

การสอนแบบไวยากรณ์และการแปลในชั้นเรียนภาษาอังกฤษ
ในฐานะภาษาต่างประเทศในประเทศไทย : มุมมองจากบทเพลงภาษาอังกฤษ
Grammar-Translation Method in an EFL Class in Thailand:
A Glance at an English Song's Lyrics

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ในประเทศไทย ภาษาอังกฤษมีฐานะเป็นภาษาต่างประเทศและมีการสอนภาษาอังกฤษโดยใช้วิธีต่างๆ รวมถึงการสอนแบบไวยากรณ์และการแปล แม้ว่าการสอนแบบไวยากรณ์และการแปลจะเป็นวิธีที่ใช้กันมาอย่างยาวนาน แต่ก็ยังได้รับความนิยมจนถึงปัจจุบันและถือเป็นวิธีการสอนที่ประสบความสำเร็จวิธีหนึ่ง

งานวิจัยชิ้นนี้ดำเนินการโดยใช้วิธีการสอนแบบไวยากรณ์และการแปลโดยมีวัตถุประสงค์เพื่อศึกษาการเลือกใช้คำภาษาไทยเพื่อถ่ายทอดความหมายของคำภาษาอังกฤษในเพลงที่กำหนด และศึกษาบทแปลระดับประโยคของเพลงภาษาอังกฤษดังกล่าวของนักเรียนกลุ่มเป้าหมาย ซึ่งประกอบด้วยนักเรียนระดับมัธยมศึกษาตอนปลายจำนวน 23 คน รวมถึงวิเคราะห์ปัญหาที่พบในบทแปลทั้งระดับคำและระดับประโยค ผลจากการใช้วิธีการสอนแบบไวยากรณ์และการแปลแสดงให้เห็นว่านักเรียนกลุ่มเป้าหมายประสบปัญหาการใช้ภาษาอังกฤษทั้งในระดับคำและระดับประโยค ได้แก่ การใช้คำบุพบท คำสรรพนาม คำวิเศษณ์ คำนาม คำบอกปริมาณ คำสรรพนามแทนคำนาม ที่ผู้เขียนต้องการกล่าวซ้ำ ประโยคคำสั่งหรือขอร้อง และอนุประโยคที่ขยายคำนามข้างหน้า ข้อผิดพลาดที่พบในบทแปลภาษาไทยชี้ให้เห็นว่าผู้สอนควรให้ความช่วยเหลือแก่นักเรียนเพิ่มขึ้นตั้งแต่ระยะแรกของการเรียนภาษาอังกฤษ ทั้งนี้เพื่อเน้นย้ำและพัฒนาความเข้าใจเรื่องการใช้ไวยากรณ์ภาษาอังกฤษและความหมายของคำศัพท์ โดยเฉพาะอย่างยิ่งประเด็นไวยากรณ์ที่เป็นปัญหา นอกจากนี้แล้วผลจากการวิจัยครั้งนี้ยังแสดงให้เห็นว่าการสอนภาษาอังกฤษแบบไวยากรณ์และการแปลเป็นวิธีการสอนที่ยังมีประสิทธิภาพในชั้นเรียนภาษาอังกฤษในฐานะภาษาต่างชาตินในประเทศไทยอีกด้วย

คำสำคัญ : การสอนแบบไวยากรณ์และการแปล การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศในประเทศไทย

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Abstract

In Thailand, English has its status as a foreign language, and is taught using a variety of methods, one of which is grammar-translation. The Grammar-Translation Method, which has been used for a number of years now, is still very popular and successful. In an attempt to assist the student in learning and improving their English, this research was conducted in order to study the student's word choices in translating the assigned lyrics and their translation at sentence level as well as to study and analyse the problems found in their translation works. By using the Grammar-Translation Method among the target group, which includes 23 high school students, the findings of the research show that the student made errors and mistranslations, both at word level and sentence level, on their translation works, namely the translations of preposition, pronoun, adverb, and noun as well as the uses of pronoun reference, quantifier, imperative and relative clause; all of these errors signify that more assistance should be given to the Thai student at an early stage of their learning to emphasize the correct use and improve their use of English grammar and vocabulary, particularly on the problematic points. It, therefore, can be concluded the Grammar-Translation Method is still worth being employed in EFL classes in Thailand.

Key words : Grammar-Translation Method, EFL in Thailand, Translation

1. Introduction

Of all the foreign languages, "English", undoubtedly, plays crucial roles in the present century and is one of the languages mostly spoken by people around the world, including both native and non-native speakers of English. David Crystal (2003:106) stated that English is currently the dominant or official language in over 75 territories and is used in all continents and three major oceans, including Atlantic, Indian and Pacific and that the domination of English in today's world was and has been caused by two main factors, the past influence of British colonization and the economic power of the US in the 20th century. For these reasons, English, has become a universal language and has huge influences in every corner of the world. It is used for numerous purposes, and even in a country like Thailand where English has its

status a foreign language. That we experience English in our everyday lives, namely advertisements, drug labels, food labels, manuals, articles, news reports, TV commercials, street signs, computer games, textbooks, etc. has confirmed, to some degree, its influential status in Thailand and that the learning of English among Thai people should still be promoted.

As mentioned earlier, in Thailand, English has been taught as a foreign language (EFL) at every educational level, while the standard and official language is central Thai. Teaching in Thailand, thus, is a challenging job for the Thai teacher, who is challenged by the fact that the student's mother tongue is Thai and the settings around them do not permit them to use English in daily life. With that fact, certain questions usually arise when teaching English to the Thai student. What teaching techniques are to be

used? What is the English level of my students? Is their vocabulary bank limited or large? What language is to be used as a medium of instruction, English or Thai, or both? These questions usually come into the mind of the Thai teacher, and it is our responsibility to find the solutions to these challenges.

To cope with the challenges, a variety of teaching techniques are employed for the teaching of English in Thailand to be successful, including the Grammar-Translation method; although some may find it a traditional method that serves only certain purposes, to some Thai teachers, the method is still useful in helping the student whose English competency is at a low or beginning level. With this method, the teachers are able to use the Thai language as a medium of instruction when students are taught English grammar rules and apply them by translating English sentences into Thai. As a result, based on the translations they make, the teacher could learn whether or not they could actually use the grammar rules practically and understand the meaning of given vocabulary. This method could yield significant results beneficial to the teachers. To illustrate, the correct translations they make could signify that their reading skills and understanding about English vocabulary and grammar are at a satisfactory level, and that is why they produce quality translation works. The mistranslations, on the other hand, could explain that their reading skills and their understanding about English vocabulary and grammar are at unsatisfactory level, and that is why they produce mistranslations, with the probable use of incorrect words or sentences. Some students, however, may produce both correct translations and mistranslations in one assignment, so the teacher would have to examine why the mistranslations have been made and seek strategies to help the student

with their learning of English. According to its benefits, it is, thus, worth employing the method in an EFL class in Thailand to investigate whether or not the teacher should take any more action in helping their students understand and able to use English, at least to some satisfactory level.

With English having such a prominent status in the present world, it is always challenging for us, the teacher, to help the student reach their academic and professional goals by using appropriate teaching techniques to teach them English. The researcher, consequently, is interested in conducting a classroom research regarding the implementation of the Grammar-Translation method in an English class, expecting that the results would shed some light on teaching strategies and the problems students have about using English. In conducting the research, 23 high school students, aged 16-18, are selected as a target group. These students participated in the “English Is Everywhere” project, which was organized by the Languages Department, Faculty of Commerce and Management, Prince of Songkla University, Trang Campus between the 6th and 7th July in 2013. A classroom activity, translating of an English song’s lyrics into Thai, was assigned to each student when studying the “English through Modern Media” topic.

2. Research objectives

1. To study students’ word choices in translating the assigned lyrics and their translation at sentence level
2. To study and analyse the problems found in the translation works produced by the students

3. Benefits of the study

1. Thai students' problems concerning the use of English vocabulary and grammar as well as reading skills are discovered and classified.

2. The findings could raise the teacher and students' consciousness of the students' problematic grammar points. The findings would enable the teacher to assist their students in the learning of English more effectively while the student could pay special and more focus on their use of English vocabulary and grammar.

4. Scope of the study

1. The research involves translating of the song hook "Heal the World", written and sung by Michael Jackson, American pop singer.

2. Students' translations at word and sentence levels are focused on.

3. Correctness is focused on in a translation, rather than on its naturalness.

5. Definitions of terms

1. "Source Language (SL)" used in this research refers to English.

2. "Target Language (TL)" used in this research refers to Thai.

3. The symbol "+" shows the correct translation.

4. The symbol "-" shows the incorrect translation.

6. Literature Review

In order to conduct the research "Grammar-Translation in an EFL Class in Thailand: A Glance at an English Song's Lyrics", important theories and concepts concerning the research are reviewed as follows.

6.1 Grammar-Translation Method and its advantages

When it comes to teaching a foreign language,

numerous teaching methods can be employed in class. Each method, however, has different purposes and is appropriate for different groups and levels of students. Of all the methods, Grammar-Translation is considered a traditional method that has long been used in the teaching of foreign languages. Guy Cook (2003: 31-32) stated that the grammar-translation language teaching was heavily done in Europe at the close of the nineteenth century. In class, the teaching was always done through the student's native language, and they were required to do translation works to test whether or not they understood the rules of a foreign language being taught. By using this method, the accurate use of grammar and vocabulary was focused on, rather than on successful and effective communication.

According to Christopher J. Hall, Patrick H. Smith and Rachel Wicaksono (2011: 226) translation is often used as a primary tool for new learners of a foreign language, however they are confined to their local surroundings, to understand the way the language works.

The use of the Grammar-Translation method in an EFL/ESL class has proved to be successful worldwide. For instance, in Jordan, the research on "The Effect of Using Grammar-Translation Method on Acquiring English as a Foreign Language" conducted by Ishraq M. Aqel (2013: 2469) revealed that the target group progressed remarkably in terms of grammar usage, and they had more confidence when using English. He also concluded that more research concerning the use of this method should be conducted so as to help the student successfully acquire a foreign language, particularly on the knowledge of its grammar rules.

Another research on the Grammar-Translation method was conducted in Iraq by Cagri Tugrul Mart (2013: 103-105) whose research is entitled “The Grammar-Translation Method and the Use of Translation to Facilitate Learning in ESL Classes”. According to his research, the method contributes markedly to the effective use of the target language, and since it does not require complicated learning process, the student is able to use the target language accurately.

In Taiwan, a research entitled “A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar” was conducted by Shih-Chuan Chang (2011: 13-24) to find out which method, between the Grammar-Translation method and the Communicative Approach, is better at improving college students’ English competency. The researcher discovered three findings: first, the target group in the experimental class made a remarkable progress in learning grammar after experiencing an experimental semester; second, the target group in the experimental class made more progress in learning grammar than those in the control class; third, the Grammar-Translation Method is more effective in improving the learners’ confidence and motivation than the Communicative Approach. The researcher, as a result, concluded that to assist the college students in Taiwan in becoming more fluent users of English is to combine the two teaching methods since each has a different focus, the Grammar-Translation method on accuracy while the Communicative Approach on fluency.

A similar research entitled “English Teachers’ Attitude Towards Grammar-Translation Method at Secondary Education: Bangladeshi Context” was conducted in Bangladesh by Nitish Kumar Mondal (2012: 64-68) to study the attitudes of secondary school teachers towards

the use of Grammar-Translation Method at secondary level education. According to the findings, the teachers had positive attitudes towards the use of the method in their classes; having been well-trained on this method, they felt at ease using it in classes and their students showed more interest in grammar lessons. They also believed that it is a suitable method that should still be used at secondary level education in Bangladesh to enable students to gain complete knowledge of grammar and translation for their future careers and personal growth.

6.2 Translation equivalence and translation problems

When there is a need to understand the message written in a foreign language, translation takes place and serves as a connector between, basically, two cultures. Regardless of text types, the translator should be able to find the TL words equivalent in meaning to the SL ones, and for sentence and paragraph levels, the original meaning and sense of the SL text should be well maintained in the TL one. The following scholars discussed aspects concerning translating of words and texts, and their ideas should be useful for conducting this research.

Cruse cited in Baker (1992: 13-17) divided meanings of words into four main types: prepositional meaning, expressive meaning, presupposed meaning and evoked meaning.

Prepositional meaning refers to the meaning of a word as it is defined in a dictionary.

Expressive meaning refers to the meaning of a word as it is judged by the speaker’s feelings or attitude.

Presupposed meaning involves co-occurrence restrictions of two types: selectional restrictions and collocational restrictions. That is, the meaning of a word depends on its function in a sentence or whether it fits the words around it.

Evoked meaning involves dialect and register variation, which means the meaning of a word depends on whether it is a dialect or its appropriateness for a situation (register variation).

Baker (1992: 21-26) also discussed aspects of non-equivalence at word level, another translation problem that commonly occurs and is encountered by both professional and new translators. Some common types of non-equivalence at word level are mentioned as follows.

1. Culture-specific concepts
2. The source-language concept is not lexicalized in the target language.
3. The source-language word is semantically complex.
4. The source and target languages make different distinctions in meaning.
5. The target language lacks a superordinate.
6. The target language lacks a specific form (hyponym).
7. Differences in physical or interpersonal perspective
8. Differences in expressive meaning
9. Differences in form
10. Differences in frequency and purpose of using specific forms
11. The use of loan words in the source text

In addition to equivalence at word level, Baker (1992: 46-47) also discussed problems that could arise when the translator attempts to find equivalence above word level, which in this case she referred to the translations of collocation, and idioms and fixed expressions

Bassnett (1988: 23-27) stated that problems found in translating a text are concerned with lexical and grammatical differences between the source language and the target language. Because of the differences, the translator could encounter one or two types of untranslatability.

The first type is called linguistic untranslatability, which occurs when there is no lexical or syntactical substitute in the target language for the source language text. The second type is called cultural untranslatability, which occurs when a cultural aspect of the source language does not exist in the target language.

Baker (1992: 82-114) stated that in translating a text the translator need not focus only on lexical equivalence but also on grammatical equivalence because the grammatical system is a powerful factor that determines which units of words or phrases can be combined in a language. Grammar involves two main components, morphology (the structure of words) and syntax (the grammatical structure of groups, clauses and sentences), and it is syntax that governs the organization of the text. Because of different grammatical systems, the translator needs to study, especially how the ideas of number, gender, person, tense and aspect, voice, and word order are perceived and used in the source and target languages and translate the text as effectively as possible

7. Methodology

This research is conducted to study students' word choices in translating the assigned lyrics and their translation at sentence level as well as analyse the problems found in the translation works. The focus is on the translation works, both at word and at sentence levels. The methodology of this research consists of the following.

7.1 Form of the study

This study is conducted in the form of qualitative research, by using the case study method. Consequently, the research findings derive from an analysis of student translation works, which could shed light in EFL areas

and suggest strategies for assisting Thai students with the learning of English.

7.2 Source of data

The data to be used in this research is obtained through translation works done by 23 high school students, aged 16-18, who studied the “English through Modern Media”, a topic taught at the “English Is Everywhere” project organized by the Languages Department, Faculty of Commerce and Management, Prince of Songkla University, Trang Campus between the 6th and 7th July in 2013. The translation works are based on the song hook “Heal the World”, written and sung by Michael Jackson.

7.3 Research methodology

7.3.1 Rationale of selecting the case study
The song hook “Heal the world” is selected for a translation activity in the “English through Modern Media” class for the following reasons:

7.3.1.1 Getting students to listen to music is an activity commonly done in an English class, and music is always favoured by those who are eager to learn a foreign language.

7.3.1.2 Translating the “hook” of a song does not consume much class time.

7.3.1.2 The “hook” of a song usually contains main ideas of the song that the writer expects to share with his/her audience.

7.3.1.3 “Heal the world” is a famous song, written by Michael Jackson, a world famous writer and singer, and the “hook” of it conveys a meaningful message as seen below.

Heal the world
Make it a better place
For you and for me
And the entire human race
There are people dying
If you care enough for the living

Make a better place for you and for me
There are people dying
If you care enough for the living
Make a better place for you and for me

7.3.2 Data collection

The data for this research is obtained through translation works produced by 23 students. Each of them is assigned to translate the song hook “Heal the world” into Thai; they are given 20 minutes to complete the task and allowed to use a bilingual dictionary. The data received yields significant findings that will be presented and discussed in the sections to come.

7.3.3 Data analysis

The data obtained from the translation works are studied and analysed, with focuses on the students’ word choices and their translation at sentence level, in order to search for the following answers.

- Whether or not the TL words are equivalent in meaning to the SL ones
- Whether or not the students mistranslate words and sentences or fragments

In order to analyse the data, the following processes are required.

7.3.3.1 Each sentence/fragment of the song hook is numbered as follows.

1. Heal the world
2. Make it a better place
3. For you and for me
4. And the entire human race
5. There are people dying
6. If you care enough for the living
7. Make a better place for you and for me

Although there are altogether 10 lines in the song hook, the last three lines are the repetition of Lines 5-7. Thus, the last three lines will not be studied and analysed.

7.3.3.2 Both the Thai translation at word and sentence levels are analysed by using Cook's description on the concept of the Grammar-Translation method, Cruse's framework on prepositional meaning of words and Bassnett and Baker's frameworks to examine whether the TL translation is a good substitution for the SL text, both at word and sentence levels. For testing correctness, two resources are used: Cambridge Dictionaries Online, for checking the meanings of words and Practical English Usage by Michael Swan, for checking grammatical usage.

7.3.3.3 Back translation is also done in this research occasionally in order to show how a mistranslation at word or sentence level is made in the TL version. A back

translation is shown in a bracket in the research finding content.

7.4 Conclusion and discussion

When the data analysis is complete, its findings will be presented, discussed, and concluded in the following sections

8. Presentation and Analysis of Translation Works

In this section, the data obtained is studied and analysed. The presentation and analysis of the translation works produced by the target students are shown as follows.

Table 1 shows the sentence/fragment 1 "Heal the World".

Thai Translation	Number of students	Correctness (%)
รักษาโลก	23	+
Total	23	100

According to Table 1, all of the students, accounting for 100%, produced the same translation for the sentence "Heal the World", both at word and sentence levels. Cambridge Dictionaries Online (2014) provides the meaning of "heal" as "to make or become healthy or whole again" and the meaning of "world" as "the planet on which human life has developed, especially including all people and their ways of life". It has become apparent that both words

were correctly translated by the students as "รักษา" and "โลก" respectively, and the whole sentence in which these words appear conveys equivalent meaning in the TL language to the SL one. It, therefore, can be concluded the students' perception of meanings of the words is correct as seen through their correct use of word choices while they also understand the meaning and structure of Sentence 1 as seen in their correct translation at sentence level.

Table 2 shows the sentence/fragment 2 “Make it a better place”.

Thai Translations	Number of students	Correctness (%)
สร้างพื้นที่ที่ดีขึ้น	1	-
ทำให้สถานที่ดีขึ้น	2	-
ทำให้สถานที่มันดีขึ้น	2	-
ทำให้สถานที่นั้นดีขึ้น	1	-
ทำให้สถานที่นี้ดีขึ้น	1	-
ทำมันให้เป็นสถานที่ที่ดีขึ้น	1	+
ทำสถานที่ให้ดีขึ้น	1	-
ทำมันให้ดีขึ้น	6	+
จะทำให้มันดีขึ้น	3	-
ทำให้ดีขึ้น	1	-
ทำมันที่ให้ดีขึ้น	1	-
สร้างพื้นที่ที่ดีขึ้น	1	-
สร้างพื้นที่ที่มากกว่า	1	-
ช่วยทำให้ดีขึ้น	1	-
Total	23	30.43

According to Table 2, it is surprising to see that of all the students, only 7 of them, which accounts for 30.43%, produced correct translation at sentence level. At word level, the word choices they used for the TL versions of “make”, “it”, “better”, and “place” corresponded with the meanings given by Cambridge Dictionaries Online (2014). According to the online resource, the word “make” means “to bring something into existence”, the word “it” is a pronoun, which in this case is referred to “the world” in the previous sentence, the word “better” refers to something of higher standard, and lastly the word “place” means “an area, a building, or a city, town, or village”.

At sentence level, however, problems became noticeable in the translations of “it” and “place”. As for the word “it”, many students translated it into “พื้นที่” (area) and “สถานที่” (an area, a building, or a city, town, or village), which is not correct as “it” in this case refers to the word “the world” in the previous sentence whereas the better and correct translation of “it” should have been “มัน” (it) or “โลก” (world). As a result, the mistranslations, although considered as the word-level error, affected the whole meaning of the sentence, which could be considered as the sentence-level error.

Moreover, one student mistranslated the word “make” by using “จะทำให้มันดีขึ้น” (will make it better) in the TL version, when the SL sentence is actually in imperative form, not in the future form. Another student mistranslated the sentence as “ช่วยทำให้ดีขึ้น” (help to make better); superficially, his/her translation sounded

promising; however, by omitting the word “it” in the TL version made the overall meaning of the SL text sound unclear.

That most students mistranslated Sentence 2 reflects their lack of grammatical competency about pronoun references, imperatives and reading skills.

Table 3 shows the sentence/fragment 3 “For you and for me”.

Thai Translations	Number of students	Correctness (%)
สำหรับเธอและสำหรับฉัน	4	+
สำหรับคุณและฉัน	2	+
สำหรับคุณและตัวฉัน	2	+
ให้คุณและให้ฉัน	1	+
ให้คุณและฉัน	2	+
เพื่อเธอและเพื่อฉัน	5	+
เพื่อเธอและฉัน	1	+
เพื่อคุณและเพื่อฉัน	1	+
แต่คุณและฉัน	1	+
แต่คุณและแต่ฉัน	1	+
แก่คุณและแก่ฉัน	1	+
ต่อเธอและต่อฉัน	1	+
ถึงคุณและฉัน	1	-
Total	23	95.65

According to Table 3, almost every student produced correct translations for the words “for”, “you”, and “me” by using different TL words as “สำหรับ”, “ให้”, “เพื่อ”, “แต่”, “แก่”, “ต่อ” for “for”, “เธอ”, “คุณ” for “you”, and “ฉัน”, “ตัวฉัน” for “me” respectively. Although, at sentence level, they produced different translations, all of the TL versions, maintained equivalent meaning of the SL fragment. One student,

however, mistranslated the word “for” as he/she used the word “ถึง” in the TL version, which in Thai refers to the direction or the effect caused on someone rather than indicating that something is given to someone. It, thus, can be concluded that the use of “for” is still a problem and, accordingly, the correct use of it should be emphasized in class.

Table 4 shows the sentence/fragment 4 “And the entire human race”.

Thai Translations	Number of students	Correctness (%)
และเผ่าพันธุ์มนุษย์ทั้งหมด	9	+
เผ่าพันธุ์ของมนุษย์ทั้งหมด	3	+
และมนุษย์เผ่าพันธุ์ทั้งหมด	3	+
และเพื่อเพื่อนมนุษย์ด้วยกัน	1	+
มนุษย์และเผ่าพันธุ์ทั้งหมด	3	+
เผ่าพันธุ์มนุษย์	1	+
และพวกเราทั้งหมด	1	+
เผ่าพันธุ์มนุษย์ทั้งหมด	2	+
Total	23	100

Although, as shown in Table 4, different versions of the TL translations were made, all of them could maintain the original meaning of the SL text. At word level, the students used correct word choices for the key words “entire” and “human race”. Their translations of the words include “ทั้งหมด”, “ด้วยกัน” for “entire”, and “เผ่าพันธุ์มนุษย์”, “เผ่าพันธุ์ของมนุษย์”, “มนุษย์

เผ่าพันธุ์”, “เพื่อนมนุษย์”, “มนุษย์และเผ่าพันธุ์” and “พวกเรา” for “human race” respectively. It, therefore, can be concluded the students’ perception of meanings of the words is correct, and they also understood the meaning of the SL text, resulting in correct translation works at sentence level.

Table 5 shows the sentence/fragment 5 “There are people dying”.

Thai Translations	Number of students	Correctness (%)
มีคนกำลังตาย	1	+
มีคนกำลังจะตาย	2	+
มีคนกำลังจะเสียชีวิต	2	+
มีคนเสียชีวิต	1	+
มีประชาชนกำลังจะเสียชีวิต	5	+
มีประชากรจำนวนมากเสียชีวิต	2	+
มีประชาชนกำลังจะตาย	1	+
ประชาชนกำลังเสียชีวิต	2	+
มีประชากรจำนวนหนึ่งเสียชีวิต	1	-
มีผู้คนกำลังจะเสียชีวิต	1	+

Table 5 shows the sentence/fragment 5 “There are people dying”.

Thai Translations	Number of students	Correctness (%)
มีผู้คนที่กำลังจะเสียชีวิต	1	+
มีเพื่อนมนุษย์ต้องเสียชีวิต	1	+
ที่กำลังเสียชีวิต	2	-
Total	23	86.95

According to Table 5, 21 students or 91.30% of the total number of students provided TL translations equivalent in meaning to that of the SL sentence. At word level, they used different words as “คน”, “ประชาชน”, “ประชากร” “ผู้คน” and “เพื่อนมนุษย์” for the SL word “people”. Two of them, however, mistranslated the SL sentence; one added the quantifier “จำนวนหนึ่ง” (a number of) as in the TL sentence “มีประชากรจำนวนหนึ่งเสียชีวิต” which betrayed the sentence’s original purpose that discusses people in

general and does not focus on a specific number of people. Another student also left the word “people” untranslated as shown in the TL sentence “ที่กำลังเสียชีวิต” (that are going to die), which left unclear meaning to the sentence. The two errors, as a result, reflect the students’ lack of English grammatical understanding, in other words, the use of quantifiers, and effective reading skills, which caused the translations non-equivalent in meaning to that of the SL text.

Table 6 shows the sentence/fragment 6 “If you care enough for the living”

Thai Translations	Number of students	Correctness (%)
ถ้าคุณใส่ใจต่อการอยู่รอดเพียงพอ	2	-
คุณดูแลที่อยู่เพียงพอหรือยัง	1	-
ถ้าคุณใส่ใจการมีชีวิตอยู่	1	-
ถ้าคุณใส่ใจกับการอยู่อย่างพอเพียง	2	-
ถ้าคุณได้ใส่ใจดูแลกับการอยู่อย่างพอเพียง	1	-
ถ้าคุณใส่ใจต่อการอยู่รอดและอยู่อย่างเพียงพอ	1	-
ถ้าคุณใส่ใจกับทุกชีวิต	2	+
ถ้าคุณใส่ใจเพียงพอกับสิ่งที่มีอยู่	1	-
หากคุณใส่ใจการดำรงชีวิตให้เพียงพอ	1	-
เพื่อให้อาศัยอยู่เพียงพอ	1	-
ถ้าหากมีชีวิตที่เพียงพอ	1	-
คุณใส่ใจเพียงพอกับที่อยู่อาศัย	4	-

Table 6 shows the sentence/fragment 6 “If you care enough for the living”

Thai Translations	Number of students	Correctness (%)
เธอต้องใส่ใจความพอเพียง	1	-
ถ้าพวกเราดูแลเพียงพอสำหรับการมีชีวิตอยู่	1	-
มีชีวิตที่เพียงพอ	2	-
คุณใส่ใจเพียงพอกับที่อยู่อาศัย	1	-
Total	23	8.69

As shown in Table 6, only two students or 8.69% of the total number of the students produced the closest translation to the SL text while the rest of them provided different translations, all of which were mistranslated both at word and sentence levels. With regard to word level, wrong word choices were used for the SL words: “พวกเรา” (we) for “you”, “เพียงพอหรือยัง” (Is it enough?), “อย่างเพียงพอ” (sufficiently), “ความพอเพียง” (sufficiency) for “enough” and “การอยู่รอด” (surviving), “ที่อยู่” (home, residence), “การอยู่” (living), “สิ่งที่มีอยู่” (what you have had), “อาศัยอยู่” (to live), “ที่อยู่อาศัย” (types of housing)

for “the living”. At sentence level, mistranslations were seen because the mentioned words were mistranslated and this affected the overall meaning of the SL text; that is, their meanings were in contrast to that of the SL text that discusses what could be done for those who live and are currently in need. The errors that the students made in the TL version confirmed that, at word level, they had insufficient understanding of English vocabulary meaning and, at sentence level, they lacked English grammatical understanding, which, consequently, affected their reading skills.

Table 7 shows the sentence/fragment 7 “Make a better place for you and for me”.

Thai Translations	Number of students	Correctness (%)
ทำให้มันดีขึ้นเพื่อคุณและฉัน	1	-
สร้างพื้นที่ที่ดีกว่าเพื่อคุณและฉัน	1	-
ทำให้ดีขึ้นเพื่อเธอและเพื่อฉัน	1	-
ทำให้มันดีขึ้นเพื่อเธอและเพื่อฉัน	1	-
ทำให้มันเป็นสถานที่ที่ดีขึ้นสำหรับเธอและฉัน	1	-
คุณและฉันจะทำให้มันดีขึ้น	2	-
คุณและฉันทำให้โลกนั้นดีขึ้น	1	+
คุณและฉันจะทำมันให้ดีขึ้น	2	-
คุณและฉันจะทำให้พื้นที่ให้มันดีขึ้น	1	-

Table 7 shows the sentence/fragment 7 “Make a better place for you and for me”.

Thai Translations	Number of students	Correctness (%)
ให้คุณและฉันช่วยทำให้ดีขึ้น	1	-
ให้คุณและให้ฉันช่วยทำให้ดีขึ้น	1	-
ทำให้ดีขึ้นเพื่อเธอและฉัน	1	-
ทำมันให้ดีขึ้นเพื่อเธอและฉัน	1	-
ทำให้ดีขึ้นสำหรับคุณและฉัน	1	-
เพื่อให้คุณและฉันดีขึ้น	1	-
ทำให้สถานที่นั้นดีขึ้นเพื่อคุณและเพื่อฉัน	1	-
ทำให้สถานที่ดีขึ้นเพื่อคุณและเพื่อฉัน	2	-
สร้างพื้นที่ดีขึ้นต่อคุณและฉัน	1	-
สร้างพื้นที่ที่ดีขึ้นเพื่อคุณและฉัน	1	-
ทำให้ดีขึ้นเพื่อเธอและฉัน	1	-
Total	23	4.34

According to Table 7, it is surprising to find that only one student accounting for 4.34% produced a translation equivalent in meaning to that of the SL fragment. Many of them added the word “มัน” (it) in their translations while the word itself did not refer to any word in the SL text or in the previous SL one, thus resulting in mistranslation at sentence level as well. Moreover, some of the students mistranslated the SL word “place” as they used the word “สถานที่นั้น” (that place) in their TL version, thus causing confusing translation as the SL fragment itself does not mention any particular place in addition to the world we are living in, the assumption we could make from the previous SL hook lines. Besides, although some students made use of the TL word “พื้นที่” (area, space) for the SL word “place”, the use of the TL word was not specific enough to be referred to anything and, consequently, did not convey the original meaning of this part of the song hook. That most students

used incorrect word choices and produced mistranslations could reflect their ineffective reading skills and insufficient understanding of vocabulary meanings.

9. Conclusion and Discussion

According to the presentation and analysis of translation works in the previous section, significant points are discovered about the students’ translation competency at word and sentence levels and about the problems found in their translation works. In this section, conclusion and discussion relating to these significant points are, thus, presented as follows.

9.1 Conclusion

Despite being allowed to use a bilingual dictionary, the students still made mistakes both at word level and sentence level, thus reflecting their vocabulary and grammatical incompetency as well as ineffective reading skills as summarized and categorized in the following tables.

Table 8 show the students' problematic points at word level.

Problematic Points	English Words	Thai Translations (Mistranslations)	Lines
Preposition	for	ถึง (a direction or the effect caused on someone)	3
Pronoun	you	พวกเรา (we)	6
Adverb	enough	เพียงพอหรือยัง (Is it enough?) อย่างเพียงพอ (sufficiently) ความพอเพียง (sufficiency)	6
Noun	the living	การอยู่รอด (surviving) ที่อยู่ (home, residence) การอยู่ (living) สิ่งที่มีอยู่ (what you have had) อาศัยอยู่ (to live) ที่อยู่อาศัย (types of housing)	6
	place	สถานที่นั้น (that area) พื้นที่ (area, space)	7

Table 9 show the students' problematic points at sentence level.

Problematic Points	English Words	Thai Translations (Mistranslations)	Lines
Pronoun reference	it	พื้นที่ (area) สถานที่ (an area, a building, or a city, town, or village)	2
Adverb	enough	เพียงพอหรือยัง (Is it enough?) อย่างเพียงพอ (sufficiently) ความพอเพียง (sufficiency)	6
Noun	the living	การอยู่รอด (surviving) ที่อยู่ (home, residence) การอยู่ (living) สิ่งที่มีอยู่ (what you have had)	6

Table 9 show the students' problematic points at sentence level.

Problematic Points	English Words	Thai Translations (Mistranslations)	Lines
Noun	the living	อาศัยอยู่ (to live) ที่อยู่อาศัย (types of housing)	6
Imperative	make	จะทำให้มันดีขึ้น (will make it better) ช่วยทำให้ดีขึ้น (help to make better)	2
Problematic Points	English Words	Adding words or phrases to the words in front	Lines
Quantifier	people	จำนวนหนึ่ง (a number of) ที่กำลังเสียชีวิต (that are going to die)	5
Pronoun reference	it	มัน (it)	7
Problematic Points	English Words	Leaving words or phrases untranslated	Lines
Noun	people	(blank)	5

9.2 Discussion

As pointed out in the conclusion part, the problematic points the students made range from the mistranslations, adding of words to omitting of words in the TL texts. Apparently, at word level, the mistranslations of words were caused because the students lacked understanding of the words' prepositional meaning, which, according to Cruse cited in Baker (1992: 13-17), is the meaning of words as defined by dictionaries, the very first meaning one learner should realize when learning a foreign language word. The errors that occurred, both at word and sentence levels, in the students' translations are also in line with Bassnett (1988: 23-27) and Baker (1992: 82-114)'s perceptions about translation problems. That is, lexical and grammatical differences between the source language and target language could cause problems in translating. In other words, it could be said that that English and Thai languages differ in terms of lexical and grammatical aspects could cause difficulties, to

some extent, to the Thai students when translating the assigned lyrics, although they could depend on a bilingual dictionary. Moreover, since morphology and syntax are interdependent in forming the meaning of a text in any languages, in this research, the students' lack of thorough understanding of English vocabulary and grammar should also be considered as having ineffective reading skills as discovered in several examples when students mistranslated such words as "enough" and "the living". Although, the mistranslations of the words can be categorized as word-level errors, the mistranslations affected the meaning of the text as a whole; therefore, the mistranslation of the whole text could be seen as sentence-level errors, which originally were caused by the lack of vocabulary understanding. So, it is fair to say, that by using the Grammar-Translation method significant findings on the students' vocabulary and grammar incompetency have been discovered.

Another noticeable phenomenon that is worth discussing is that the students, considered as young learners of English, surprisingly made considerable errors despite their previous lessons on English grammar and vocabulary at lower educational levels. That they made these errors could lead to a few assumptions: 1) the students themselves lack consciousness of the correct use of English grammar and vocabulary; 2) the teacher do not teach them enough grammar points and vocabulary or do not emphasize the correct use of them; or 3) both the teacher and students are to be blamed for the errors. No matter what the true assumption is, the phenomenon reminds the teacher that more assistance should be given to their students at an early stage of English learning, and it is the teacher's responsibilities to seek ways to make their students become proficient users of English. As also suggested by Omthajit Pansri (2013: 174-190) in one of her research findings, one significant factor for successful English learning management in Thai schools is that the teacher creates atmospheres that promote English language learning, for example by introducing an English topic through classroom activities.

With a good combination of an acceptable teaching method and favourable activities, the teacher should be able to assist their students well in class. Grammar-Translation is, therefore, still an effective method suitable for the teaching of English in Thailand as the method emphasizes the correct use of grammar and vocabulary among students and has been favoured and proved successful in various countries like Jordan, Iraq, Taiwan and Bangladesh, where English is taught as a second or foreign language, according to the studies of Ishraq M. Aqel (2013: 2469), Cagri Tugrul Mart (2013: 103-105), Shih-Chuan Chang (2011: 13-24), and Nitish Kumar Mondal

(2012: 64-68) respectively. Hence, the use of Grammar-Translation method through numerous classroom activities, for example translating song lyrics, can still be done in Thailand to enable the teacher to study problems in learning English among Thai students and to provide appropriate assistance concerning the problematic grammar and vocabulary points they have.

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