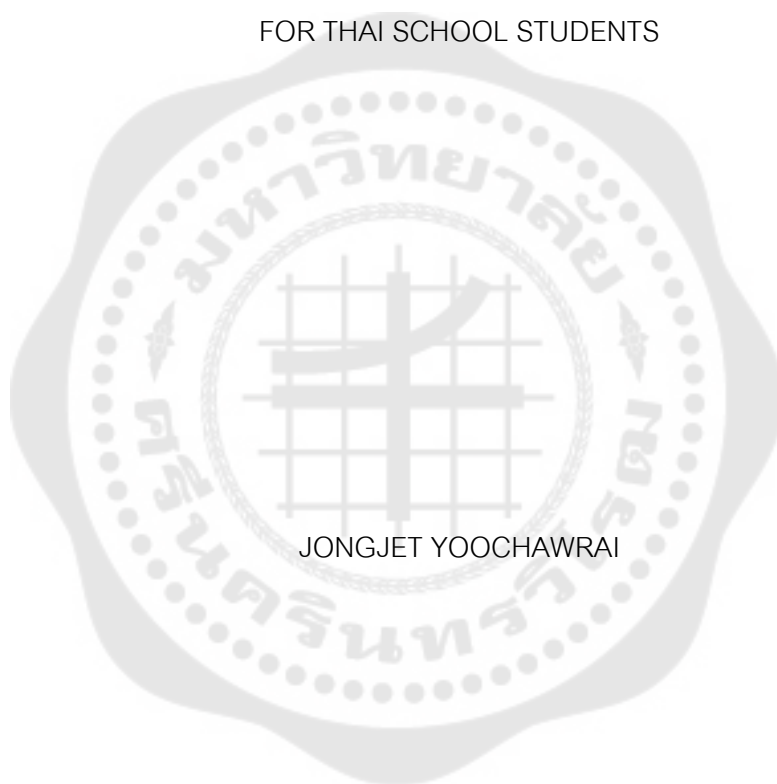




APPLICATION OF BAKER'S STRATEGIES IN TRANSLATION CLASS  
FOR THAI SCHOOL STUDENTS



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FOR THAI SCHOOL STUDENTS



JONGJET YOOCHAWRAI

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of MASTER OF ARTS  
(English)

Faculty of Humanities, Srinakharinwirot University

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THE THESIS TITLED  
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BY  
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Applying translation strategies in teaching translation courses allows students to translate text appropriately. This study examined the effect of Baker's strategies on students' translation abilities at the word level and investigated student's opinions towards the application of Baker's strategies in their translation course. This study was conducted in a quasi-experimental research design. All population of Grade 10 students were selected with purposive sampling. The participants of this study were 73 Grade 10 Thai students who studied in Innovative English Major (IEM) and English Major enrolling in the 2020 academic year. The research instruments employed in this study included lesson plans, the pretest and the posttest, the student reflection sheet and the classroom observation journal for teacher. All instruments were validated by three teachers who had taught translation for over five years. The Wilcoxon Signed-Rank Test was administered as the tool for data analysis. The findings revealed that teaching translation theories and actual practices are inseparable. The average posttest scores of the translation test, 9.32, (S.D. = 3.42) were significantly higher than the average score of pretests, 6.75, (S.D. = 3.24). The participants also believed that teaching theoretical knowledge along with practical use was useful for studying translation. Moreover, their comments could benefit further studies.

Keyword : Translation, Teaching translation, Baker's strategies, Translation strategies

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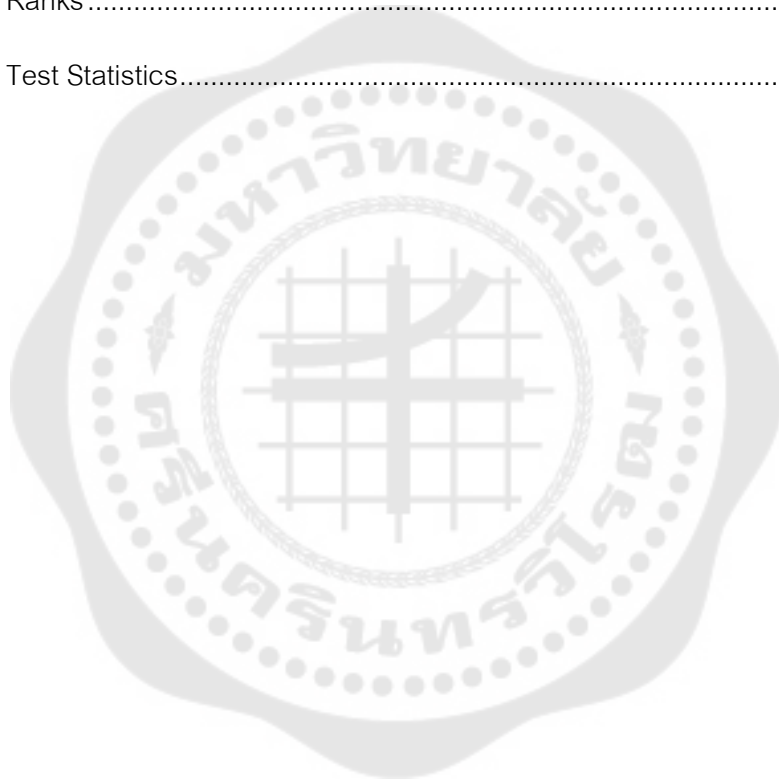
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## CHAPTER 1

### INTRODUCTION

#### Background of the Study

Translation and interpretation have played a significant role in communication throughout human history. However, it is believed that the study of academic translation began half way through the twentieth century following the international language status of the English language (Munday, 2016). Holmes (1988) cited in Sofyan (2014), claimed that translating a text from one language to another is a way to link the world together because it creates more communication channels. First, translation serves as a way to translate literature from non-English languages into the English language in order to reach a global audience (Sofyan, 2014). Second, translation and interpretation increase the accessibility of texts for education and religion (Munday, 2016). Most importantly, translation is an instrument to convey culture in various situations around the world in education, business and tourism where foreign texts and dialogues are translated into English (Newmark, 1988). Consequently, translation is an important process in a globalized world.

As translation is a cross-cultural process, translators may encounter a wide variety of sociolinguistic issues. Tianmin (2006) indicated that translation is a complicated task because of the delicate relationship between different cultures. Another problem in translation is diversity in terms of linguistic concepts. This is because the linguistic features of one language can be significantly different to another (Culler, 1975). Issues in transliteration have also been noted to cause difficulties in regard to nouns, especially proper nouns from the source language (SL) which do not exist in the target language (TL) (Zakhir, 2008).

In a translation class, Chowwiwattanaporn (2013) found that Thai students did not take their incorrect use of English tenses into their consideration. This is an area to which teachers should pay attention. Other than the issues at the spontaneous level of

translation, linguistic and cultural problems are not to be overlooked. In turn, it is necessary for teachers to spend sufficient time to train students since translation is a skill-based task that converts one language into another (Suksiripakonchai, 2017). However, such skills may not be enough to complete the translation task. Puszta (2010) indicated that translation theory and practice allow more effective translation outcomes on the part of students. Suksiripakonchai (2017) supported this guideline in his classroom research in which the findings demonstrated higher levels of student skills for those who were lectured and trained by using practical and theoretical methods.

This idea serves as a general guideline and indicates that theory and practice are strongly related. Aguado-Giménez and Pérez-Paredes (2005) revealed the importance of translation theory to enhance student understanding and ability. Nevertheless, their work applied specific strategies based on the theoretical framework for translation proposed by Baker (1992) called categories of equivalence. In essence, this study examined translation instructions which combined categories of equivalence and practices. The findings demonstrated students' improvement in terms of the quality and accuracy in their translation.

### **Statement of Problem**

At the secondary school in Bangkok, Thailand where the researcher is a full-time teacher, translation courses are assigned to as grade 10 Innovative English Major (IEM) and English major students. With two years of experience teaching translation courses, the author noted that student translation abilities still need significant improvement. Some of them could not find suitable words and were unable to convey the meaning of the source text in their translation. The researcher has sought ways to aid students since the traditional way of teaching does not lead to accomplishment. The guidelines from previous studies revealed that a combination of theoretical and practical methods yield better translation results. However, as teaching translation theory to Grade 10 students may lead to confusion and misunderstanding, the researcher focused on more specific and easier theory in this study. Word translation is the foundation of translation and is important in solving problems at the word level (Newmark, 1988). Baker (1992) proposed strategies

adopted by professional translators to deal with the problem of non-equivalence at the word level. The researcher believes that the strategies of professional translators to solve translation problems at the word level may yield better results in terms of both student understanding and translation performance. Furthermore, Aguado-Giménez and Pérez-Paredes (2005) recommended that if the source language and the target language have considerable distance between each other, the effectiveness of Baker's translating strategies will increase too. The researcher aims to assess how applying Baker's strategies at the word level in translation courses when translating text from English as the source language into Thai as the target language for English major students and IEM students at the secondary school in Bangkok, Thailand affects their translating skills from English into Thai at the word level, and to determine their attitudes towards this teaching method, which may benefit future translation courses for high school students.

#### **The Objectives of This Study**

1. To examine the effect of Baker's strategies on students' translation abilities at the word level.
2. To investigate student opinions on applying Baker's strategies in translation study classes.

#### **Research Questions**

1. How does applying Baker's strategies in translation classes affect the translation abilities of students at the word level?
2. What are the opinions of high school students in regard to translation classes in which Baker's strategies are applied?

#### **Definitions of Terms**

1. *Translation class* refers to grade 10 high school students who study translation.
2. *English major students* refers to grade 10 students who specialize in the study of English at the secondary school in Bangkok, Thailand.

3. *IEM students* refers to students who are grade 10 high school students in the Innovative English Major program at the secondary school in Bangkok, Thailand.

4. *Translation at word level* refers to the translation process from English to Thai at the word level, including single words and phrases.

### **The Significance of the Study**

Although a number of studies related to teaching theories in translation class have been published, the study of translation the field for secondary students is limited. In order to fill the gap, the researcher aims to explore the application of Baker's strategies at the word-level in a translation class for secondary students in a Thai context. The findings of this study will benefit the field of teaching translation. Furthermore, researchers could apply this teaching method when conducting further studies. Moreover, student perceptions at the end of the course may be useful in decision making. Besides, the study merged teaching theory along with the actual practices. This is a deviation of the traditional teaching method. The results of this study may be useful for the future teaching methods in translation to decide whether to combine the theoretical knowledge in the actual practices or not.

## CHAPTER 2

### LITERATURE REVIEW

This chapter presents a summary of the literature on the following topics: conceptual framework, translation studies, translation strategies, teaching translation and related studies.

#### Conceptual Framework

The strategies used to solve the problem of equivalence at the word level by Baker (1992) is employed in this study for various reasons. First, the greater the distance between the linguistic contexts, the more effective applying Baker's strategies at the word level in a translation course may be (Aguado-Giménez & Pérez-Paredes, 2005). Second, word level translation is suggested to be the most significant part of translation (Newmark, 1977). Third, the most frequent errors in translation are syntactic and lexical (Suttayatham, 2007).

Baker (1992) claimed that professional translators try to find synonyms (substitution words) when there is not an equivalent word in the target language. Baker identified the strategies used by professional translators to solve translation problems as follows:

1. **Translation with a more general word:** This is the commonest strategy to deal with non-equivalence. It substitutes the target word with a more general word.

For example:

The author spent two days to write this essay.

นักเขียนใช้เวลาเขียนเรียงความนี้สองวัน

2. **Translation by a more neutral/less expressive word:** This strategy aims to solve problems with expressive words by replacing the word with a less expressive word in the target language.

For example:

We first met him at an elegant hotel in Manhattan.

พวกเราพบเขาครั้งแรกที่โรงแรมหรูในเมืองแมนฮัตตัน

**3. Translation by cultural substitution:** It is difficult to translate some words related to cultural aspects. Thus, professional translators substitute the problematic words with words from their own culture.

For example:

She is the cream in this class.

เธอเป็นหัวกะทิของห้องนี้

**4. Translation by using a loan word or a loan word with an explanation:**

This strategy is for culture-specific words and some modern concepts. The translators explain the meaning of the word once and then use the same word as the source text.

For example:

Mike went back to his dorm for a cup of coffee.

ไมค์ก็กลับไปดื่มกาแฟที่หอของเขา

**5. Translation by paraphrasing using a related word:** This strategy is employed when the translators confront complicated words in the target text. The source text is translated by substitution with a word with a related meaning.

For example:

Oily food contains a lot of oil or fat.

อาหารมันๆจะมีน้ำมันหรือไขมันจำนวนมากเป็นส่วนประกอบ

**6. Translation by paraphrasing using unrelated words:** this method aims to modify the meaning of the source text and translate it to the target text without using any words related to the source text.

For example:

New York is accessible by train from Washington.

เราสามารถเดินทางไปมหานครนิวยอร์กได้โดยขึ้นรถไฟจากวอชิงตัน

**7. Translation by omission:** This strategy is for full-meaning contexts which include problematic words that can be deleted. In certain cases, the deletion of the word does not affect the meaning in the target text.

For example:

He currently holds the position of financial manager.



แจ็กดำรงตำแหน่งผู้จัดการการเงิน

8. **Translation by illustration:** Instead of searching for an equivalent word, providing an illustration to readers may convey a better understanding. The target text will be concise and straight to the point.

For example:

Come check out our stool samples.

มาดูเก้าอี้ตัวอย่างของเราได้ (แนบรูป)

## Translation Studies

### Definitions of Translation Studies

Various definitions and theories of translation have been offered by scholars. Nida was among the first who defined the meaning of translation for both prose and poetry as the production of literature that makes sense to the receptor and is able to convey the equivalence of the language from the source text in terms of meaning and style (Nida, 1964). Catford pointed out that translation is a process to replace words from the source language (SL) with equivalent words from the target language (TL) regardless of the distinction between synchronic and diachronic comparison (Catford, 1965). Newmark (1988) claimed that translating is a process of rendering the meaning of a source text into another language in the way that the author of the source text intended. Jakobson cited in As-Safi (2011) proposed three meanings of translation: other meanings of the same language (intralingual translation), another language (interlingual translation) and non-verbal language (intersemiotic translation). Translation was to examine the foreign-language text in a domestic context (Venuti, 2000). In other words, it is to change and supply the differences between two languages to understand the content of the source text. Another interesting definition of translation was by Bassnett (2013) who stated that translation is not only involves the replacement of lexical and grammatical items, but also involves the linguistic context as well.

Based on previous definitions, translation in this research is regarded as the process of conveying the true and intended meaning of the source language text in the target language text.

### Translation Concepts

Among the translating concepts from scholars, one of the very popular concepts in translation was introduced in *Towards A Science Translating*. Nida (1964) proposed the concept of equivalence between two texts. The concept was divided into two basic types: formal equivalence and dynamic equivalence.

*Formal equivalence* is a source-oriented style reproducing the translated version of the source text, which needs to be as close as possible to the source text. It mainly concerns the grammar, word usage and meaning of the source text (Ibid).

*Dynamic equivalence* does not focus on the equivalence between the source text and the target text; it aims to convey the message of the source text to readers as much as possible. In other words, it concerns the relationship between the message of the source text and the reader's perception (Ibid).

Furthermore, Bassnett (2013) described translation equivalence, which was introduced by Popovic (1976), as involving four aspects:

*Linguistic equivalence* is when the linguistic concepts of the source text and the target text are the same, i.e. word-for-word translation.

*Paradigmatic equivalence* is when the elements of grammar between two languages are the same.

*Stylistic or translational equivalence* is when the source text and the target text share the meaning.

*Textual or syntagmatic equivalence* is when there is equivalence of form and shape between the source text and the target text.

The aspects of translation equivalence will be discussed later in the context of translation from English into Thai.

However, the concept of equivalence in translation should not be applied as a search for identical meaning as there is not always 'sameness' between two translated texts (Bassnett, 2013) and (Newmark, 1988).

Scholars have discussed the problem of finding equivalence in translation and proposed various concepts. Catford (1965) introduced free translation, literal

translation and word-for-word translation and this was extended by Newmark (1988). The concepts then comprised word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation and communicative translation.

The term 'equivalence' was mentioned in Mona Baker's book, *In Other Words*, too. Baker (1992) identified the term 'equivalence' as a problem arising from translation. Like previous scholars, Baker commented that equivalence between two texts could be achieved to some extent (Ibid). She identified the following types of equivalence: equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence (Ibid). These types of equivalence will be discussed in another section.

Skopos translating concepts were introduced in the 1970s by Hans J. Vermeer. Skopos is a theory focusing on the purpose of translation by determining the strategies and methods employed in translation (Vermeer, 1984) cited in (Munday, 2016). This means that the function of the translated text needs to be determined before applying strategies and methods to convey the message of the source text.

Translation methods are different from translation procedures as translation methods involve entire texts, while translation procedures are applied for smaller units of language (Newmark, 1988). Sun (2012) claimed that the meanings of "strategy", "procedure", and "technique" overlapped one another; however, the author argued that strategies involve the selection of a procedure to resolve a translation problem and that the procedure would influence the translation.

It can be concluded that translation strategies may help to overcome the difficulties of translation. Thus, the next section of the literature review will discuss the use of translation strategies.

### **Translation Strategies**

Translating strategies are considered the keys to success in translation. Gambier (2010) defined translation strategies as procedure of transferring the intended meaning of the source language into the target language. The use of strategies in translating is the

procedure employed to solve a problem when translating a text into another language (Baker, 2005 cited in As-Safi (2011)). There is a link between translation strategies and translation problems (Krings, 1986). Therefore, translation strategies can be regarded as conscious plans to resolve translation problems.

Various translation scholars have recommended translation strategies as guides for translation. Vinay (1958) cited in Gambier (2010) mentioned seven procedures used in translating from French into English and vice versa which consisted of two parts: direct translation (three types) and oblique translation (four types). Nida (1964) was among the first who introduced translation strategies. He proposed strategies of adjustment, which fell under the concepts of dynamic equivalent in his book, *Towards a Science of Translation*. The strategies were described in terms of additions, subtractions, alterations, the use of footnotes and adjustments of language to experience, which are designed to yield equivalence between two languages (Ibid). Subsequently, Newmark proposed new translation strategies which were slightly different from Nida. Newmark (1988) stated that literal translation, or word translation, was the most significant procedure in translating texts. He also divided the use of strategies, which he believed were useful for translators to translate literal units, into 14 main strategies: transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, synonymy, through-translation, transposition, recognized translation, label translation, compensation, componential analysis, reduction and expression, and paraphrase. The translation strategies used by Krings were not greatly different from those of previous scholars. Krings (1986) presented five major sets of strategies for dealing with translation problems: strategies of comprehension, strategies of equivalent retrieval, strategies of equivalent monitoring, strategies of decision-making and strategies of reduction. As-Safi (2011) subsequently claimed that translation strategies can be divided into two types: general strategies which is about dealing with different types of text, and specific strategies, which is about the use of strategies for a certain text type. Although scholars have offered various kinds of translation strategies, their goal is the same - to resolve translation problems.

## Teaching Translation

Translation is a science and it should be included in language learning courses (Nida, 1964). Researchers have offered various ideas about teaching translation. Snell-Hornby (1984) cited in Vidal Claramonte (1994) explained that teaching translation in a theoretical way could create frustration for students as they believed that knowledge of theory yielded no advantages in practical translation. However, some scholars revealed the students' belief that learning theory was essential for practical use (Ibid). Therefore, Vidal Claramonte (1994) proposed that analytical skill was crucial for effective translation. This means translation teachers should teach students how to read and analyze the text properly. Training with a strong theoretical component as well as training in practical skills should be provided to students (Baker, 1992).

In regard to the styles of teaching translation, Kussmaul (1995) suggested that students should analyze the function and purpose of the translation first. Then they should categorize the types of the problems in translation in order to produce the translated work. Furthermore, Gile (2004) suggested that the instructor in translation should focus on the process of translation not the outcome during the learning process of the students. Three interesting teaching methods were suggested by Canning (2004). First, students should translate the source text out loud in class. Second, the students should translate the work in groups. Third, the teacher should involve technology in teaching.

Translation scholars have suggested strategies to apply in translation classes. The following section in this literature review presents studies about the application of these classroom strategies and teaching techniques.

## Related Studies

There are studies that applied various techniques in translation courses. The study by Zainudin and Awal (2012) was conducted to focus on teaching translation techniques in a translation class in Malaysia. A cooperative teaching technique was adapted in their classroom to determine whether it improved the student's decisions when translating text from English into Malay. The results revealed that the cooperative work procedure

provided teamwork for students in workshop activities, which enhanced their acquisition of appropriate translation techniques when translating various kinds of text.

The project-based learning method could also be included when teaching translation. Li, Zhang, and He (2015) described the application of a project-based learning method when teaching translation in a Chinese context. Their results revealed that applying PjBL when teaching translation not only created new knowledge for students, but also enhanced students' perception and reception including critical thinking, interpersonal communication, collaboration, research, presentation and technological skills (Ibid.)

Suksaeresup (2009) integrated the scaffolding method in her translation class to investigate the improvement in students' syntactic and lexical aspects. 15 participants were taught newspaper translation with a scaffolding method. The results indicated that a newspaper could be great material in a translation class as there was a slight development in students' translation quality in regard to syntax and lexicon.

Various studies included translation theories and translating strategies in their courses to examine the improvement of their students. Suksiripakonchai (2017) merged teaching translation theories into his translation course to investigate the ideas of the participants which were retrieved from their essays. His findings revealed a positive contribution in that teaching translation studies to students could enable them to explore the most appropriate approach to translate their works.

Moreover, in the study by Aguado-Giménez and Pérez-Paredes (2005) namely *Translation-strategies use: A classroom-based examination of Baker's taxonomy*, the participants mentioned that adapting useful strategies as outlined by Mona Baker helped students to overcome the problem of equivalence in translation. Their study aimed at exploring strategy use by undergraduate students when translating English into Spanish. The results indicated that teaching translation strategies enhanced student work in terms of both accuracy and quality.

The investigation of strategies used by graduate students in translating idioms from English into Arabic was revealed in the study by Smadi (2015). The result of

their studies revealed that students applied certain strategies in their translation tests on idioms despite the lack of knowledge of those strategies. The most strategies applied in the tests by the participants were ranked as follows: paraphrasing, literal translation, cultural substitution, and idiom translation of similar meaning but in the different form.

From all of the literature reviewed in this section, it can be said that translation strategies are necessary for translating one language into another language. Translation courses are now widely available in schools and universities and integrating translation studies and translation strategies may result in greater improvement in students' translation skills. In addition, because Newmark (1988) mentioned that literal translation was considered to be the most important part of all translation procedures, the researcher decided to take translation at the word level into the consideration. On the basis of the conceptual framework of Baker's strategies mentioned at the beginning of this literature review, these strategies can be applied in translation courses for grade 10 students majoring in English and IEM to see how the strategies affect students' translating performance at the word level. With the positive results of Aguado-Giménez and Pérez-Paredes (2005), the researcher applied this method in this study by adapting the methodology to conform with the study context of Thailand.



## CHAPTER 3

### METHODOLOGY

This section explains the methodology of this study beginning with a description of the research design, the participants, the research instruments, and the data collection process. The data analysis procedure is presented at the end of this section.

#### **Research Design**

This study employed a quasi-experimental research design to examine the effect of applying the translation strategies proposed by Mona Baker in translation courses on high school students' translation performance at the word level. This research intended to examine the differences between before and after studying the translation classes that applied Baker's strategies in which a quantitative approach was employed to evaluate the results. Furthermore, a content analysis method was administered in this study to explain the participants' opinions of this method and the researcher's observations from the classes.

The participants were assigned to complete the pre-test in the first week of the translation course and the post-test in the final week of the course. The pre-test and the post-test scores were calculated to explore the mean scores in order to evaluate the students' translation performance at the word level. The numbers of correct answers were statistically analyzed by the Wilcoxon Signed-Rank Test. In addition, at the end of the course, the students were asked to express their points of view towards applying Baker's strategies in the translation class. This study was conducted in an EFL secondary school context.

#### **Participants of the Study**

The participants in this study were 73 tenth-grade students who were Innovative English Majors (IEMs) and English majors in the first semester of the 2020 academic year at a secondary school in Bangkok, Thailand. They were selected with a purposive sampling method with the following criteria:



First, all participants in IEM and English major had adequate English skills as their admission scores met the criteria for both majors. Second, their mother language was Thai, which meant they possessed an appropriate level of translation ability from English into Thai.

### **Research Instruments**

The research instruments employed in this study included lesson plans applying Baker's strategies, the translation pre-test and post-test, the student's reflection sheet and the classroom observation journal for teacher. Every research instrument in this study was inspected to assess correctness and reliability by three raters who were teachers who had taught English courses at the high school level for over five years.

#### **Writing Lesson Plans**

To put Baker's translation strategies into practice in the classroom, lesson plans were prepared in accordance with the Basic National Core English Curriculum 2008 (Thailand Ministry of Education, 2008). The lessons adopted the eight translation strategies proposed by Mona Baker to support translation teaching. Translation classes were provided to students for one period of 45 minutes each week. In the first semester of the academic year 2020, the full course of translation was 18 weeks; the duration of the experiment lasted six weeks. This means the course of translation ran normally and the treatment was an add-on and did not interfere with the translation course. Regarding the topics of the lessons, there were four topics in the lessons: 'Songs', 'Movies', 'News' and 'Historical Facts'. The lesson plans were inspected for appropriateness and correctness by three English language and translation teachers who had taught English courses for over five years.

The procedure of designing the lesson plan was as follows. First, students had a lecture on two strategies proposed by Mona Baker consecutively in order to understand what they were and how to apply the strategies in their work. Since Vidal Claramonte (1994) mentioned that the ability to understand the text was significant for a better translation outcome, the researcher demonstrated the process of translation by providing students sample sentences and encouraging them to focus on the whole

sentence to determine the main idea. After that, the instructor focused on the word level by underlining the target word and allowing the students to select the most appropriate meaning for that word. In this step, the students could analyze the purpose of the target word as suggested by Kussmaul (1995). The students then were asked to translate the whole sentence with the most appropriate meaning of the underlined word by employing the taught strategies. The instructor employed other exercises including online quizzes or flash cards for students to enhance their comprehension. Lastly, the instructor reviewed the assignment and allowed students to ask questions.

#### **The Pre-Test and the Post-test**

The instruments designed for evaluating students' translation abilities at the word level were a written pre-test and post-test. In the first week, the participants were assigned a pre-test that required the students to complete a translation test within 30 minutes. The test included 16 questions requiring different translating strategies based on Baker's strategies at the word level. At the end of the course, the students were asked to complete a 30-minute post-test by employing Baker's strategies which was identical to the pre-test. The students were not allowed to talk to one another, or use dictionaries, textbooks, or mobile phones. For the tests, three experts in translation and English language teaching who had taught English and translation for over five years assessed the appropriateness and correctness of the student translations. In addition, to ensure the reliability of all lesson plans, they were piloted once to 20 students before employing in the first semester of 2020 academic year. The tests could be seen in the appendices.

#### **Validity of the Tests**

In order to prove the validity of the pre-test and the post-test and to assure that the target words and the contexts were appropriate for language proficiency of the Grade 10 students, the draft version of the translation tests which consisted of 24 questions was submitted to three raters. The raters were English teachers who had taught English courses and translation courses for over five years in a high school in Thailand. The objectives of the study, the descriptions of Baker's strategies at word level were attached in the tests.

### **Reliability of the Tests**

To inspect the reliability of the tests, they were piloted once to a group of 20 students who neither studied in IEMs nor English Majors. After that, the tests were adjusted accordingly; i.e the number of the questions was reduced from 24 to 16, some contexts were adjusted for better understanding. The outcomes of the pilot test were examined thoroughly by the researcher and the raters to achieve the most suitable translation test. The reliability of the tests was done by a pilot study. (The researcher did not choose to apply Cronbach's alpha for statistical purposes due to the small number of participants.)

### **Student Reflection Sheet**

To achieve the goal of the second research question: *what are the opinions of high school students towards the translation classes applying Baker's taxonomy?*, the students were required to reflect on their study at the end of the course. This included questions about the participants' ideas about this teaching method and feelings about applying this method in translation classes. They were asked to write their reflections in their first language in order to express their true ideas and feelings. These data were essential to this study as the students' points of view about applying Baker's strategies in translation classes might assist the teacher in improving future courses.

### **Classroom Observation Journal for Teacher**

Student behavior would be observed and recorded in the researcher's diary so that the future interpretation and plan could be prepared. Each time the course began, the researcher observed the participants' levels of attention, understanding and mood in order to acquire a better understanding the application of this method in translation courses. After the course, the researcher would write an overview of the students' attention, understanding and mood in the translation courses. This data would be another important source of information to answer the second research question of this study. The examples of the classroom observation can be seen in the Appendices.

## Data Collection

At the beginning of the first semester, academic year 2020, seventy-three students who were English majors and IEMs participated in a translation class. In the first week, the participants were assigned to complete the pre-test. The teaching was conducted over four weeks. After that, the post-test and the student reflection were assigned to students in the last week of the course in order to answer the first research question. Furthermore, the students were requested to complete a reflection about teaching translation by applying Baker's strategies at the end of the course (the sixth week) to answer the second research question. Besides, the instructor noted the behaviors, moods, understandings and attention of the participants during each class.

Tables 1 The lesson plans of translation class - Week 2

Objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
To teach translating strategies to students: <i>Translation by using a more general word and translation by using a more neutral/expressive word</i>					

Table 1 (Continued)

Objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
<b>Lead in:</b>					
1. To warm up the students and check the understanding of the strategies	1. Start the class with an opened-question: <i>What do you think about these two strategies?</i>	1. Think of what they think about the strategies and share their opinions	-	$T > SS$	5 mins
2. To give students opportunity to discuss and ask about the provided strategies	2. Let the students discuss and express their attitudes towards the strategies	2. Discuss with one another	-	$T > SS$ $SS > SS$	5 mins

Table 1 (Continued)

Objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
<b>Teaching Practice:</b>					
1.To explain the detail of the strategies: <i>Translation by using a more general word and translation by using a more neutral/expressive word</i>	1. Give students a lecture of <i>Translation by using a more general word and translation by using a more neutral / expressive word</i> by explaining and giving examples.	1. Take a given lecture and ask questions if they have any	1. Slides of the strategies containing the detail and examples of the strategy.	T > SS SS > T	10 mins
2. To check the students' understanding of the strategies.	2. The students will be asked to translate the sentence containing the target word.	2. Translate the sample sentences	2. Slides of the sample sentences that contains the target word for practicing	T > SS	5 mins
3. To practice students in applying strategies in real translating works.	3. Play an online quiz on quizizz.com about applying the strategies	3. Attend the quiz and try to apply the taught	3. an online quiz on quizizz.com	SS > SS	10 mins

Table 1 (Continued)

Objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
<b>Wrap up:</b>					
1. To sum up the content related to the prior strategies: <i>Translation by using a more general word and translation by a more neutral/expressive word</i>	1. Summarize the lesson.	1. Ask questions and get ready for the next class	-	SS > T	5 mins
2. To give them an opportunity to ask questions after applying the strategies in the practice on quizziz.com	2. Give them an opportunity to ask any questions relating to today's class	2. Complete the provided assignment at home	2. Paper assignment	SS	5 mins
3. To practice the translating ability by using the given strategies	3. Assign paper assignment containing 10 questions: 5 practicing			SS	

## Data Analysis

Regarding the scores of the pre-test and post-test from the students, a quantitative approach was employed to answer the first research question: *How does applying Baker's strategies in translation classes affect students in their translation skills at the word level?* The scores from both pre-test and post-test were rated by three teachers who had taught translation courses for over 5 years and then the arithmetic mean of the three scores were calculated. After the three teachers had finished the scoring, the scores were analyzed for Mean and Standard Deviation. In order to explore the difference between the two scores for the same group of samples, the test of normality was first employed to discover the distribution of the data. In case of the normal distribution, a dependent t-test was suggested (Goulden, 1939). On the other hand, Moore, McCabe, Alwan, Craig, and Duckworth (2016) recommended non-parametric tests, Wilcoxon Signed-Rank Test for Matched Pairs to investigate the difference instead. As the students were asked to complete pre-test and post-test at the beginning and the end of the course respectively, the scores of the tests might help determine the effectiveness of the method applied in the translation course.

In order to answer the second research question: *What are the opinions of high school students towards the translation classes that apply Baker's strategies?* a qualitative approach was adapted in this study. The data from the participants' teaching reflection was analyzed to determine the attitudes of the participants in regard to applying Baker's strategies in translation classes. They were described in a separated section that presents the participants' points of view about using this pedagogy in translation courses. In addition, the data from the classroom observation was described in particular aspects. This is to gain more perspectives of the opinions of the students towards applying Baker's strategies in translation classroom.



## CHAPTER 4

### RESULTS

This chapter presents the results of this study, which answer the two research questions. The raw data obtained from the pretest and the posttest were analyzed by using SPSS and were administered to answer the first research question. Student reflections will assist in answering the second research question.

The findings offer answers to the two research questions: (1) *how does applying Baker's strategies in translation classes affect students in their translation skills at the word level?* and (2) *what are the opinions of high school students about translation classes that apply Baker's strategies?*

**Research Question 1: how does applying Baker's strategies in translation classes affect students in their translation skills at the word level?**

To obtain the answer to this research question, the mean scores (M) and the standard deviation (SD) of the scores from the pretest and the posttest were calculated and examined.

The results of the pre- and the post translation tests of 73 students are shown in Table 2 along with the differences in the mean scores. To explain the data in Table 2 in detail, the average mean score of the students' pre-test was 6.75 (S.D. = 3.24), while mean score for the post-test's was 9.32 (S.D. = 3.42). The data suggests that the students' translation skills significantly increased.

Tables 2 Descriptive Statistics of the Pre- and the Post- Test Scores

	Mean	N	Std. Deviation
Pretest	6.75	73	3.239
Posttest	9.32	73	3.419

### Test of Normality

The first task was to investigate the differences between the scores of the pretests and the posttests of the participants in regard to their translation skills. Rosner (1982) suggested that the paired *t*-test is normally employed to analyze two sets of raw data when there is only one control in the data. However, the data must be in the form of a normal distribution. To determine whether the paired *t*-test would be the most appropriate statistical tool in this research, it was essential to test whether the collected data were distributed normally. The test of normality was therefore employed.

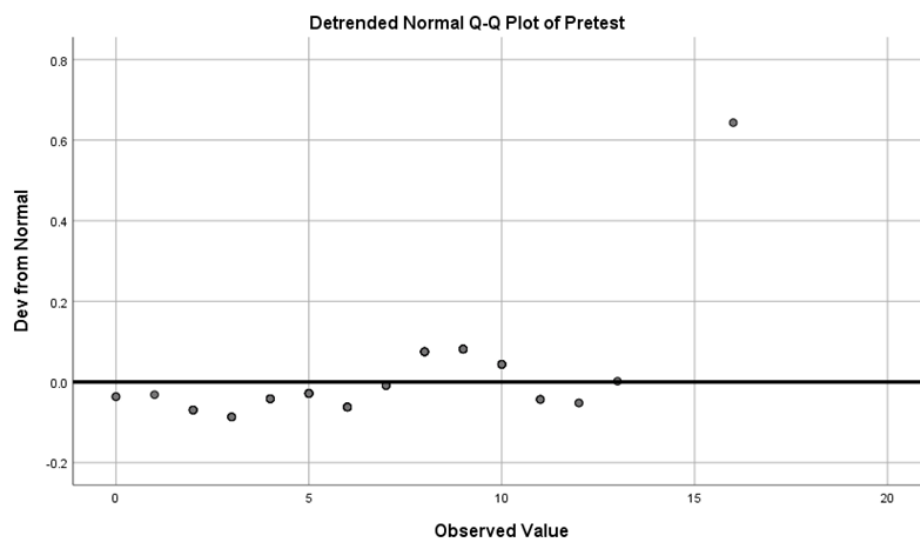
Table 3 describes the data from the test of normality. There are two major statistical methods to test the normality of the data: the method purposed by Shapiro (1965) and that by Kolmogorov-Smirnov. It was recommended by Shapiro (1965) that their method to test the normality was based on a sample size of less than 50 participants. However, there were more than 50 participants in this study, which means that the test of normality by Shapiro (1965) was not employed. The normality test for this study needed to refer to the significance value from the Kolmogorov-Smirnov test. After the test of normality was applied, the results were as follows. The significance value of the pretests and the posttests were 0.075 and 0.068, respectively. This revealed that two sets of the data were not a normal distribution. Even the significance values calculated by the Shapiro-Wilk test were calculated, the same conclusion was reached. The *p*-value of the pretest and the posttest by Shapiro-Wilk were 0.442 and 0.066, respectively which did not show a normal distribution for the data. To conclude, a paired *t*-test which requires a normal data distribution was not an appropriate statistical tool in this study.

Tables 3 Test of Normality

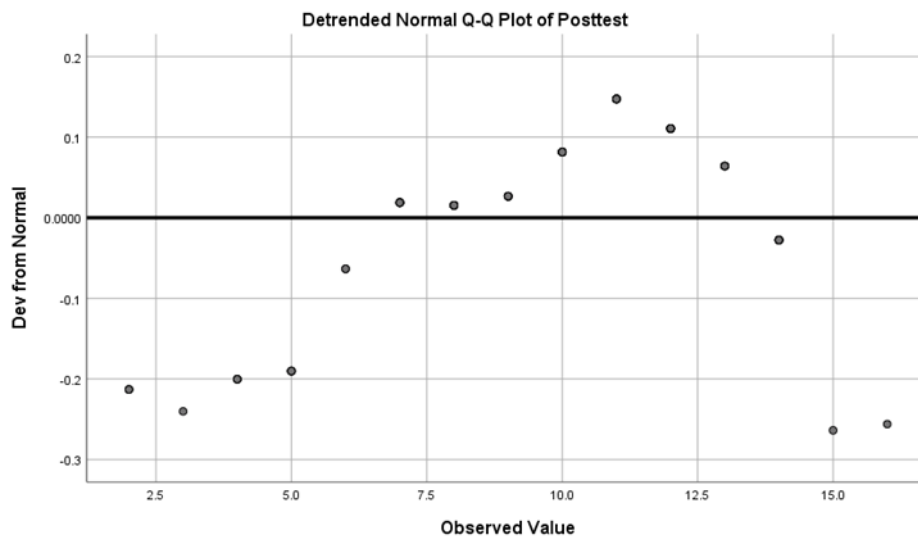
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.099	73	.075	.983	73	.442
Posttest	.100	73	.068	.969	73	.066

a. Lilliefors Significance Correction

Figure 1 and Figure 2 present the distribution of the pretest and the posttest data obtained from the participants. It is clear that both figures were not normal bell-shaped distributions. It shows that the data patterns failed to meet the requirements of a normal distribution.



Figures 1 Distribution of the Pretest



Figures 2 Distribution of the Posttest

As the data were not normally distributed, Moore et al. (2016) suggested to apply non-parametric tests instead. Consequently, the Wilcoxon Signed-Rank Test for Matched Pairs was administered to investigate the differences between the scores of the pretests and the posttests.

#### Test of Differences (Wilcoxon Signed-Rank Test)

Following the test of normality, the Wilcoxon Signed-Rank Test was selected as the most appropriate statistical tool to analyze the results. Both the pretest scores and the posttest scores served as independent sets of data.

Table 4 indicates the pretest and the posttest scores of the translation tests. The mean rank of the six participants in the negative ranks of the differences between the posttest scores and the pretest scores was 16.25 (Sum of Ranks 97.50). This means six participants achieved posttest scores lower than the pretest scores. Fifty-four participants in the positive ranks of the differences between the posttest scores and the pretest scores had a mean rank of 32.08 (Sum of the Ranks = 1732.50). In other words, the students had posttest scores that were higher than the pretest scores. Furthermore, for 13 participants there was no difference between the pretest scores and posttest the scores. The further discussions of the statistical results were in the next chapter.

Tables 4 Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	6 <sup>a</sup>	16.25	97.50
	Positive Ranks	54 <sup>b</sup>	32.08	1732.50
	Ties	13 <sup>c</sup>		
	Total	73		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Table 5 provides the statistics obtained from the Wilcoxon Signed-Rank Test. The results from Wilcoxon Signed-Rank Test indicate that the median posttest ranks were statistically higher than the median pretests rank  $Z = -6.041$ ,  $p < .000$ .

Tables 5 Test Statistics

	Posttest - Pretest
Z	-6.041 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

### Students Reflections

To determine student attitudes about applying Baker's strategies in translation classes, the researcher asked 73 students to express their opinions about this teaching method. There were four questions in the teaching reflection: (1) *What do you think of applying Baker's strategies at the word level when studying translation?* (2) *Do you think that studying Baker's strategies at the word level help you translate better, how?* (3) *Do you think that Baker's strategies can help solve translation problems, how?* and (4) *Do you think that studying Baker's strategies above the word level (sentence level) can help your translation?* The results revealed that students' attitudes about employing Baker's strategies when studying translation were positive for all questions. The obtained data was grouped into three categories: completely agree, somewhat agree and disagree with the questions. Furthermore, some interesting comments from the reflections about each research question were also made.

**(1) What do you think about applying Baker's strategies at the word level when studying translation?**

Seventy-three students were asked to express their opinions about this translation teaching method. Forty-nine of the students (67.1%) answered that this teaching method was good for learning translation and benefited them in translation. Seventeen (23.3%) of them replied that they agreed that this teaching method benefited

them only to some extent, whilst seven students (9.6%) stated that this teaching method did not provide advantages when studying translation.

There were several interesting comments from 49 participants (67.1%) who mentioned that the strategies proposed by Mona Baker were useful. One participant said, "These techniques explain easier ways to translate texts." Another participant added "I think it is good because students know the techniques from the professional translator, which makes teaching translation more effective." Another also commented "This teaching method makes translation systematic and have rules to rely on." One comment from the student was "these strategies help me to translate texts more naturally by selecting the right word for the target language." Another student wrote that the strategies suited the teaching method perfectly.

Seventeen students (23.3%) said that merging the strategies of Mona Baker into the translation courses were beneficial for them to only some extent. One student said, "This teaching method is good, but it does not help in translation if we do not know the meaning of words." Another participant mentioned "It may be advantageous in translation, but it is not that interesting." Another student suggested "These strategies make translation harder and more complicated causing more problems than the translation alone. However, if we can follow the strategies, we may translate texts better and more accurately." Another student also mentioned that it took time and knowledge of translation to study these strategies and apply them in translation, so with more time, it may be useful and help us to translate texts better.

Among all participants, there were seven students (9.6%) who said that this teaching method was not useful and should not be included in translation courses. One of them commented "I think that including Baker's strategies in a translation course may not be suitable for some students since it is hard to understand." Two students replied that Baker's strategies were confusing; they could not understand the concepts. Another participant commented "This teaching method is too complicated and too serious in some ways." One student said it might be better to teach vocabulary instead of these strategies.

**(2) Do you think that teaching Baker's strategies at the word level helps you to translate better? How?**

This question asked whether the participants thought that teaching Baker's strategies at the word level enhanced their translation abilities. The researcher categorized the answers from the participants into three groups: the strategies that helped translation, the strategies that helped translate to only some extent, and the strategies did not help translate. Forty students (54.8%) believed that Baker's strategies helped them to translate texts better, while 30 students (41.1%) believed that the strategies improve their translation skills to some extent, and only three participants (4.1%) thought that Baker's strategies did not help them to translate better. The following paragraphs exemplify the interesting comments from students.

Among 40 students (54.8%) who agreed that Baker's strategies to solve the word-level problems in translation helped to improve their translation skills, there were several interesting comments. One student mentioned that "It does help because these techniques explain/teach in detail, so that we can translate texts better." Another comment from the student was "It helps me a lot because these techniques serve as the guide in translation and make it easier to translate compared to practical translation alone." Another interesting comment from the students was "It can help me translate better since translation was more difficult and more confusing before I knew about Baker's strategies." One participant mentioned that the strategies helped translate better as the strategies guided her to omit unnecessary words and choose the most suitable word. Students also stated that Baker's strategies were reasonable and comprehensible.

Students who stated that teaching Baker's strategies in translation class helped them to translate texts to some extent (41.1%) commented that the strategies were advantageous in translation. However, the major problem in translation was the lack of knowledge about vocabulary. One student mentioned "It does help a little. The techniques can be applied in only some cases because the techniques are useless when we do not know the meaning of the words in the texts." Another participant added "They sometimes help me translate better but some strategies are hard to remember and understand." One interesting comment from the students was that "The strategies help only a little because



when I have to translate texts, I usually translate by using my own sense.” Finally, one participant said “Those strategies did help, but not that much because Baker’s techniques are based on the translator’s senses. She just arranged them into a system. The reason we cannot translate is not the lack of a technique to translate, but the lack of understanding of the vocabulary.”

Three participants (4.1%) stated that the strategies to solve word-level problems in translation, were ok but they lacked the necessary vocabulary knowledge. One said “The strategies do not help me translate texts better because translation depends on experience more than in-class teaching. Despite the teaching of translation in classroom, we cannot translate texts if we do not know the meaning of the words.” Another student said, “My translation skill did not get better because I think that translation requires vocabulary knowledge not theory.”

**(3) Do you think that Baker’s strategies can help to solve translation problems? How?**

The students were required to express their opinions about this question and the answers were categorized into three major groups: students who agreed that the strategies by Mona Baker helped to solve translation problems; students who agreed that the strategies helped them to solve problems in translation to some extent, and students who answered that the strategies did not help them to solve their translation problems. The results revealed that 31 of the participants (42.5%) answered that Baker’s strategies helped them to solve translation problems, while 34 participants (46.6%) replied that the strategies were useful in solving translation problems only in some cases. Eight of them (11%) stated that these strategies helped them overcome obstacles in translation.

There were several interesting comments from the students who stated that Baker’s strategies helped them to solve translation problems. One student stated that “They helped because the strategies offer ways to solve the problems.” One participant said, “The strategies reminded me to think about the proper word that best fits in the sentence.” Another participant commented that Baker’s strategies helped because when they translated works, they would do so by using their experience which made the translated texts worse than translation by using translation strategies. Furthermore, one

student wrote that the strategies helped her translation to become more natural, concise, and comprehensible. One participant also said, "The strategies offered by Mona Baker helped me to solve the problem of unnecessary words and redundancy."

Most of the students stated that these strategies resolved translation problems only slightly and that their main translation problem was the lack of lexical knowledge. One participant stated "It did help me to solve some problems like choosing the right word for the target word; however, I think translation becomes complicated with strategy-oriented." Another student said that "They did not help that much because I cannot adapt those strategies to solve the problems occurring while I do translation." Another interesting answer from a student was that "The strategies helped me a bit since for me translation relies heavily on experience and knowledge."

Students who stated that these strategies did not resolve their translation problems made some interesting comments. One student said "The strategies cannot solve my translation problems because the translation strategies were useless when I did not know the meaning of the target word." Another student added that the strategies had offered the wrong solution to her translation problems. One student stated that "We are unable to translate texts when we do not know the meaning of the word. It would be better if the teacher provided some vocabulary lists to memorize beforehand."

**(4) Do you think that teaching Baker's strategies above the word level (i.e. at the sentence level) could help your translation?**

The last question was asked to find out what do the participants thought about advanced strategies (above word level strategies) being adopted in translation classes. The researcher categorized the reflections from the students into three main groups: students who believed that the sentence-level strategies to solve translation problems may assist them in translation; students who believed that the sentence-level strategies to solve translation problems may only help them in translation to a small degree, and students who believes that the sentence-level strategies to solve translation problems may not help them in translation. The results revealed that 42 students (57.5%) believed that if the sentence-level strategies were applied in the next class, it would help them to translate texts better. While 26 participants (35.6%) thought that the sentence-level strategies might

help them succeed in their translation, only five of the participants (6.8%) said that Baker's strategies above the word level could not help them translate the texts better.

In regard to the use of next-level strategies by Mona Baker to improve their translation, the participants made several interesting comments. One student said, "I believe that with proper instructions from professional translators, it will benefit my translation skills in the future." Another interesting comment was "It will definitely benefit my translation skills because I will get more techniques to translate the texts like omitting unnecessary words or choosing the right word for each word that best suits the sentence." A student also suggested that it might benefit her translation since the strategies could make the sentence smoother.

Most students who stated that sentence-level strategies to solve translation problems might enhance their future translation skills said that they were unsure because they did not know the details of the sentence-level strategies proposed by Mona Baker. One comment from the students was "These strategies may help but the main problem in translation for me is that I don't know the meaning of the word and I cannot arrange the words in the correct order in the target language." Another student added that the strategies might help him to translate the sentence more correctly and properly and a student commented that "the strategies may include how to arrange the words in the correct order."

There were some interesting answers from the students who do not believe that the next-level strategies by Baker could enhance their translation skills. One student said "I believe that it is not that necessary to teach further translation strategies. It would be better to teach vocabulary to increase the corpus." Another student added "I don't think so because translation requires vocabulary. When we do not know the meaning of the word, we cannot interpret and translate the texts." Another comment was "I don't believe so. I think the ways to translate better is to learn by experience such as watching movies or listening to music."

## **Classroom Observation**

The information from the classroom observation was another evidence for the second research question. The researcher divided the observation into four topics: Use of Time, Student Movement, Comprehension Check-up and, Differentiation. The summary of each topic was provided as follows:

### **Use of Time**

Since the duration of time for each class was only 45 minutes, the instructor spent the beginning of the class on raising problems in translation that led to the use of Baker's strategies to solve the problems. Then, to provide a clearer understanding, the sample sentences were presented. Then, the students were requested to participate the practices to apply their knowledge and comprehension. At the end of the class, the instructor assigned students practices for they could have more opportunity to employ their knowledge.

### **Student Movement**

Most of the students participated when the instructor raised the problems occurred during translation. They suggested ways to do so and provided full attention on the questions. During the quiz time, most students tried their best on how to apply Baker's strategies in each question. Furthermore, they shared their ideas and discussed their answers in pair or small group. Some students who had confusion inquired the instructor in private.

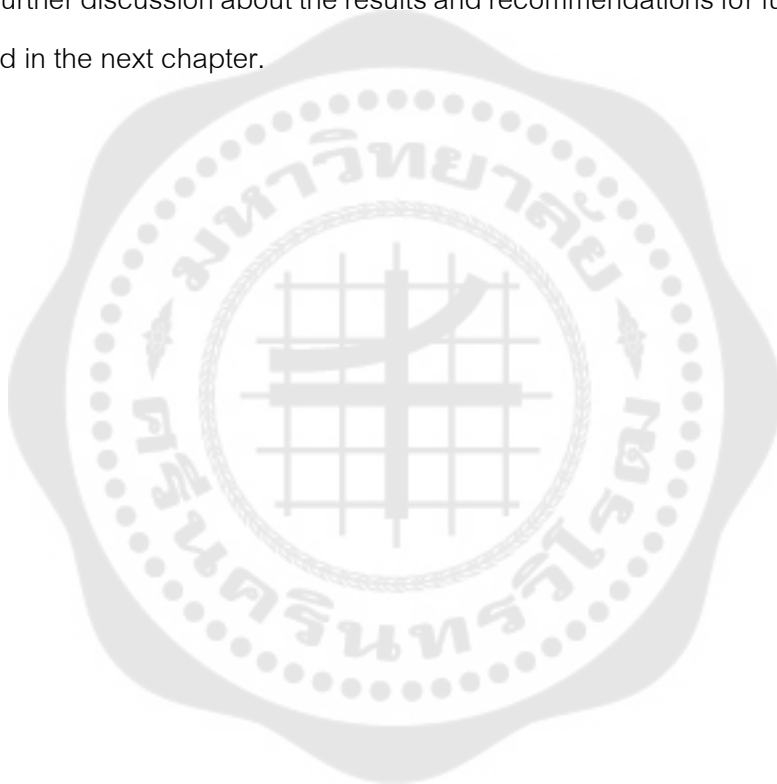
### **Comprehension Check-up**

Quizzes were designed to examine the understanding of the students towards the application of Baker's strategies. Most students revealed their understanding obviously. They could finish the quizzes correctly and on time. Besides, they were able to assist their friends who had confusion. For those who confused about the use of the strategies in the quizzes, the instructor approached them and explained more about the confusing points. Then, the students were requested to attend the quiz again to check their understanding.

### Differentiation

During the courses, very few students did not know how to employ the particular strategy in the quiz. They claimed that some particular strategies were difficult to understand. The instructor helped them by the following methods: the researcher provided the sample sentences and practices; the researcher allowed them to meet after class so that they have more time and opportunities to understand the use of the strategies.

Further discussion about the results and recommendations for future research are presented in the next chapter.



## CHAPTER 5

### CONCLUSION AND DISCUSSION

This chapter presents a brief summary of the study. The aim of this chapter is to discuss the findings of this study to answer and explain the research questions mentioned in the first chapter. Furthermore, recommendations for the future research will be included at the end of this chapter.

#### **A Brief Summary of the Study**

Being suggested in their study, Li et al. (2015) said teaching translation nowadays requires teachers to have innovative teaching ideas. This is the main reason why the researcher decided to apply a theoretical framework for translation in translation courses. Aguado-Giménez and Pérez-Paredes (2005) suggested that the greater the language distance between the languages, the more effective Baker's strategies will be. Therefore, the strategies were applied to enhance the translation abilities of Thai high school students at the word level by applying Baker's strategies in translation courses. The study also focused on the attitudes of high school students in regard to using Baker's strategies in translation classes. The instruments employed in this study included a pre- and post-test and student reflections about the methods. The participants of this study were 73 high school students who studied in Grade 10 as English Majors and Innovative English Majors (IEM) at a demonstration school, Thailand. All participants were capable of translating the texts from English into Thai as their mother tongue was Thai and they passed the test to enroll as English majors and IEMs.

The results from the students' translation tests in both the pretests and the posttests answered the first research question. It indicated that there was a considerable difference between the pretest and the posttest. The average posttest scores of the translation test, 9.32, (S.D. = 3.42), were significantly higher than the average score of pretests, 6.75, (S.D. = 3.24). In addition, with the results of the differences from the Wilcoxon Signed-Rank Test between the pretest and the posttest scores of the translation tests, the mean rank of six students who were in the negative ranks of the differences

between the posttest scores and the pretest scores was 16.25 (Sum of Ranks 97.50). Fifty-four students who were in the positive ranks of the differences between the posttest scores and the pretest scores achieved a mean rank of 32.08 (Sum of the Ranks = 1732.50) while 13 of the participants were in ties which had no difference between the pretest scores and posttest the scores.

In regard to students' attitudes about applying Baker's strategies to solve translation problems at the word level in translation courses, the results revealed that the majority of students made positive comments in regard to all questions. They said that Baker's strategies helped them to translate the texts better and believed that the further level of the strategies (sentence-level translation) would help them to improve their translation skills.

The results from the classroom observation supported the productive attitudes towards this teaching style, while some students believed the strategies were not beneficial because the strategies were difficult to understand and needed more time to apply in real translation.

### **Discussion of the Statistical Results**

This initial section discusses the statistical analysis results of the pretest and the posttest scores to answer the first research question – *How does applying Baker's strategies in translation classes affect students in their translation skills at the word level?*

After the participants had completed the translation course, the results were analyzed using the SPSS program. Firstly, the paired sample t-test was selected as the statistical tool to analyze the data; however, after the test of normality had been employed to investigate whether the results were normally distributed, it showed that the data from the participants was not normally distributed. Therefore, the t-test could not be used for the current statistical analysis because it is based on a normal distribution assumption. Wilcoxon was a more appropriate statistical tool for the current study because of there being two sets of independent data and no normal distribution assumption. The results indicated that the students' posttest scores were significantly higher than the students' pretest scores. There were 54 participants (74%) who achieved higher scores in the



posttest (mean rank = 32.08). This indicates that the strategies by Mona Baker which were employed in this study were able to help the students to improve their translation abilities. The results of this study matched the results of previous studies. The theoretical background of the students appeared to support the quality of the translated texts since 86% of the participants achieved high scores in the test (Aguado-Giménez & Pérez-Paredes, 2005). It could be said that teaching theoretical knowledge along with practicing text translation should be considered by teachers as it could yield better translations.

Since the students obtained higher scores in the posttest than the pretests, three major findings could indicate that the strategies helped the students to achieve this outcome.

First, the language distance between the source text and the target text is significant. Aguado-Giménez and Pérez-Paredes (2005) stated that if the language distance between the two languages is great, the effectiveness of Baker's strategies would increase. That means if the source text and the target text come from different roots, the strategies by Baker will be more effective. To elaborate, Thai derives from Sanskrit while English is a combination of Latin, Nordic, Old English, Celtic, French and other languages. They use different alphabets and have significantly different grammar, word-order, and degrees of precision. This creates a huge gap between the Thai language and the English language for students.

Another possible variable to explain the increase in the participants' performance following the treatment may be the deviation from the traditional teaching method. That is to say, the study employed translation theory to enhance the participants' background knowledge with the expectation that they would later use such knowledge in the test. This contrasts with the traditional method in which there was no use of translation theory. Accordingly, this method represents a deviation when teaching translation. Suksiripakonchai (2017) found in his study that students found the theoretical practices useful when they did translation tests as when they did not know how to translate the text, they usually referred back to the theory and applied it in their translation. The participants in this study may have done the same. As they were suggested translation strategies after



completing the pretest, during the posttest, they may have referred back to what they had studied and applied the strategies in their translation test. In education, existing knowledge or schematic knowledge is essential to learners to activate what is stored in their memory for use or application. For many, without such existing knowledge, it may be an obstacle to move past the challenges of translation to a more advanced level.

The third reason is that teaching theory to students in translation classes triggers their cognitive domain. According to Bloom's taxonomy (1950) cited in Armstrong (2016), there are seven sequential stages of reasoning skills requiring in classroom situations: knowledge, comprehension, application, analysis, synthesis, evaluation and creation. The traditional translation teaching method includes the first two levels of the taxonomy because it allows students to apply their personal knowledge and produce work. This means the students with no theoretical knowledge will translate texts by using their own skills and experience. However, teaching Baker's strategies in translation classes follows the steps of Bloom's taxonomy. First, it allows students to learn and understand the theoretical knowledge as the initial step in enhancing their translation skills. And second, the students were asked to complete a quiz to demonstrate their comprehension, which falls under the second step of Bloom's taxonomy. After that, they could apply the theoretical knowledge taught in class in the translation test. As suggested by Bloom, this teaching method is able to improve the students' learning.

Furthermore, Schema theory provides additional support pertaining to the effects of applying theoretical knowledge when teaching translation. The Schema Theory of Rumelhart (1980) is a theory in psychology that describes how people react to situations based on their own past memories and experiences (Suksiripakonchai, 2017). This means a person will relate their existing knowledge in a new situation. The findings of the present study indicate that the participants demonstrated better performance after the teaching of translation theory, which implies the participants were able to activate their existing knowledge of translation theory and apply it in their posttest.

Nevertheless, the scores from Wilcoxon indicated that six students (8.2%) achieved lower scores of the post-test than the pre-test; and 13 students (17.8%)

achieved the same scores of the pre-test and the post-test. This means that this teaching method could not facilitate 19 students (26%) to achieve higher scores in the post-test. One reason was that some strategies were difficult to understand and did not help the students solve translation problems. Another reason was that the students lacked of background knowledge of the target words. That is to say, if a translator does not know the meaning of a word, he/she cannot perform translation effectively.

So far, the discussion has focused on the findings obtained from the statistical analysis. It is evident that most positive impacts of Baker's strategies could be explained by such analysis. However, it may be useful to further explore the data in regard to the negative impacts of the Baker's strategies. The next part of the discussion looks at the student reflections in which more detail from a qualitative perspective was obtained.

### **Discussion of Student Reflections**

This part of the discussion is to answer the second research question: what are the students' attitudes toward applying Baker's strategies in translation class to solve word-level problems in translation? The discussion will be divided into four parts according to the questions in the student's reflection.

#### **(1) What do you think about applying Baker's strategies at the word level when studying translation?**

This first question in the student's reflection aims to enhance understanding about what the students thought about applying this teaching method in the translation course. As shown in the previous chapter, 49 of the students made positive comments. They believed that this teaching method enhanced their translation skills. It provided them with a better understanding and guidelines to do translation. Since translation class mainly involved practicing translation by doing exercises, it seemed that the students who believed that this teaching technique was beneficial found it necessary to have some guides to rely on. The results from this study support the results of Chowwiwattanaporn (2013). With proper guidelines for translation, students could translate the text better. Furthermore, this teaching method benefited them in translating more naturally. The strategies to solve word-level problems in translation collected by Mona Baker offered

students the instructions and methods to select the most appropriate lexical items in each sentence as some words in the source language had multiple meanings in the target language. In other words, obtaining guidelines from professional translators could help students to decide which meaning in the target text suits the context. Providing students with strategies to translate text encourages them to apply those strategies in their translations. The results of Suksiripakonchai (2017) revealed that despite using their own approaches when translating texts, the students still applied the theoretical framework taught in class as the foundation of their own approaches.

Students who thought that this teaching technique was beneficial wrote that this teaching method was interesting and new to them; however, it did not benefit their translation skills or resolve their translation problems. The participants in this study were Grade 10 students who had just experienced translation courses for the first time. All they had experience directly translating the text from the source language into the target language. It means they probably found this teaching strategy interesting and new to them. Some students mentioned that the strategies were complicated and hard to understand. This may be because there were eight strategies and the students had to decide which strategy was the best to apply for each sentence. In addition, they needed to know the meanings of the target words too.

Students who made negative comments said that the strategies of Baker were quite hard to understand. This was not surprising to the researcher since this translation course was the first translation class for the students. Furthermore, being taught translation with a theoretical approach could be interpreted in two ways: building up a solid foundation and overwhelming them with information. As mentioned in the previous discussion, the students were inexperienced in translation and may have needed more time to understand and apply the strategies when translating, which caught the researcher's attention. Aguado-Giménez and Pérez-Paredes (2005) also found that students needed a certain level of knowledge to implement some strategies proposed by Mona Baker. The participants mostly believed that it was more important to teach vocabulary first. Future study could address this issue. Jian-tao (2016) suggested that

teachers should take the language acquisition of the students into consideration so that they could translate texts easier. This means that if they know the meaning of the target text, they will be able to apply the strategies to select the most appropriate meaning.

**(2) Do you think that teaching Baker's strategies at the word level helps you to translate better? How?**

This question was asked to acquire the perceptions of the students how teaching Baker's strategies could facilitate their translation skills. The students provided a wide range of comments for this question. Among the students who answered positively that Baker's strategies facilitated their translation, most of them commented that the strategies by Baker explained how to translate the source text quite clearly. Again, they believed that these strategies served as a guideline for them to translate the text. This means students found the strategies useful to their translation skills. All strategies collected by Baker helped them to omit the unnecessary words and select the most appropriate meanings for each target words that they had to deal with. Also, this stage of strategies was mended to solve the first step of translation: vocabulary selection. So, it was acceptable that the students believed that these strategies were effective and beneficial.

However, some participants who believed that these strategies were unable to aid their translation. Most of them mentioned that the strategies were good and well-organized; however, the problems they encountered the most was the lack of knowledge in vocabulary of the source text. Since the researcher mentioned earlier in chapter 3 that the words were selected in the range of B2 level of CEFR standard which were normally used in the English major courses, some words that appeared in the source text might cause the students some difficulties when they faced with the words. Students commented that it was essential to teach vocabulary to them first. In this light, it was believed that the meanings of the words that would be target words in tests should be taught beforehand. It would benefit the students and only led them to apply the proper strategy to solve the problem in translation alone. The lack in equivalence between two languages could be another reason the participants believed the strategies were not helpful. Bassnett (2013) and several translation experts claimed that there was no

language in this world that shared sameness in language aspects. This means the differences between the source text, English, and the target text, Thai, could be a major difficulty to the participants. In addition to this, the students were in Grade 10 which means they had no experience in translation because they had not been exposed to any translation courses prior to this experiment.

**(3) Do you think that Baker's strategies can help to solve translation problems?**

**How?**

This question was asked to determine whether, from a student perspective, the strategies which the researcher believed could enhance the student's performance in translation, worked well. Almost all students replied that vocabulary (the meaning of the source text) was their agony. In other words, the students believed that knowing the meaning of words in the source text was more important. In fact, the goal of the strategies of Mona Baker is to help translators decide which meaning in the target language best suits the context. These strategies are unable to aid translator's performance when they do not know the meaning of the words.

The participants who said that the strategies of Mona Baker could help them resolve the problems in their translation mostly agreed that the strategies served as guidelines to use in translation. In this light, students did not find the vocabulary in the source text was their main problem in translation. This means if students know the meaning of the target words, they can apply the strategies to solve their translation problems. Furthermore, they saw the strategies as being useful in identifying redundancy and unnecessary words, which was a problem identified by students. However, this is not the major achievement of word-level solving strategies because the strategies aim to help them choose the best meaning. As the conceptual framework of this study was from professional translators, they usually applied the strategies in search of a precise and concise meanings in the target language (Baker, 1992). Moreover, most of the strategies proposed by Mona Baker, including translating by using a more general word, translating by using a more neutral/less expressive word, translating by cultural substitution and translation by omission helped translators to choose the best meaning in the target language (Ibid).

As previously mentioned, students did not find the strategies useful in solving their translation problems; the problem they had was that they were unable to identify the meaning of the target words in English. This problem needs to be addressed immediately because if students do not know the meaning of the target words, they will be unable to translate the text. It is true that translation needs experience in practice as some students suggested in the student reflection. The study by Aguado-Giménez and Pérez-Paredes (2005) revealed that due to the inexperience in translation of the participants, the strategies could not assist the participants properly.

**(4) Do you think that teaching Baker's strategies above the word level (i.e. at the sentence level) could help your translation?**

This question was asked to determine whether the participants thought that the next-level strategies by Mona Baker (sentence level strategies) could help them in future translation classes. The students commented that they mostly agreed that sentence-level strategies might benefit their translation in the future. 38 students who answered this way believed that Baker's strategies to solve the problems in translation at the word level could enhance their translation. In addition, students tended to think that sentence-level translation strategies to solve above word-level problems would help them solve translation problems in the future.

Students who answered that the next-level strategies by Baker would not help them in translation stated that it was not useful to apply the strategies while translating text. They thought that the strategies could not solve their major problem in translation, which was the lack of vocabulary knowledge. Students believed that without knowing the meaning of words, it was not likely to achieve the goal in translation. Like Aguado-Giménez and Pérez-Paredes (2005) said, without the background knowledge of the vocabulary, it was difficult for students to apply the theoretical background in their practice. Moreover, since word translation is the most essential part of translation, it is necessary that translators focus on word translation first. So, if the word level strategies could not lead them to the goal, the next-level strategies, they believed, would not satisfy their needs in translation.



The data from the classroom observation supported that the students possessed the positive attitudes towards this teaching strategy. By the time the instructor asked questions, most students tried to answer the questions. In addition, most participants understood the lessons and were able to apply the strategies during quizzes. In other words, most students found it was interesting and useful to employ Baker's strategies when they encountered the translation problems. However, some students believed that the strategies were slightly difficult for them. One also suggested that it did not help solve the problems when the meaning of the word in the source text was unknown.

### **Recommendations for Future Study**

#### **Word-level teaching**

As mentioned in the previous section, the participants in this study who were English majors and IEMs in Grade 10 believed their major problem in translation was their lack of vocabulary. In this light, providing a word list of vocabulary that is about to teach them may help them to conduct translation better. Moreover, when students know the meaning of the target words, they can better apply the strategies in their translations. Furthermore, the strategies by Mona Baker at the word level could be applied at a higher level. Since these strategies were derived and collected from professional translators, they are useful in most situations. In addition, the strategies in this study are at the word level and could be employed at any level of translation teaching. The results from this study suggest that students could translate better by employing Baker's strategies, and also had positive attitudes towards these strategies. Aguado-Giménez and Pérez-Paredes (2005) also stated that it was essential to teach theoretical knowledge along with actual practice.

#### **Further studies**

The time duration of this treatment was too short due to the curriculum. It is suggested if the participants are taught and employ the strategies longer, they will understand and be able to apply the strategies in their translation and could find the

strategies more useful. Chowwiwattanaporn (2013) also recommended that with a longer period of data collection, the results would be more reliable.

As mentioned in the previous sections, the sample of this study may not be representative of the whole group of Grade 10 students in Thailand for several reasons. First, there were only specific schools where translation courses were included in their curriculum. Second, there were only 73 participants in this study, so future study should focus on a larger number of participants.





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## Appendix A

### Research Instruments

#### Translation Pretest and Posttest

## Pretest – Posttest

Directions: Translate the whole sentence by selecting the most appropriate meaning of the underlined word.

1. The document carried the seal of the governor's office. (More General Word)

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Key: เอกสารนี้มีตราประทับจากสำนักงานผู้ว่า

2. The scorpion has a sting that can be deadly. (More General Word)

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Key: หางแมงป่องมีพิษร้ายแรง

3. Please accept my condolence on your mother's death. (Less expressive meaning)

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Key: โปรดรับความเสียใจเรื่องการเสียชีวิตของคุณแม่เธอด้วยนะ

4. The fortune teller read his fate in the crystal ball. (Less expressive meaning)

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Key: หมอดูดูดวงเขาจากลูกแก้ว

5. I invited him back to my flat for a coffee. (Loanword)

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Key: ฉันชวนเขามากินกาแฟที่แฟลต

6. There have been several retirements in my office. (Loanword)

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Key: มีการเกษียณหลายครั้งในออฟฟิศฉัน

7. It is difficult for a small grocery store to compete with a supermarket. (Cultural substitution)

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Key: ร้านโชวห่วยเล็กๆมักจะแข่งขันกับห้างสรรพสินค้าลำบาก

8. We need to be a bit cunning if we want to beat the enemy. (Cultural substitution)

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Key: ถ้าเราอยากเอาชนะศัตรูเราต้องหัวใสหน่อย

9. The procedure must be clear and comprehensible to everyone. (Paraphrase with related meaning)

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Key: วิธีการดำเนินการต้องชัดเจนและเข้าใจง่ายต่อทุกคน

10. If she carries on shoplifting, she'll end up in jail. (Paraphrase with related meaning)

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Key: หากเธอยังขโมยของในร้านค้าอีก เธอจะถูกจับแน่

11. They can't integrate with the other children. (Paraphrase without related meaning)

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Key: พวกเขาเข้ากับเด็กคนอื่นไม่ได้เลย

12. The policeman advised the criminal to interact with the police. (Paraphrase without related meaning)

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Key: เจ้าหน้าที่ตำรวจแนะนำให้ร่วมมือกับตำรวจ

13. I think your demand for higher wages is perfectly reasonable. (Omission)

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Key: ฉันคิดว่าคำขอ<sup>้</sup>ขึ้นเงินเดือนของคุณสมเหตุสมผลดี

14. All these knives are absolutely lethal. (Omission)

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Key: มีดพวกนี้อันตราย

15. Come check out our stool samples. (Illustration)

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Key: มาดูเก้าอี้ตัวอย่างของเราได้ (แบบรูป)

16. This armchair is our best-selling product. (Illustration)

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Key: เก้าอี้หนังตัวนี้คือสินค้าขายดีที่สุดของเรา (แบบรูป)







Appendix B

Research Instruments

Teach Reflection

### Teaching Reflection

Instructions: Answer the questions with your own feeling.

\*This teaching reflection will not be counted with the scores in Translation course in any way.

1. What do you think about applying Baker's strategies at the word level when studying translation?

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2. Do you think that teaching Baker's strategies at the word level helps you to translate better? How?

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3. Do you think that Baker's strategies can help to solve translation problems? How?

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4. Do you think that teaching Baker's strategies above the word level (i.e. at the sentence level) could help your translation?

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Appendix C  
Lesson Plans (Week 3, 4, and 5)

Table: The lesson plans of translation class -Week 3

objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
<p>To teach translating strategies to students:</p> <p><i>translation by using cultural substitution and translation by using a loan word</i></p> <p><b>Lead in:</b></p> <p>1. To warm up the students and check the understanding of the strategies</p> <p>2. To give students the opportunity to discuss and ask about the strategies</p>	<p>1. Start the class with an open-question of what do they think about the strategies</p> <p>2. Let the students discuss and express their attitudes</p>	<p>1. Think of what they think about the strategies provided to them</p> <p>2. Discuss with one another</p>	<p>-</p> <p>-</p>	<p>T SS</p> <p>T SS SS SS</p>	<p>5 mins</p> <p>5 mins</p>
<p><b>Teaching Practice:</b></p> <p>3. To explain the detail of the strategies</p> <p>4. To practice students in applying the taught strategies in the given activity</p>	<p>3. Give a lecture to the students by explaining the strategies and give examples</p> <p>4. Fill in the blanks in a song with the correct words and translate the target words by using the strategies</p>	<p>3. Take a given lecture and ask questions if they have</p> <p>4. Listen to the song and fill in the blanks. Then translate the target words</p>	<p>3. Slides of the strategies containing the detail and examples of the strategy</p> <p>4. paper worksheet</p>	<p>T SS SS T</p> <p>T SS SS SS</p>	<p>10 mins</p> <p>15 mins</p>

objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
<b>Wrap up:</b>					
5. To sum up the content related to the prior strategies	5. Give them an opportunity to ask any questions relating to today's class	5. Ask questions and get ready for the next class	-	SS T	5 mins
6. To practice translation by using the given strategies	6. Assign an assignment relating to the given strategies and collect the previous work	6. Complete the provided assignment at home	6. Paper assignment	SS	5 mins

Table: The lesson plans of translation class -Week 4

objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
To teach translating strategies to students: <i>translation by using paraphrasing using related words and translation by using paraphrasing using unrelated words</i>					
<b>Lead in:</b>					
1. To warm up the students and check the understanding of the strategies	1. Start the class with an open-question of what do they think about the strategies	1. Think of what they think about the strategies provided to them	-	T SS	5 mins
2. To give students opportunity to discuss and ask about the strategies	2. Let the students discuss and express their attitudes	2. Discuss with one another	-	T SS SS SS	5 mins

objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
<b>Teaching Practice:</b> 3. To explain the detail of the strategies  4. To practice students in applying the taught strategies in the given activity	3. Give a lecture to the students by explaining the strategies and give examples	3. Take a given lecture and ask questions if they have	3. Slides of the strategies containing the detail and examples of the strategy	T SS SS T	10 mins
	4. Fill in the blanks in a song with the correct words and translate the target words by using the strategies	4. Listen to the song and fill in the blanks. Then translate the target words	4. paper worksheet	T SS SS SS	15 mins
<b>Wrap up:</b> 5. To sum up the content related to the prior strategies  6. To practice the translating ability by using the given strategies	5. Give them an opportunity to ask any questions relating to today's class	5. Ask questions and get ready for the next class	-	SS T	5 mins
	6. Assign an assignment relating to the given strategies and collect the previous work	6. Complete the provided assignment at home	6. Paper assignment	SS	5 mins

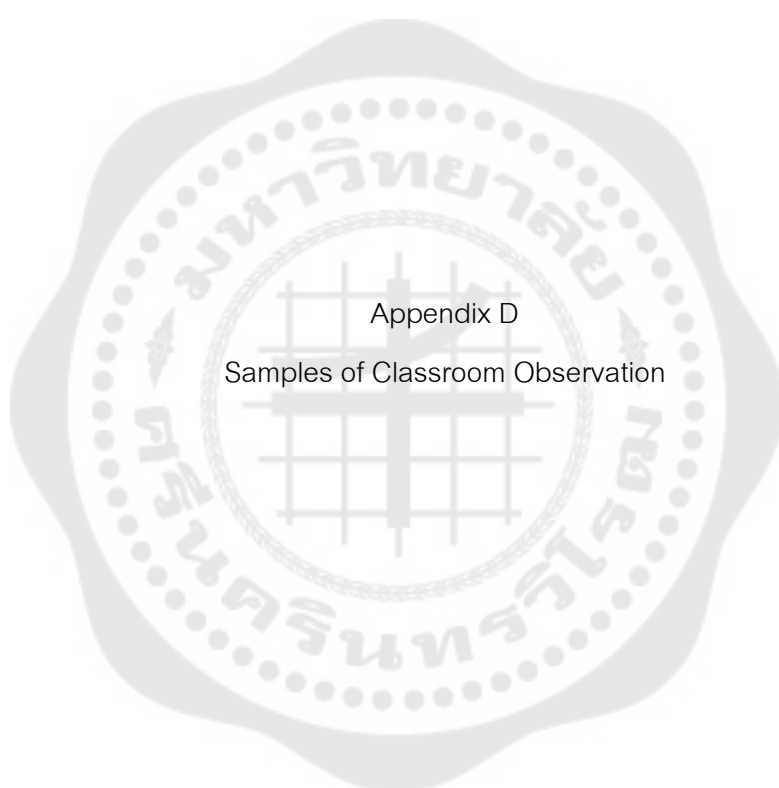
Table: The lesson plans of translation class -Week 5

objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
<p>To teach translating strategies to students:</p> <p><i>translation by using omission and translation by using an illustration</i></p> <p><b>Lead in:</b></p> <p>1. To warm up the students and check the understanding of the strategies</p> <p>2. To give students opportunity to discuss and ask about the strategies</p>	<p>1. Start the class with an open-question of what do they think about the strategies</p> <p>2. Let the students discuss and express their attitudes</p>	<p>1. Think of what they think about the strategies provided to them</p> <p>2. Discuss with one another</p>	<p>-</p> <p>-</p>	<p>T SS</p> <p>T SS SS SS</p>	<p>5 mins</p> <p>5 mins</p>
<p><b>Teaching Practice:</b></p> <p>3. To explain the detail of the strategies</p> <p>4. To practice students in applying the taught strategies in the given activity</p>	<p>3. Give a lecture to the students by explaining the strategies and give examples</p> <p>4. Use flash cards on Power Point Presentation to practice the students' translating skills</p>	<p>3. Take a given lecture and ask questions if they have</p> <p>4. Translate the words showed on the screen by using today's strategies</p>	<p>3. Slides of the strategies containing the detail and examples of the strategy</p> <p>4. Flash cards on Power Point Presentation</p>	<p>T SS SS T</p> <p>T SS SS SS</p>	<p>10 mins</p> <p>15 mins</p>

objective / Goal	Teaching activities	Student's role	Material	Interaction	Duration
<b>Wrap up:</b>					
5. To sum up the content related to the prior strategies	5. Give them an opportunity to ask any questions relating to today's class	5. Ask questions and get ready for the next class	-	SS T	5 mins
6. To practice the translating ability by using the given strategies	6. Assign an assignment relating to the given strategies and collect the previous work	6. Complete the provided assignment at home	6. Paper assignment	SS	5 mins







Appendix D  
Samples of Classroom Observation

### **Samples of Classroom Observation Journal**

**Date:** October 19, 2020

**Participant:** IEM

**Subject:** Fundamental Translation

**Class size:** 33 students

#### **Use of Time**

The instructor spent time at the beginning of the course to encourage students to know the importance of translation. Then, the problems in translation were presented along with the strategies to help them overcome those problems. After teaching the first two strategies, the instructor provided examples and quizzes for actual practice.

#### **Student Movement**

When the participants were assigned to do translation quizzes, most of the students tried to apply the presented strategies in each question. Some of the students were brainstorming for the ideas and tried to figure out the translated version of the target words.

#### **Comprehension Check-up**

The quizzes for comprehension check-up went well. Most students understood the mentioned strategies clearly and could adapt in the quizzes. However, some students had confusion about the application of the strategies. They did not know about the meaning of the target word in the source text, so that the instructor explained the elements of the sentence and allowed them to try using the strategies again.

#### **Differentiation**

It was found that some students did not want to do the quizzes and did not want to share ideas with their friends. The instructor approached the students and encouraged them to do so.

### Samples of Classroom Observation Journal

Date: October 27, 2020

Participant: English Major

Subject: Fundamental Translation

Class size: 40 students

#### Use of Time

The teacher spent the beginning of the course to explain the problems in translation. Then, the students were encouraged to figure the solutions of those translation problems. After that, the instructor provided a lecture of two more Baker's strategies to solve those problems and assigned quizzes for them to practice in class.

#### Student Movement

Most students looked surprised about the strategies. It seemed like they understood those strategies. Many students discussed about the quizzes and cooperate to figure out together.

#### Comprehension Check-up

Most students could finish the quizzes correctly by applying Baker's strategies taught in the class. However, a few students still have confusion about how to apply Baker's strategies in some contexts of the quizzes.

#### Differentiation

One student added that it was a bit hard and unclear, so the instructor approached and explained again. Some students did not want to participate in the quizzes, the instructor tried to encourage them to do so.

## VITA

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