaining to yourself involves having a group of learners explain each sentence. When the learners have already learned the target content (Roy & Chi, 2012, pp. 274 - 276). There are many research showing that this method is the good way of learning for students. Another research was conducted. The experiment with their math students explained that students had better grades when they used the self-explain method. (Neuman & Schwarz, 2000, pp. 215-218). However, this method is not suitable for the beginners (Renkl, 1999 as cited in Ito, 2004, p. 32).

It is necessary to analyze the sentence structure of students by using the grammar knowledge in Japanese particles, noun modifier and noun phrase because a lot of students are explaining the vocabularies by using these structures. The student's errors in explanations about word order or particles can be judged by the noun modifier and noun phrase theories.

## 2.2 Japanese particles

**Table 1** Summary the usage of basic Japanese particles

particles	usage	examples
1. は	1.1 indicate the topic or subject 1.2 compare and emphasize the negative sentence	1.1 私は学生です。 1.1 宿題は家でやってください。 1.2 本がありますが、辞書がありません。
2. が	2.1 indicate the subject in action 2.2 express the existence of items 2.3 express the desire, capability	2.1 田中さんが本を読みました。 2.2 机の上に本があります。 2.3 水が飲みたいです。
3. を	3.1 indicate the direct object 3.2 indicate the origin of moving 3.3 indicate the passing point	3.1 私がパンを食べます。 3.2 9時に家を出ます。 3.3 毎日この道を通ります。
4. の	4.1 indicate the possession 4.2 link the noun with other propositions	4.1 これは私の本です。 4.2 机の上にパソコンがあります。
5. で	5.1 indicate the place or time as the action occurs 5.2 indicate the limitation 5.3 indicate the procedure 5.4 indicate the materials 5.5 indicate the cause 5.6 indicate the amount	4.1 食堂でご飯を食べます。 4.1 日本語は1年間で上手になります。 4.2 世界で一番長い川はナイル川です。 4.3 ペンで字を書きます。 4.4 木で机を作ります。 4.5 病気で学校を休みます。 4.6 いつも一人で勉強しています。
6. に	6.1 indicate the destination which could be a person or item 6.2 indicate the purpose 6.3 indicate the change 6.4 indicate the causative or passive 6.5 indicate the limitation 6.6 indicate the place where the item existence	6.1 山田さんにプレゼントを贈ります。 6.1 飛行機になります。 6.1 ゴミ箱にゴミを捨てます。 6.2 買い物に行きます。 6.3 氷が水になります。 6.4 先生に褒められました。 6.5 1回3袋ずつ使います。 6.6 ホテルに泊まります。

particles	usage	examples
7. から	7.1 indicate the origin of area 7.2 indicate the material 7.3 connect with noun which show its origin	7.1 明日から夏休みです。 7.2 ブドウからワインを作ります。 7.3 田中さんから本を贈ります。

(Tokyo University of Foreign Studies, 2022; Asia Bunka Kaikan, 2003, pp. 89 - 92)

From the students' answers, it is found out that particles ni and de cause the errors among the students. Therefore, the researcher would like to infer some research which explains the student's errors in ni and de. The research of Chawengkijwanich (2014) concluded in 4 points 1) the students are used to memorizing as a set of verbs and particles such as N ni N ga aru/iru. If the particle of location is needed, they have tendency to use ni more than de. 2) There are some verbs for example, jiko ga aru that the students will use wrong particle because they do not know the meaning of verb profoundly 3) the students used the wrong particle in case of verb with its sense of moving, especially, if there is a word coming between the noun and verb such as in sentence コンサートを見に日本に行きます。 4) If it is very complex sentence, the students will use it wrongly.

### 2.3 Noun modifier

Noun modifier is always in front of noun. There are many forms namely as;

#### 1. Noun + の + Noun

先生の辞書はどれですか。(Where is the teacher's dictionary?)

映画の雑誌を買いました。(I bought the movies magazine already.)

#### 2. Adjective い + Noun

私は小さいカバンを買いました。(I bought the small bag already.)

#### 3. Adjective な + Noun

私はきれいな教室で勉強しています。(I study at the beautiful studying room)

#### 4. Infinitive Verb + Noun

あの人は私が知らない歌を歌っています。(That man knows the song that I don't know)  
昨日宿題をしなかった人は午後してください。(The person who didn't do homework yesterday, please do it this afternoon.) (Iijima et al., 2546, pp. 74-75).

Noun modifier No.4 is the most difficult one to explain. It is believed that some of simple and normal sentences can be transformed to noun modifier No.4 as following

Subject	その人が昨日来た → 昨日来た人 (That man came yesterday ) → (The man who came yesterday )
Direct Object	私はその映画を見た → 私が見た映画 (I saw that movie ) → (The movie that I saw)
Indirect Object	彼はその友達に本をあげた → 彼が本をあげた友達 (He gave the book to that friend) → (The friend whom was given the book)
Location particle	(に) 私はその家に住んでいる → 私が住んでいる家 (I live in that house) → (The house where I live)
Location particle	(を) 私はその大学を出た → 私が出た大学 (I left that university) → (The university where I left)
Purpose (に)(へ)	昨日そのレストランへ行った → 昨日行ったレストラン (I went to that restaurant yesterday) → (The restaurant where I went yesterday)
Location (で)	友達はその会社で働いている → 友達が働いている会社 (Friend works in that company) → (The company where the friend works)
Helping particle (で)	バッハはそのペンで楽譜を書いた → バッハが楽譜を書いたペン (Bach wrote music by that pen) → (The pen that Bach used for writing music)

(Inoue, 1976, p. 187 as cited in Saito, 2002, pp. 55-56).

However, it is easier to change simple sentence to the structure of noun A no B. Kataoka explained in his research that the method for modifying the structure from the extension of the noun (Japanese noun modifier) to the structure of the noun phrase A no B. The objective is for the reader to be able to read it more easily. This principle is achieved by eliminating verbs that are related to both nouns, then classifying as a noun phrase structure A no B. This research uses newspaper articles as the main source of information. From the research results, it was found that it can be done from a Japanese noun modifier structure to a noun phrase structure A no B which can be done if the verb is related between nouns A and B, in most cases where A is the subject and there is an auxiliary. Subsequently, the object B noun has a を suffix, but there are some cases where this is not possible. The suitability and spontaneity of the new structure must also be considered (Kataoka et al., 2000, pp. 413 - 414). Another paper explained that the structure of Japanese noun modifier would have its function as adjective. (Kouriya, 1999, p. 20).

## 2.4 Translation and interpretation and errors

Translation is the process of transferring message or meaning from source language to target language. There are many definitions to translation. Some experts stated that translation is an operation on languages: a process of substituting a text in one language for a text in another. (Catford, 1978, p. 1). The first step of translation is understanding the text. Secondly, start the translation by communicating basic sentences and arranging sentences correctly according to the grammatical system. Thirdly, modification and verification. (Chawengkijwanich, 2016, p. 46). There are some points that should be taken into account in order to reach the objective of word translation which are 1) be careful of the variety of the vocabulary 2) translate the real sense of the text 3) use the correct target language 4.) simplify the text. Also, some points of sentence translation as following 1) modify the grammar structure of the text to the structure of target language 2) arrange the sentence in good order and logic for target language. 3) use the appropriate structure for target language (Chawengkijwanich, 2018, pp. 143 - 160).

Interpretation is the work of translation but it is the speech. There are similar steps as same as the translation but some differences as well. Firstly, we must understand the message from the speaker. Secondly, decode the message and remember it. Finally, paraphrase into interpreter's speech. There are always some problems when interpreter translates the message as following 1) use wrong particle like は、が、に、を so the meaning changes 2) tense 3) there are many if-clause in Japanese 4) there are some difficulties using some grammars such as てくれる、てもらおう、させる 5) the word "must" in Thai cannot only be translated into なければならない (Banchongmanee, 2006, pp. 16 - 18).

Both translator and interpreter can make all mistakes because of some factors which lead to the errors. Brown mentioned in his book that foreign language learners can do some errors due to following 1) interlingual transfer because of the influence from the mother tongue to the target language 2) intralingual transfer happens when learner mixes up the rule in the target language 3) context of learning depends on the understanding between learner and teacher 4) communication strategy is the individual mistake. Learner applies the rules with his own way. (Brown, 1993, pp. 263 - 266).

Mistakes can always occur in the translation, interpreting, or in the process of composing the sentence itself. There are the main considerations for all 4 things as follows. 1) Omission is the lack of certain words that are necessary to speak in the target language, for example,

When he in university. There is a lack of the verb to be. 2) Addition is to add some words that are not necessary in the target language, for example, adding “a” with a noun that should not be added to change the meaning. 3) Using the wrong word form (misinformation) is a mistake in choosing a word, e.g. She was to be actress instead of saying she became an actress. 4) Misordering is the misordering of morphemes due to the effects of the mother tongue (Dulay et al., 1982, pp. 146 - 170).

Most of research on errors are related to translation work and the discourse analysis. One research is about the basic Japanese learner in application line. It was found that the students made 169 errors out of 1,040 messages sent. Top three errors were vocabulary mistake, tense, and auxiliary words. The least errors were modality part. Firstly, it was believed that vocabulary mistakes come from the limited vocabulary and its usage. Secondly, Japanese tenses have the broad way of use. Thirdly, auxiliary words do not exist in mother tongue of the learners. (Suwannakhoot, 2016, p. 90). In addition, same mistakes were mentioned as well. Research on the errors in translating the play “Wild Goose” from Thai into Japanese by university students. From the research, two major errors which were grammatical errors and pragmatic errors were found. The grammatical errors were divided into usage of words (27.9%), usage of unnecessary words (16.7%), omissions (13.8%), auxiliary words (13.4%), sentence form (11.8%), verb form (2.5%) and word order (2.2%). Researcher believed that most of the errors came from incomplete learning process due to the differences between Japanese and Thai language. The influence of mother tongue is also an important factor. (Pholbun, 2018, pp. 387 - 388). Also, in some research like “Errors Analysis of Japanese Essays Written by Beginner Level Thai Students,” this study found 1,029 errors from 161 essays by 21 students and the greatest number of which were grammatical errors at 69.19%, followed by word and expression errors at 25.66% and misuse of language register at 5.15%. It is mentioned in the research about the cause of errors came from the various strategies used by the students, such as overgeneralization, memorization of expression as a unit and students’ unfamiliarity with the language and carelessness (Neancharoensuk, 2021). On the other hand, in research of advanced Japanese language Thai learners’ errors analysis: focus on writing skill, it was found the errors from 584 sentences gathered from the writing tasks of the 4th year students. Most frequent errors found were misuse of words and expressions at 28.1%, followed by particles at 25.9%. And four ways to reduce the errors were suggested which are 1) consulting the corpus of word and language usage 2) training the learners to be observant 3) operating peer learning

and 4) encouraging self-study. (Neancharoensuk, 2008). Moreover, some of errors were mentioned in Somkiat's research "Problems in Japanese to Thai Translation: Problems in Sentence Construction". It was found that the students in the translation class were using a lot of the wrong vocabulary. The use of inappropriate vocabulary makes the translation unnatural because the translators still stick to the exact translation of the words appearing in the manuscript and the word order in the manuscript (Chawengkijwanich, 2019, pp. 64 - 65).

### 3. Methodology

This study uses both qualitative and quantitative methods to achieve the research objectives. First of all, the researcher studied related papers such as self-explanation method, Japanese noun clause structure. Then, the exercise, pre-test and post-test were paper based exercise, created from the textbooks and adapted by the real experience of the researcher. Some vocabularies were selected from textbook "Japanese for Traveling in Thailand" (Taedaeng & Pimthong, 2008) because the book shows the real situation in tourist spots. The students had limited time to answer in their paper. There are 8 words in pre-test and exercise session as following here 1) yellow curry 2) Chofah 3) city pillar shrine 4) Garuda 5) ordain procession 6) Asurawayupak 7) reclining buddha 8) holy water and in post-test, different words were presented as following here in post-test 1) Tom Yum Kung 2) Hanghong 3) spirit house 4) Naga 5) wedding procession 6) Thepnorasingha 7) walking buddha 8) Baisema. The exercise, the photos of all items above are printed in the paper. Each photo has the space to answer in explaining all vocabularies. At the end of the semester of Japanese for Tourism and Hotel course, the total procedure was held in 4 weeks in 4 hours. Firstly, the exercise session (session 1) was held. The students were given only 40 seconds to answer 1 question. The students were assigned the homework by making 3 short sentences explaining the tourist vocabulary. Then, the exercises were returned to the students in the second week. Many theories such as translator, interpreter, self-explanation method etc. were presented. Secondly, the pre-test (session 2) was organized in the third week, 5 minutes was given in answering 8 questions which means we gave only 40 seconds for answering 1 question. The descriptive statistic, percentage were used. After pre-test, the students were given the lectures again same theories and added more vocabulary for explaining the tourist vocabulary. The students were asked to do the homework by making the 3 explanations for one word before the fourth week. The method of self-explain was used during all the assignment because the students had to

think to explain in their own words the assigned vocabularies. The following class in the fourth week, the researcher checked and returned their homework to the students. In class, the discussion was conducted. Finally, the post-test was organized. And gather all results after analyzing.

### 3.1 Sampling

The 26 students from third year at Sisaket Rajabhat University and Ubonratchatani University majoring in Japanese, studied Japanese for Tourism and Hotel in 2<sup>nd</sup> semester in Year 2021. It is expected that the target group is at upper basic or intermediate level because they all have Japanese course more than 300 hours. The students came from the method of purposive sampling.

### 3.2 Data collection

Data is obtained from the exercises explaining the tourist vocabulary. The data of errors was analyzed by mean and percentage to see the number of errors students had made during the procedure. Then, the errors in sentences were analyzed into three parts; grammar part, vocabulary part and the knowledge part. A wide variety of vocabulary is selected so that students can see the examples of questions they may encounter while they are on tour as the tourist guide. And all results are analyzed, summarized, and written in the research reports with descriptive statistics by counting.

Example of Photos in Pre-Test and Post-Test



1. Chofah

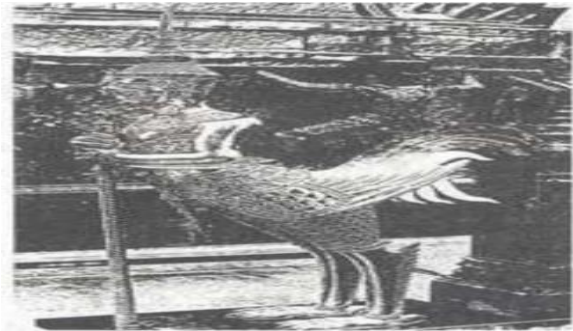
2. Hanghong

(Decoration for the temple building's roof)



3. City pillar

(The symbol of city, it is believed to be the place where the God existence)



4. Asurawayupak

(Mythical creature half demon half bird in Himmapan forest. It is believed to be in the forest located at the base of heaven)



5. Thepnorasingha

(Mythical creature half demon half bird in Himmapan forest. It is believed to be in the forest located at the base of heaven)



6. Baisema

(The symbol indicating the area for Buddhist ceremony area)

**Source:** Cherdchu (2016); Tangtrongsitthikul (2018); Ratpiyapaporn (1998); Suwan & Taothong (2019); Krachaechan (2018).

#### 4. Results

The results of the pre-test, exercise session, post-test showed many aspects of student's development.

**Table 2** Errors

Errors	Frequency of errors			Percentage		
	Pre-T	Ex	Post-T	Pre-T	Ex	Post-T
1. Grammar (All)	54	59	39	58.69	38.06	44.82
1.1 Particle	31	34	22	33.69	21.93	25.28
1.2 Word order	19	8	14	20.65	5.16	16.09
1.3 Verb Conjugation	4	17	3	4.34	10.96	3.44
2. Vocabulary	26	55	33	28.26	35.48	37.93
3. Basic knowledge	12	41	15	13.04	26.45	17.24
<b>All errors</b>	<b>92</b>	<b>155</b>	<b>87</b>	<b>100</b>	<b>100</b>	<b>100</b>

All the process from pre-test, exercise and post-test, the students were assigned to explain 2-3 sentences for one word during the self-explain process. The numbers shown above were only the errors sentences. The researcher did not take the correct one into account. Therefore, all percentage numbers were calculated from the total number of errors at the bottom of the table. 26 students explain 8 tourist vocabularies with errors in the pre-test showed the most grammatical errors were at 58.69% (particle 33.69%, word order 20.65%, verb conjugation 4.34%) then, the second rank was the vocabulary at 28.26% and the least errors were knowledge at 13.04%. The exercise session showed the most errors occurring in explaining with grammar at 38.06% (particle 21.93%, word order 5.16%, verb conjugation 10.96%), then, the vocabulary at 35.48% and the least errors were knowledge at 26.45%. The post-test showed the same trend as in pre-test which were grammatical errors at 44.82% (particle 25.28%, word order 16.09%, verb conjugation 3.44%), vocabularies 37.93%, knowledge 17.24% respectively. In the grammar (particle) part, the number of errors decreased in the post-test. In the grammar (word order), the errors decreased obviously in the exercise session. Also, the errors of grammar (word order) in post-test decreased which showed the improvement of students. Therefore, we can say that the method has the positive effect on the result in grammars. Lastly, in the grammar (verb conjugation) the result from the pre-test to the exercise session, showed the increasing errors, however, in the post-test, students had less errors because the researcher had revised the correct form many times before the post-test. The vocabulary errors results showed that the pre-test to the exercise session, the errors increased, however, the result of post-test indicated the increase of errors as well so the results showed that students had no improvement toward errors in vocabulary part. In the knowledge part, the number of errors increased showing no improvement of students toward errors in knowledge part as well.

There were many errors in sentences, however, the score wasn't judged by the correct sentences but the researcher considered from the keyword in explaining the tourist vocabulary and the easy-understanding of the sentence. Each error will be explained through all the session including pre-test, exercise session, post-test as following here;

**Table 3** Errors in grammar (particle)

Errors in Sentences	Correct Sentences	Source
4.1.1 みずはなかに <u>に</u> じいんです。	水は寺院の中にあります。	Pre-Test; holy water
4.1.2 タイの料理を <u>を</u> おいしいです。	タイの料理はおいしいです。	Pre-Test; red curry
4.1.3 ヒマパーン森 <u>で</u> います。	ヒマパーン森にいます。	Pre-Test; Asurapaksa
4.1.4 サンラックムアーンです。けん <u>の</u> 有名です。	サンラックムアーンです。けんでは有名です。	Pre-Test; city pillar shrine
4.1.5 ちゅういの町 <u>でも</u> あります。	町の真ん中にあります。	Pre-Test; city pillar shrine
4.1.6 体 <u>を</u> 入浴または振りかけるために作られた水 繁栄のためです。	入浴または体に振りかけるために作られた水で、繁栄のためです。	Pre-Test; holy water
4.1.7 町 <u>が</u> 中にあります。	町の中にあります。	Pre-Test; city pillar shrine
4.1.8 タイは <u>が</u> 使います。	タイで使います。	Pre-Test; Garuda
4.1.9 タイのお寺 <u>が</u> あります	タイのお寺にあります	Pre-Test; Hanghong
4.1.10 ぶつそう <u>を</u> ねています。	ぶつそうがねています。	Exercise; declining buddha
4.1.11 この料理はいろいろな肉を入れる料理 <u>の</u> ことです。	この料理はいろいろな肉を入れる料理です。	Exercise; red curry
4.1.12 町の真ん中 <u>で</u> あります。	町の真ん中にあります。	Exercise; city pillar
4.1.13 翼 <u>に</u> あります。	翼があります。	Exercise; Garuda
4.1.14 礼典 <u>が</u> 使います。	礼典に使います。	Exercise; holy water
4.1.15 じいん <u>で</u> 住むです。	じいんにします。	Exercise; ordain ceremony
4.1.16 タイ <u>で</u> の良い儀式です。	タイでは良い儀式です。	Exercise; ordain ceremony
4.1.17 マレーシア <u>の</u> 来ました。	マレーシアから来ました。	Exercise; red curry
4.1.18 うちからお寺まで <u>に</u> みんなは踊りながら、歩きます。	うちからお寺まで、みんなは踊りながら、歩きます。	Exercise; ordain ceremony
4.1.19 これはうち <u>に</u> なかです。	これはうちのなかです。	Post-Test; spirit house
4.1.20 パイーセマーはなかに <u>に</u> じいんです。	じいんのなかです。	Post-Test; Baisema
4.1.21 体 <u>の</u> ながいです。	体ながいです。	Post-Test; Naga
4.1.22 にぎやか <u>の</u> 人 <u>に</u> 多いです。	にぎやか <u>か</u> で人 <u>が</u> 多いです。	Post-Test; wedding procession
4.1.23 仏像 <u>を</u> 歩きます。	仏像が歩きます。	Post-Test; walking buddha
4.1.24 家 <u>の</u> たてます。	家をたてます。	Post-Test; spirit house
4.1.25 お寺の中 <u>に</u> みられる。	お寺の中でみられる。	Post-Test; Baisema

In grammar part (particle), most of the errors came from the ignorance of the pattern PにNがあります and many students were not aware of using は or が after the subject but using を after the subject. There were still some errors using particle の,に,で

**Table 4** Errors in grammar (word order)

Errors in Sentences	Correct Sentences	Source
4.2.1 みずは中に寺院です。	みずは寺院の中です。	Pre-Test; holy water
4.2.2 中に町があります。	町の中にあります。	Pre-Test; city pillar
4.2.3 仏像寝るはタイの。	タイの仏像が寝ている。	Pre-Test; declining buddha
4.2.4 水のタイでお寺です。	タイのお寺の水です。	Pre-Test; holy water
4.2.5 ワットにタイがあります	タイのお寺にあります。	Pre-Test; Chofah
4.2.6 拝むためにねがう。	ねがうために拝みにきます。	Exercise; city pillar
4.2.7 おいしいがとても長い作時間がかかります。	長い時間がかかる料理です。	Exercise; red curry
4.2.8 おいしいが、とても長い作時間がかかります。	長い時間がかかる料理です。	Exercise; red curry
4.2.9 お寺で彫像の金色です。	お寺の金色の彫像です。	Exercise; Asurapaksee
4.2.10 ナーグはまえにほんどうです。	ナーグはほんどうのまえです。	Post-Test; Naga
4.2.11 かみのぶんけん。	ぶんけんのかみです。	Post-Test; Thep norasingha
4.2.12 タイ料理のからいです。	からいタイ料理です。	Post-Test; Tom yum kung
4.2.13 一番の美術にタイです。	タイの一番目の美術です。	Post-Test; walking buddha

In grammar part (word order), most of the errors came from the ignorance of the pattern N の N and N の Prep. に N がある. Moreover, the post-test the order of ために, adjective, noun modifier and complex sentence like in 4.2.13

**Table 5** Errors in grammar (verb conjugation)

Errors in Sentences	Correct Sentences	Source
4.3.1 そして体はきれいですね。	体はきれいですね。	Pre-Test; Chofah
4.3.2 人が多います。	人が多いです。	Pre-Test; ordain ceremony
4.3.3 ぶっそうです。ねますです。	ぶつそうが寝ています。	Pre-Test; declining buddha
4.3.4 お寺に寝ますです。きれいで	お寺で寝ます。	Pre-Test; declining buddha
す。		
4.3.5 ワットポーで住むです。	ワットポーにあります。	Exercise; ordain ceremony
4.3.6 これはマッサマン。マッサマン	マッサマンは作るのが難しい	Exercise; red curry

Errors in Sentences	Correct Sentences	Source
は <u>作</u> た難しい食べ物です。	食べ物です。	
4.3.7 過去にタイで人気が <u>あり</u> ます。	過去にタイで人気がありました。	Exercise; red curry
4.3.8 白い服を <u>着</u> た。	白い服を着ています。	Exercise; declining buddha
4.3.9 楽しいバンド演奏が <u>あり</u> まし た。	バンドで楽しい演奏がありま す。	Exercise; ordain ceremony
4.3.10 お寺の中に <u>住</u> み。	お寺の中にあります。	Post-Test; walking buddha

In grammar part (verb conjugation), the students had problems with ending of verb or adjective. They were confused by the ending ます or です. Moreover, they also didn't pay attention to past or state form of v.た and v.ている respectively.

**Table 6** Errors in vocabulary

Errors in Sentences	Correct Sentences	Source
4.4.1 タイの <u>教会</u> は。	タイの本堂は。。。	Pre-Test; Chofah
4.4.2 <u>ぶっ</u> そうです。	仏像です。	Pre-Test; declining buddha
4.4.3 <u>ちゅうい</u> の町でもあります。	町の真ん中にあります。	Pre-Test; city pillar
4.4.4 タイの <u>きしき</u> です。	タイの儀式です。	Pre-Test; ordain ceremony
4.4.5 これは <u>祭祀</u> で、金色で、寝てい ます。	X	Pre-Test; declining buddha
4.4.6 <u>しろい</u> があります。町にありま す。	<u>しろい</u> 建物で町にあります。	Pre-Test; city pillar
4.4.7 サンラックムアーンです。 <u>まい</u> <u>まち</u> があります。	皆の町にもあります。	Pre-Test; spirit house
4.4.8 ラーマーヤナものかたりの <u>とちよ</u> <u>うしんぶつ</u> です。	ラーマーヤナものがたりの登場 人物です。	Exercise; Garuda
4.4.9 寺院内の <u>余又</u> 階。	寺院内の出家です。	Exercise; ordain ceremony
4.4.10 簡単にか <u>つけ</u> ることができ る。	簡単に作ることができる	Exercise; red curry
4.4.11 仏教の <u>教会</u> の上です。	仏教の本堂の上です。	Exercise; Chofah
4.4.12 お寺の <u>座像</u> です。	お寺の涅槃仏像。	Exercise; declining buddha
4.4.13 僧侶になるように <u>命</u> じる。	X	Exercise; ordain ceremony
4.4.14 ヘカンマークは <u>げっこん</u> へ行 きます。	ヘカンマークは結婚式です。	Post-Test; Thai wedding procession
4.4.15 お <u>ばけ</u> が <u>あり</u> ます。	おばけがいます。	Post-Test; spirit house
4.4.16 エビと調味料を <u>込</u> んだ。	エビと調味料を入れるたスー プ。	Post-Test; Tom Yum Kung

In the post-test, students had the same problems as in pre-test and exercise session. Many students had learnt the wrong pronunciation which led to the wrong output. Moreover, they could not find good words to match the meaning they wanted.

#### 4.5 Errors in knowledge

##### 4.5.1 お坊さんはナクから来ました。(Pre-Test; ordain procession)

ナク can be called the person before becoming a monk but the students use the word as it is not the person. Moreover, they may miss the concepts and mix the word with Naga.

##### 4.5.2 ナムモンです。タイが人好きです。(Pre-Test; holy water)

The sentence should be explained by the way the holy water is used in the Thai society and should not be explained in the narrow explanation.

##### 4.5.3 いえは小さくて、しるいです。(Pre-Test; city pillar)

The students explain just some truth but the word explained should be generalized in this case.

##### 4.5.4 上がとりです。下が人です。(Pre-Test; Asurawayupak)

This mythical animal is half demons and bird not half human.

##### 4.5.5 スタイルは単層です。(Exercise; city pillar)

The students explain with unknown word.

##### 4.5.6 良い香りだ。(Exercise; holy water)

The students explain just some truth but the word explained should be generalized in this case. The students explain the words with its good smell which is not appropriate.

##### 4.5.7 右に横たわっている仏像です。(Exercise; declining buddha)

In front of student, the right declining buddha may stand so the student explains with some truth. But actually, it should be explained in other aspects and generalize the word.

##### 4.5.8 蛇の頭のような形です。(Exercise; Chofah)

Chofah represents the head of Garuda but the students may miss concepts with the Hanghong.

##### 4.5.9 人を食べます。(Exercise; Asurawayupak)

There is no evidence to prove that the Asurawayupak eat man so the vocabulary should be explained in other aspects.

##### 4.5.10 おばけがいます。( Post-Test; spirit house)

The students always explained with abstract or not in scientific way. The students should explain in other aspects such as its physical facts.

4.5.11 半分は鳥で、半分はししです。( Post-Test; Thep norasingh)

This mythical animal is half angel and half bird.

4.5.12 タイのシンボルです。( Post-Test; Thep norasingh)

The symbol of Thailand is not the Thep norasingh. The students should explain in other aspects.

4.5.13 これはたっている仏像です。( Post-Test; spirit house)

The students present the wrong idea of explanation.

All of the session results revealed the lack of historical and cultural knowledge of students. In addition, the students had the narrow perspective of the objects. They explained the objects at that moment without generalization of the words.

## 5. Conclusion and Recommendations

The self-explaining, the interpretation and translation principle can help students improve in explaining tourism vocabulary better. The study showed that the students have improved their errors during the process from pre-test, exercise, post-test. The pre-test and post-test showed the same trend. The most errors were grammatical errors which were particle, word order, verb conjugation respectively whereas in the exercise parts showed the most errors grammatical parts in particle, verb conjugation and word order respectively. The second rank of errors was vocabulary and knowledge which was the lowest. The result showed the same result as Pholboon's research on the errors in translating the play "Wild Goose" from Thai into Japanese by university students. From the research of Pholboon, two major errors were found which were grammatical errors and pragmatic errors. Also, this research result showed the errors as Neancharoensuk )2021( who mentioned that the most errors in particle occur in the basic essay class. However, the most errors in vocabulary would be found in advanced level. Neancharoensuk )2008(. In addition, the results of all sessions at the most errors in second rank showed the same result as in Somkiat (2020). "Problems in Japanese to Thai Translation: Problems in Sentence Construction". It was found that the students in the translation class were using a lot of the wrong vocabulary. The use of inappropriate vocabulary makes the translation unnatural because the translators still stick to the exact translation of the words appearing in the manuscript and the word order in the manuscript. Thus, it is showed from the earlier research and this research that the most errors in particle always occur at basic level even though, the students were expected at upper basic or intermediate level in this research. However, the students were given not much time to think because the researcher would like

the students to face the problems as in real situation. The students have no idea about the appropriate particle. To conclude about the errors part, Grammar errors came from students' carelessness in basic grammar. The researcher may suggest the student must be observant in using particles more. Most vocabulary errors were made by acquisition from the wrong things. The lack of verification leads to the errors and the students still stick to the exact translation of the words appearing in the manuscript. In this exercise, the students have no time to verify the vocabularies so the students must learn and take time for self-learning. The knowledge errors, most of the students described it with a narrow perspective by using oneself as a standpoint making the explanation misleading. We found that only grammatical mistakes were less from the pre-test to post-test session because this grammar point can be solved in short time but the errors of vocabulary and knowledge were still high in the post-test as in the pre-test. It showed that the students had no improvement on the vocabulary and knowledge. The self-explain method is suggested to the intermediate students more than the basic students. (Renkl, 1999 as cited in Ito, 2004, p. 32) (Although, there are only few Japanese learning applied with the self-explain method. It is hoped that the self-explain method will be applied to Japanese learning more as well as in many fields in the future.

## References

- Agency for Cultural Affairs. Bunkachou. (2018). *Wakariau tame no gengo communication* (Report). Bunkachou bunkabu kokugoka.  
[https://www.bunka.go.jp/koho\\_hodo\\_oshirase/hodohappyo/1401904.html](https://www.bunka.go.jp/koho_hodo_oshirase/hodohappyo/1401904.html)
- Asia Bunka Kaikan. (2003). *4Kyuubunpousoushiage nihongo nouryoku shiken4kyutaiou*. TPA Press.
- Banchongmanee, B. (2006). *Shortcut to interpreter*. Technology Promotion Association (Thailand-Japan): TPA.
- Brown, A. (1993). *Helping children's write*. Paul Chapman Publishing.
- Catford, J.C. (1978). *A linguistic theory of translation: An essay in applied linguistics*. University Press.
- Chawengkijwanich, S. (2014). On the use of Japanese particles showing location 'ni' and 'de' of Thai learners. *Japanese Studies Journal*, 30(2), 75-93.
- Chawengkijwanich, S. (2019). Problems in Japanese to Thai translation: Problems in sentence construction. *Journal of Liberal Arts*, 20(1), 40 - 67.
- \_\_\_\_\_. (2018). Concepts and techniques of Japanese-Thai translation. Thammasat University Press.
- \_\_\_\_\_. (2016). *Basic translation Japanese - Thai* (Revised Ed). Technology Promotion Association (Thailand-Japan): TPA.
- Cherdchu, P. (2016). *Northeastern Thailand local ordination hall (Sim) in Yasothon province* [Master's thesis, Silpakorn University]. Silapakorn University Repository.  
[http://www.sure.su.ac.th/xmlui/bitstream/id/73a3f227-ed9e-4eb3-83b3-1c8117175163/MA\\_Pimpun\\_Cherdchu.pdf?attempt=2](http://www.sure.su.ac.th/xmlui/bitstream/id/73a3f227-ed9e-4eb3-83b3-1c8117175163/MA_Pimpun_Cherdchu.pdf?attempt=2)
- Dulay, H., Burt, M. & Krashern, S. (1982). *Language two*. Oxford University.
- Iijima, M., Inasaki, Y., Inoue, M., Otani, R., Kokubu, T., Hoshino, Y. & Machida, K. Asia Bunka Kaikan (AKB). (2003). *Kyuu bunpou sou shiage Nihongo nouryoukushiken shi-kyuu taiou*. (4th Ed.). Technology Promotion Association (Thailand-Japan): TPA.
- Ito, T. (2004). Jiko setsumeiki koka no riron to jissen. Keio gijyuku daigaku daigakuin shakaigakukenkkyuka bulletin, (59), 29 - 36.  
[https://koara.lib.keio.ac.jp/xoonips/modules/xoonips/detail.php?koara\\_id=AN0006957X-00000059-0029](https://koara.lib.keio.ac.jp/xoonips/modules/xoonips/detail.php?koara_id=AN0006957X-00000059-0029)
- Kataoka, A., Yamamoto, K. & Masuyama, S. (2000, October 22). Summarization by shortening

- Japanese noun modifiers into expression “A no B”. Proceedings of NLPRS99 (pp. 409 - 414).  
[https://www.researchgate.net/publication/2468745\\_Summarization\\_by\\_Shortening\\_a\\_Japanese\\_Noun\\_Modifier\\_into\\_Expression\\_A\\_no\\_B](https://www.researchgate.net/publication/2468745_Summarization_by_Shortening_a_Japanese_Noun_Modifier_into_Expression_A_no_B).
- Kouriya, S. Y. (1999). Zokusei gainengo toshite no nihongo rentaisetsu  
NihongogakuNihongokkyouiku ronshuu. *Nagoyagakuin daigaku ryuugakuseibetsuka*,  
(6), 1 - 20.
- Krachaechan, P (2018). The painted Baisema is the problem of confusing definition of ancient  
sites. *Matichononline*. [https://www.matichon.co.th/columnists/news\\_1186397](https://www.matichon.co.th/columnists/news_1186397)
- Ministry of Tourism and Sports. (2019) .*Domestic tourism statistics 2019* .  
[https://www.mots.go.th/more\\_news\\_new.php?cid=618](https://www.mots.go.th/more_news_new.php?cid=618)
- Neancharoensuk, S. (2008). Advanced Japanese language Thai learners’ errors analysis: focus  
on writing skill. *Journal of Liberal Arts Thammasat University*, 8(1), 109-131.
- Neancharoensuk, S. (2021). Error analysis of Japanese essays written by beginner level Thai  
students. *Journal of Liberal Arts Thammasat University*, 21(2), 1-29.
- Neuman, Y. & Schwarz, B. (2000). Substituting one mystery for another: The role of self-  
explanations in solving algebra word problems. *Learning and Instruction*, 10(3), 203 - 220.  
[https://doi.org/10.1016/S0959-4752\(99\)00027-4](https://doi.org/10.1016/S0959-4752(99)00027-4)
- Pholboon, P. (2018). An analysis of stage play script translation: Problems and factors  
contributing to errors. *Journal of Language Religion and Culture*, 7(2), 361 - 391.
- Ratpiyapaporn, C. (1998). *A study of belief and iconography of “Yaksas” depicted on  
sculptures found in Thailand* [Master’s thesis, Silpakorn University]. Silpakorn  
University Repository: SURE.  
<http://www.sure.su.ac.th/xmlui/handle/123456789/1245?attempt=&>
- Roy, M. & Chi, M. T. H. (2012). *The self-explanation principle in multimedia  
learning*. Cambridge University Press.
- Saito, H. (2002). Rentai shuushokusetsu no shuutoku ni kansuru kenkyuu no doukou.  
*Ochanomizujoshidaigaku Nihon gengo bunkagakukenyuukai kiyouronbun*.  
<https://teapot.lib.ocha.ac.jp/records/40595#.YoRvFHVBy5c>
- Suwannakhoot, P. (2016). Error analysis of Japanese language learners via application line.  
*The journal of Humanities and Social Sciences Rangsit University*, 8(14), 81 - 92.

Suwan, S. & Taothong, S. (2019). Himmapan creatures from imagination: Influences from beliefs and drawings of Surasak Charoenwong. *Journal of Humanities Social Sciences and arts*, 12(6), 2557 - 2578.

Taedaeng, P. & Pimthong, M. (2008). *Japanese for traveling in Thailand*. Chulalongkorn University.

Tangtrongsitthikul, S. (2018). *City pillar: The development of concept to art & architecture*. [Doctoral dissertation, Silpakorn University]. Dspace Silapakorn University.

<http://ithesis-ir.su.ac.th/dspace/handle/123456789/1844>

Tokyo University of Foreign Studies. (2022). *Tokyo University of Foreign Studies Language Module*. <http://www.coelang.tufs.ac.jp/ja/th/gmod/contents/explanation/053.html>