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METHODOLOGY

This study was an attempt to determine the errors found in the English version of the documents on Thai culture translated and published by the External Cultural Relations Division of the Office of the National Culture Commission. It involved a contrastive analysis of English and Thai versions of three documents.

Procedure

Source of Data

The materials used in the analysis were three documents on Thai culture. Originally, these documents were written in Thai, and they were translated and published in English by the External Cultural Relations Division of Office of the National Culture Commission for dissemination to foreign readers and audiences. These documents were:

1. *Rattanakosin Painting.* This is a 12-page document which describes the characteristics of Thai painting from the beginning of the Rattanakosin period up to the present. The paintings are divided into nine periods, after the nine reigns, and there is a discussion of each period.

2. *A Meaning of Culture and A Scope of Cultural Action.* This is a 14-page document which attempts to define the meaning of culture and sets the scope of cultural action.

3. *The Wai Khru Ceremony in Thai Classical Music.* This is a 42-page document consisting of 3 articles and an appendix written by 3 well-known Thai classical music scholars. The first article,"History of Paying Homage or Wai Khru to the Musical Teachers," was written by Montri Tramote and the second article

"Preparing for the Wai Khru Ceremonies," was written by Dontri Tramote. The third article, "Proceeding of the Custom of Paying Homage to the Musical Teachers," was written by Silapee Tramote.

Data Collection and Analysis

In collecting and analyzing the data, the following procedures were followed.

1. Review research on contrastive analysis and other related literature.

2. Detect the errors in the English translation versions of the three Thai documents. The paragraphs in the English version are examined in comparison with those of the original Thai version.

3. Record the errors found.

4. Classify the errors into groups, according to the place where the errors occur-- errors in the subject of a sentence and errors in the predicate of a sentence.

4.1. Errors in the subject of a sentence. These include the use of singular nouns instead of plural nouns and vice versa, the omission of a word or words, and the use of incorrect modifiers(words, phrases, or clauses).

For example, English: Elizabeth, together with some classmates and

friends, are(is) dancing merrily.

Thai: เอลิซาเบ็ธกับเพื่อนร่วมชั้นและเพื่อนคนอื่นๆกำลังเต้น

รำกันสนุกสนาน

(qtd. in Dokya Academic Press: English Errors 23)

4.2. Errors in the predicate of a sentence. This kind of error can be divided into two groups: errors in the verb and errors in the object of a sentence.

4.2.1. Errors in the verb of a sentence include errors in the tense form of a verb and those about the agreement of the subject and the verb.

For example, English: By September last year, that surgeon

(had) performed one hundred operations.

Thai: นับถึงเดือนกันยายนปีที่แล้ว ศัลยแพทย์
ผู้นั้นได้ทำการผ่าตัดไปหนึ่งร้อยครั้ง

(qtd. in Dokya Academic Press: English Errors 9)

4.2.2. Errors in the object of a sentence include the use of a singular noun in place of a plural noun and vice versa, and the use of wrong modifiers(words, phrases, or clauses). The following is the error that occurs between a direct object and an indirect object.

For example, English: He showed to his friends some of his stamps.

(He showed some of his stamps to his friends. or He showed his friends some of his stamps.)

(qtd. in Dokya Academic Press: English Errors 104)

5. Classify the errors into either structural errors or lexical errors.

6. Mean, standard deviation and percentage are used to determine the frequency of errors within the documents used in this study. The presentation of findings will be described in terms of these statistics. These findings are the percentage of structural errors and lexical errors.

Instrumentation

In analyzing the data, the following error classification system was employed. This system consists of two parts: the first part, called structural errors, was developed by Lococo(qtd. in Language Two 186 - 189) and Longman Dictionary of Common Errors, and the second part, called lexical errors, was developed by Natong(51 - 70, 203-214), Wannadilok(85 - 250), Unarat(10-19) and Wimolchalao(101-123,163-208). Each of these categories is further divided into subcategories as follows:

1. Structural errors

    1.1. Intralingual errors

    1.2. Interlingual errors

    1.3. Dual errors

    1.4. Language transfer errors

2. Lexical errors

    2.1. Incorrect Use of words

    2.2 Wrong choice of words

    2.3 Commonly confused words

Clarification of terms used in the Classification System

1. Structural errors are errors that occur in the grammatical structure of the language. They include:

1.1. Intralingual errors are errors that are caused by the incorrect application of the target language rules where those rules cannot be applied. These errors can be divided into the following:

1.1.1. Noun:--adding " s ", where it is not needed, to singular countable nouns, uncountable nouns, or omitting the " s " in plural nouns.

For example, English: I can't go out with you. I've got many(a lot of)

homeworks(-).

Thai: ผมไปกับคุณไม่ได้ ผมมีการบ้านเยอะมาก

(qtd. in Dokya Academic Press: Common English

Errors 69)

1.1.2. Verb--using a transitive verb where an intransitive verb is needed or vice versa; or using an incorrect tense form of a verb.

For example, English: I have wait(waited) for an hour.

(Nathong 59)

1.1.6. Adverb--using an adverb incorrectly to modify a verb, an adjective, or another adverb.

For example, English: The three women quarreled for more than an hour <u>angrily</u> outside the boutique.

(The three women quarreled <u>angrily</u> for more than an hour outside the boutique.)

Thai: ผู้หญิงสามคนนั้นทะเลาะกันด้วยความแค้นอยู่ที่ หน้าร้านตั้งชั่วโมงกว่า

(qtd. in Dokya Academic Press: Common English Errors 24)

English: You write <u>goodly/good</u>.

(You write **well**.)

Thai: คุณเขียนได้ดีมาก

(Wannadilok 232)

1.1.7. Passive Voice--using an active voice instead of passive voice or vice versa.

For example, English: Work hard and you will promote.

(Work hard and you will **be promoted**.)

Thai: ทำงานหนักเข้าไว้ แล้วคุณจะได้เลื่อนขั้น

(qtd. in Dokya Academic Press:English Errors 11)

1.1.8. Conjunction--using an inappropriate or incorrect conjunction.

For example, English: Though it rained hard <u>but</u>(-) I came on time.

(Though it rained hard, I came on time.)

(Wannadilok 156)

1.1.9. Punctuation--using an inappropriate or incorrect punctuation mark which results in the distortion of the meaning of the text.

For example, English: The above-mentioned practice can be applied

to other musical instruments such as ranad
(xylophone) (,) Picoboe (,) Tapol and Klong
(drum) (.)

Thai: สามารถจะไปปฏิบัติเครื่องดนตรีอย่างอื่นๆได้
ทั่วไปไม่ว่าจะเป็นระนาด ปี่ ตะโพน กลอง

(qtd. in The Wai Khru Ceremony in Thai Classical
Music 6)

1.2. Interlingual errors are caused by the interference of the translators' mother tongue. That is, the rules of the mother tongue are applied when performing a translation in the target language.

For example, English: The third stage begins with Hom Rong Klang one (wan) song.

Thai: ...อันดับสาม เป็นการเริ่มเรียนเพลงโหมโรง
กลางวัน

1.3. Dual errors are errors that reflect the learner's native language. The rules cannot be transferred to the structure of the target language or the learners are not clear in the rules of the source language.

For example, English: The price levels of commodities are higher
which makes it difficult for fix(fixed)
income earners and poverty stricken
persons to sustain their living.

Thai: ระดับราคาสินค้าสูงขึ้น ทำให้ประชาชนที่มี
รายได้ประจำและคนยากจนตกอยู่ในฐานะชักหน้า
ไม่ถึงหลัง

(qtd. in Songjiarapanit 57)

1.4. Language Transfer errors are the effect of one language on the learning of another language. Two types of language transfer are negative transfer and positive transfer.

Negative transfer is an error from the learner's native language which results in old habitual behavior that is different from the new behavior.

For example, English: To conduct trainings or <u>developing</u> (develop) government officials.

Thai: ดำเนินการอบรมหรือพัฒนาข้าราชการพลเรือน

(qtd. in Songjiarapanit 137)

Positive transfer is transfer which makes learning easier, and may occur when both the native language and the target language have the same form.

For example, English: At this stage, there is no information to confirm that there have been efforts to <u>provide</u>(set) the school objectives or to develop them as guidelines for school operation.

Thai: ในระยะนี้ยังไม่พบข้อมูลมาสนับสนุนว่าโรงเรียน ต่างๆ ได้มีการกำหนดจุดมุ่งหมายของโรงเรียน หรือพัฒนาจุดมุ่งหมายของโรงเรียน เพื่อเป็นแนว ทางในการปฏิบัติงานมากน้อยเพียงไร

(qtd. in Songjairapanit 140)

2. Lexical errors are the errors which have occurred as a result of the wrong or incorrect use of words.

2.1. Incorrect Use of words, for example,

English: ... the latter reveals at least <u>four</u> (five) other aspects of Culture...

Thai: ...ความหมายเชิงปฏิบัติการจะบอกเพิ่มอีกอย่างน้อย <u>5</u> เรื่อง คือ...

2.2. Wrong choice of words, for example,

English: ...but 4 other organizations did not want to send their subordinates to be trained in the program <u>once more</u>(again).

Thai: ...ส่วนอีก 4 หน่วยงานจะไม่ส่งมารับการอบรมอีก

(qtd. in Songjiarapanit 60)

2.3. Commonly confused words, such as nouns, verbs, adjectives, adverbs, prepositions, and parts of speech. The following are the examples taken from **English Errors** by Dokya Academic Press.

Nouns: The lawyer has lots of customers (clients). (121)

Verbs: Edison discovered (invented) the electric lamp. (127)

Adjectives: I have to be very economic (economical) because

I haven't much money left. (132)

Adverbs: I've (hardly) learned hard anything this year. (138)

Preposition: He was sitting just besides (beside) me. (141)

Part of speech: She speaks English very good (well). (150)