การศึกษาคำบรรยายภาษาไทยใต้ภาพของภาพยนตร์ภาษาอังกฤษสำหรับผู้เรียนภาษาอังกฤษ

นางสาวศรณี บุณยรัตน์

A STUDY OF THAI SUBTITLES IN ENGLISH MOVIES

FOR ENGLISH LANGUAGE LEARNERS

Ms. Soranee Boonyarut

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts Program in English as an International Language

(Interdisciplinary Program)

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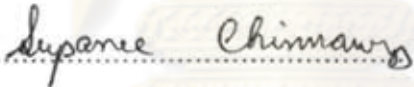
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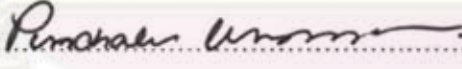
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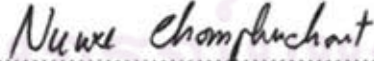
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ในปัจจุบันภาพยนตร์ในรูปแผ่นดีวีดีมีบทบาทสำคัญในชีวิตคนทั่วไป เนื่องจากเป็นสื่อด้าน
ความบันเทิงที่มีราคาไม่แพงและสามารถเข้าถึงได้ง่าย   ผู้เรียนภาษาอังกฤษเป็นภาษาที่สองและเป็น
ภาษาต่างประเทศจำนวนมากได้ใช้ภาพยนตร์ในรูปแผ่นดีวีดีเป็นสื่อในการเรียนรู้ภาษาทั้งในและนอกชั้น
เรียน   การวิจัยครั้งนี้ได้วิเคราะห์ข้อผิดพลาดของการใช้ภาษาในบทบรรยายใต้ภาพของภาพยนตร์
ภาษาอังกฤษที่อยู่ในรูปแบบดีวีดีโดยมีวัตถุประสงค์เพื่อพัฒนาสื่อการเรียนการสอนสำหรับผู้เรียนชาวไทย
ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่างที่ใช้ในงานวิจัยครั้งนี้ประกอบด้วยภาพยนตร์ในรูป
แผ่นดีวีดีภาษาอังกฤษจำนวนเก้าเรื่อง   ซึ่งคัดเลือกจากภาพยนตร์ที่ทำรายได้สูงสุดสามอันดับแรกจากการ
ฉายในโรงภาพยนตร์ ระหว่างปี พ.ศ. 2548 ถึง พ.ศ. 2550 เนื่องจากรายได้สะท้อนถึงความนิยมและจำนวน
ผู้ชมที่มีโอกาสได้ชมภาพยนตร์เหล่านี้   ในการหาข้อผิดพลาดของคำบรรยายใต้ภาพภาษาไทยนั้นได้นำ
หลักเกณฑ์ของ Dulay et al. (1982), Khaourai (2002), Lush (2002), and Suwanttananand et al.
(2005) มาเป็นเกณฑ์ในการวิเคราะห์ข้อผิดพลาดทางภาษาที่พบในภาพยนตร์ภาษาอังกฤษที่คัดเลือกไว้ ซึ่ง
สามารถแบ่งออกเป็นสามประเภทคือ 1) ข้อผิดพลาดด้านคำศัพท์ 2) ข้อผิดพลาดด้านอรรถศาสตร์ และ 3)
ข้อผิดพลาดด้านวัจนปฏิบัติศาสตร์

ผลการวิจัยแสดงให้เห็นว่าข้อผิดพลาดทางภาษาในบทบรรยายใต้ภาพมีจำนวนน้อย   ซึ่ง
ในบรรดาข้อผิดพลาดที่พบนั้น ส่วนมากเป็นข้อผิดพลาดด้านอรรถศาสตร์มากที่สุด ตามด้วยข้อผิดพลาด
ทางด้านวัจนปฏิบัติศาสตร์และด้านคำศัพท์   การที่พบข้อผิดพลาดเป็นจำนวนน้อยนั้นเป็นการสะท้อนให้
เห็นคุณภาพของการแปลของคำบรรยายใต้ภาพภาษาไทยซึ่งสามารถนำไปพัฒนาเป็นเครื่องมือในการสอน
ภาษาอังกฤษที่มีประสิทธิผลได้เป็นอย่างดี ข้อผิดพลาดทางภาษาด้านต่าง ๆ ที่พบได้รับการนำไปพัฒนา
สื่อการเรียนการสอนภาษาอังกฤษผ่านบทภาพยนตร์โดยเน้นการสอนโดยให้แปลการใช้คำกริยา
คำคุณศัพท์ และการแปลประโยค เพื่อให้ผู้เรียนชาวไทยได้ฝึกฝนทักษะทางภาษาอังกฤษเพื่อให้สามารถใช้
ภาษาอังกฤษได้อย่างมีประสิทธิภาพต่อไป

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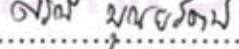
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KEYWORDS: **ENGLISH MOVIES/ THAI SUBTITLES/ ENGLISH LANGUAGE LEARNERS**

SORANEE BONYARUT: A STUDY OF THAI SUBTITLES IN ENGLISH MOVIES FOR ENGLISH LANGUAGE LEARNERS. THESIS ADVISOR: ASSOC. PROF. PUNCHALEE WASANASOMSITHI, PH.D., 147 pp.

DVD movies have played a significant role in people's life as they are considered a cheap and easily available form of entertainment, and a large number of ESL and EFL learners have made use of DVD movies as a means to enhance their language acquisition, both in and outside classrooms. The present study examined errors in Thai subtitles of English movies shown in DVDs with an aim to subsequently develop course materials for Thai learners of English as a foreign language. The sample of the study consisted of nine top three Box Office movies with highest gross income between 2005 and 2007, indicating their popularity and ability to reach wide audiences. The schemes of error classification proposed by Dulay et al. (1982), Khaourai (2002), Lush (2002), and Suwanttananand et al. (2005) were employed to analyze errors found in the subtitles of the selected English language movies, divided into three categories of lexical errors, semantic errors, and pragmatic errors.

The study findings revealed that there were not many errors in Thai subtitles. Among the errors that were found, semantic errors occurred most often, followed by pragmatic errors and lexical errors, respectively. A small number of errors found reflected a high quality of Thai subtitles in English movies which can be used as an effective tool in language teaching. The errors that were found were then used to develop a variety of English language teaching and learning materials with a focus on translation of verbs, adjectives, and sentences, to enable Thai language learners to practice English language skills to become more successful users of the language.

Field of Study: English as an.................. Student's Signature ....

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Soranee Boonyarut

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ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

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CHAPTER I

INTRODUCTION

1. Background of the Study and Statement of the Problem

As the world becomes increasingly interconnected, the role of interlingual communication between different people grows increasingly important. Advances in communication technology, however, tend to highlight the communication gap between people of different languages. More communication channels across international borders mean more cross-cultural encounters that take place not only in traditional face-to-face meetings, but via international telephone calls, faxes, e-mails, and video conferencing as well. In addition, there are also increased cultural exchanges taking place through mass media such as movies (Quah, 2006).

Nowadays, in this globalized world, English plays an important role in many areas such as academics, economics, business, politics, technology, and entertainment. The world is getting smaller every day, and people who live in different corners of the world can be connected with one another within a minute or less. As previously stated, under these circumstances, English has become the language of international communication, and this inevitably leads to the new roles English plays in classrooms. A study of Weed and Rico (2002) analyzes this increased use of English and how it is affecting people's lives around the world, particularly in the area of education. The authors report that students have more chances to learn English with authentic materials and teachers are trying to do many English-related activities in the classroom such as looking at English language brochures from around the world and taking students to tourist attractions to have them communicate with foreigners. These activities are designed to help students understand how to use English in real situations and how the English language can be useful for them.

One arena in which English as a global language has gained increasing importance and acceptance is different media including movies. Crystal (1997) points out that despite the growth of the film industry in other countries in recent

decades, English language movies still dominate the medium, with Hollywood coming to rely increasingly on a small number of annual productions aimed at huge audiences such as the *Harry Potter, Lord of the Rings,* and *Spider Man* trilogies. In 1994, according to the listings of the BFI Film (British Film Institute) and Television Handbook, 80% of all feature films were produced in the English language. The renowned Academy Awards have always been English language oriented (though the category of best foreign film was added in 1947), and there is a strong preference for English language films in most other film festivals as well. Half of the Best Film awards ever given at film festivals, for example, were for English language productions. In brief, English language films make up 85% of the world film market, with Hollywood films dominating the box offices in most countries (Robinson, 1995).

While the actual extent of the influence of movies on the viewing public is uncertain, Wender (1997) notes that people tend to believe what they see and buy what they believe. That is why a large number of companies now try to advertise their products by paying the producers to have the actors wear their sunglasses or watches or drive their cars. Movies can have a strong influence on the life of some people who like to imitate what they see on the screen. It is worth noting that not only do movies entertain and influence their audiences, but they also provide language development opportunities. Some viewers attempt to learn English from movies and feel that watching them will help improve their English language skills. This being the case, the fact that most movies are made in the English language must have at least some role in language learning and teaching.

According to Cook (1997), there are a number of effective approaches that can be used in teaching English, especially in L2 learning. An important element in L2 success is how it is presented to the learners: the teaching method used with them, the language they hear, and the environment in which they are learning. One of the key factors is providing optimal examples of practical language for the learners to study. A good teacher provides the learner with various opportunities to encounter the language. Cook also points out that communicative teaching methods have often encouraged students to listen to authentic samples of native speech such as that

which comes from watching English language films, talking to foreigners, listening to English songs, etc. However, the authentic speech needs to be made comprehensible by one method or another if it is to be useful to the learner. Since this learning generally occurs in the classroom, teachers should select the teaching methods which suit students' ability and learning goals, as well as their interest, and this is where English movies yield themselves as one of the most valuable teaching resources in the language classroom.

Garza (1991) points out that subtitles are beneficial in bridging the gap between listening and reading comprehension ability in L2, therefore allowing the students to use their reading comprehension to develop aural comprehension in order to cope with authentic materials. Interlingual subtitling can be a highly motivational way of using the materials which engages the students' interest and enthusiasm and promotes confidence. In addition, they offer benefits in the form of transferable skills that are relevant to the students' present and future activities. Interlingual subtitling can also be usefully integrated with other courses such as interpretation or translation to form a coherent package of exercises in which skills are linked to oral performance (Harvey and Higgins, 1992).

Alani (2006) points out that translation of subtitling is sometimes very different from the translation of a written text. Usually, when a film or a TV program is subtitled, the subtitler watches the picture and listens to the audio sentence by sentence. The subtitler may or may not have access to a written transcript of the dialogue. Especially in commercial subtitles, the subtitler often interprets what is meant, rather than translating how it is said, i.e. the meaning being more important than the form. However, sometimes the translation is incorrect or poorly done, which can be different from the experience of the audience. It can be frustrating for those who have some knowledge of the spoken language, due to the fact that spoken language may contain more complex ideas or carry culturally implied meanings, etc. To avoid this problem, the subtitler should work from the original movie script first, and then translate to the target language; otherwise, he or she may miss some important points.

Today, subtitlers usually translate with the aid of computer software. Besides creating the subtitles, the subtitler can determine exactly where and when each subtitle will appear and disappear. Before movies are released, this task is done by separate technicians (Hagan, 1996). Currently, the most popular subtitle programs are called Aegisub and Visualdub (http:// www.esist.org.Code).

Blane (1996) explains standard subtitling guidelines as follows: the subtitle should not exceed two lines in length. It is generally agreed that one line of subtitling requires two seconds of viewing/reading time. Hervey and Higgins (1992) point out that professional subtitling depends on the type of equipment being used; the maximum number of spaces in a line is typically 36 characters, including punctuation and spaces between words. Moreover, a subtitle should not be shown for less than one second and no longer than six seconds (since the maximum two-line subtitles take approximately four seconds to view, six seconds is sufficient reading time—if more, it might become tedious). Baker et al. (1984) add that every subtitle should be clear and intelligible unit, sensible in itself.

Hervey and Higgins (1992) analyzed subtitling by observing two groups of students—the first group watched English language movies with subtitles and imitated what they saw and heard, while the second group read English language books only. The results of the study showed that the students who were in the second group acquired the English language more slowly than the first group. Therefore, they concluded that professional subtitling can be an important factor for language learners, especially for the ones who learn by imitation. However, it is noteworthy that viewers-readers do not have the opportunity to reread a passage as when reading books, so the message must be immediately intelligible on first reading. At the same time, if the teacher wants to use this method to develop their students' language skills in the classroom, the translation must be accurate and include all the significant elements of the message.

Hackman and Oldham (1976) studied the subtitles of foreign language dialogues in news and current affairs programs on BBC Chanel 4 and Arte in the UK. They observed foreign students who watched these programs and found that the

more of these they watched, the better their comprehension of English became. Such findings led to a conclusion that subtitles can assist students in acquiring a second language. The authors also recommend using other types of subtitles, not only those from TV programs, but also from various types of movies: thrillers, psychological dramas, westerns, historical, literary, detective films, etc. In so doing, students should find learning L2 more challenging yet fun.

At present, English movies are increasingly popular in Thailand. This is due in part to extensive advertising and the variety of movies with broad appeal that are shown. Thai subtitles are provided for the majority of these movies, both those shown in theaters and those sold in the form of DVDs.

As the movie scripts are essential for telling the story, translators play a key role as the interpreters who deliver the messages originally portrayed in the target language. In so doing, they need to comprehend the elements of the story and analyze the original language for the subtleties, especially grammar and vocabulary. Moreover, the translators need to understand the differences in culture for both languages. Most Thai subtitles are translated both by human translation and machine translation. The English scripts will be translated into the Thai language by machine translation first, and then the human translation will review and recheck the meaning and vocabulary used once again (Pillay, 2001).

In general, movies have a potential to reach very wide audiences including children, teenagers, adults, and the elderly. From an educational English perspective, if there are errors in the Thai subtitles in English movies, Thai learners may misunderstand the story and may adopt the incorrect vocabulary, sentences, structures, idioms, etc. Juajan (2005) researched this subject in a comparative study of the subtitling and dubbing process in the work entitled a translation of "The football Factory." The researcher notes the difficulties of properly translating movies into Thai. For example, if there is profanity in the movie which does not fit with the Thai culture, the translator needs to find the more culturally acceptable words that may decrease the strength of the meaning. This highlights the complexity of movie translation and how poor subtitling can result, which will further be

examined in this study. In brief, errors in Thai subtitles lead to misunderstanding and misuse of the language which can adversely affect the viewer's language skills.

In sum, poorly translated subtitles decrease the English language learning potential of movies seen by millions of Thai viewers. Put another way, errors in the subtitles in poor quality Thai movies may hinder or adversely affect Thai learner's language acquisition. In light of the growing influence movies have on language acquisition, it is hard to ignore this problem. Therefore, the study of an error analysis in Thai subtitles of English movies should be carried out. After that, the findings of the study would be used to develop learning materials to help learners overcome language errors found in the movies they watch, another necessary step they need to take in their attempt to achieve mastery of the English language.

2. Objectives of the Study

The objectives of the present study were as follows:

1. To analyze the types of errors in Thai subtitles in English language movies
2. To develop learning materials for English language learners based on the findings of the error analysis of English movie subtitles

3. Research Questions

The present study attempted to answer the following research questions:

1. What are the types of errors found in Thai subtitles of English language movies?
2. What are the learning materials that can be developed based on the findings of the error analysis of English movie subtitles?

4. Scope of the Study

The sample used in this research consisted of nine top three Box Office movies shown between 2005 and 2007. In general, movies could be divided into

nine categories: comedy, drama, action-thriller, crime, film noir, musicals, westerns, science fiction, and horror (Kolker, 1999). The sample used in this research was chosen based on the gross incomes of the movies in each year, indicating their popularity and ability to reach wide audiences.

5. Limitation of the Study

The sample used in this research was limited to only legal copies of movies; consequently, the findings of this research cannot be generalized to Thai subtitles in pirated copies of English movies or English movies shown on cable TV in Thailand.

6. Definition of Terms

An error is generally defined as an unwanted form of language, referring to both a systematic deviation and an unsystematic deviation. Selinker (1974) defines errors as indicators of learners' interlanguage as errors represent systematic deviations from the norms of the target language in the language learning process. Moreover, Lantolf (1977) points out that errors act as signals that actual learning is taking place and that errors can, therefore, serve as indicators of progress and success learners are undergoing and achieving.

In this research, an error refers to wrong or inappropriate use of the language found in subtitle translations from the English language to the Thai Language in movies.

Error analysis is generally defined as a process of determining an unwanted form of language use. According to James (1998), error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Likewise, Brown (2000) emphasizes that error analysis is important in language learning as a linguist or a teacher can use error analysis to observe, analyze, and classify errors which are made by learners.

In this research, error analysis means an act which is carried out to find and analyze the errors of meaning in the Thai subtitles translated from English in English movies. The errors found in selected English movies are categorized into different

types of errors based on the scheme of classification proposed by Dulay et al. (1982), Khaourai (2002), Lush (2002), and Suwanttananand et al. (2005). The errors could be classified into three main categories as follows:

First, lexical errors refer to the use of incorrect vocabularies of the language, e.g. *She wants to close (turn off) the air condition.*

Second, semantic errors refer to errors that occur when the speaker uses the language where the meaning of words, phrases, and sentences are incorrect or ambiguous, e.g. the tense in the dependent clause is clearly past in the sentence, "*I shook hands with the person who was the President,*" but when this was shortened to, "*I shook hands with the President,*" the reference was ambiguous as it is uncertain which present the speaker meant, the present President, a former President, or even a President who has been elected but not yet inaugurated.

Third, pragmatic errors refer to errors that occur when the speaker uses the language where the meaning and the usage are not appropriate with the sociocultural context. For instance, in Thai society, if a foreigner asks a question, "Don't you like it?," the answer should be "No, I don't" or "Yes, I do," but most of the time Thai native speakers are likely to reply "Yes, I don't," a result of mother tongue interference. Apparently, this type of errors can easily lead to misunderstanding or confusion in a conversation.

Thai subtitles are defined as the subtitles in the Thai language which appear in the English speaking movies between 2005 and 2007. According to Juajan (2005), subtitles can be categorized based on the usages into two types: The first type is intralingual subtitling which means subtitles that are used in the same language as the original and which are used for the hard of hearing, or for language learners; the second type is interlingual subtitling which means a change from one language into another language, and from spoken dialogues into written ones. In this study, only errors in interlingual subtitling (the English language to the Thai language) are analyzed.

English movies are defined by *Collins Cobuild Advanced Learner's Dictionary* (2006) as a showing of a motion picture using the English language, also called an English film. In this research, the term 'English movies' refer to all of the top three English speaking movies shown in theater between 2005 and 2007 selected based on the gross incomes from Box Office Company (www.boxoffice.com).

English language learners are Thai undergraduate students who are currently learning English as a foreign language and whose level of English proficiency is in the intermediate level. In this study, the learning materials developed based on the error analysis of Thai subtitles in English movies are specially designed to help this group of learners improve their language skills in their attempt to achieve mastery of the target language.

7. Expected Outcomes and Benefits

1. The types of errors found in movies will be made known so that teachers will know what errors to be aware of when teaching or assigning students to watch movies as in-class or out-of-class activities.

2. Learners of the English language will have more knowledge about what errors they should be aware of when trying to develop their English proficiency through films.

3. Teachers will have more data that will enable them to better design learning materials, in-class activities, and out-of-class assignments incorporating watching movies to enhance students' English language proficiency.

8. Significance of the Study

As watching movies is a simple form of language learning activity, the findings of this research on different types of errors found in movies will benefit language learners in several areas including language learning, material development, motivation to learn English through movies, etc. Teachers will have more understanding when designing or selecting appropriate materials to be used in their classes. Students will have a chance to learn the English language in a more

enjoyable and fun way. Also, students will have a chance to learn about the target culture from the movies they watch. In summary, the findings of this study will shed light on ways to make learning English through movies more fruitful for students.

CHAPTER II

LITERATURE REVIEW

This study aimed at investigating the errors of Thai subtitles in the top three English language movies between 2005 and 2007 as listed by Box Office. To focus on the topic of subtitles, error analysis, and related issues, a review of the relevant literature has been conducted on the following topics:

1. Translation theory

2. Error and error analysis

3. Material development

Translation theory

Definition of translation

Most linguists agree that there are close links between the language persons speak, their culture, and their understanding of the world around them (Hung, 2005). Language is one of the most important factors in a person's socialization and maturation process; however, not all languages reflect exactly the same meaning in the same way. This is why the translation process plays an important role in discovering relationships between languages.

Snell-Horby (1988) defines translation as an operation performed on languages substituting a text in one language for a text in another. Any theory of translation must draw upon a theory of language—the general linguistic theory. Catford (1965, 1978) explains that the level of a translation depends on the level of language in which translation takes place. Each of the linguistic levels (phonology, grammar, and lexis) of the source language is replaced by target language materials. Also, the fundamental intent of every translation is to strive for maximum equivalence in terms of meaning between source texts (ST) and target texts (TT).

As regards another concept of translation, Lodge (1994) points out that it is extremely difficult to convey in another language the complete message attached to the original words to create exactly the same impact on the readers of both languages. Lodge characterizes the relationship between the reader and the translator in this way, ''If reading is an act led on by an endless unveiling process, the translator could be regarded as 'reclothing' the text, reinserting everything which the translator had decoded'' (Lodge, 1994: 62). This implies that the translator necessarily becomes a filter in decoding and re-forming the message. The challenging task assigned to translators is best summarized in Tiffin's concept (1990) of translation as a "paradigm shift."

A paradigm shift is a function of a communication process system used in both human and computer translation which shifts a message from one paradigmatic domain to another. Therefore, the message becomes meaningful within another paradigmatic domain. This implies that the translation process is one of approximation (Tiffin, 1990). Paradigm shift or approximation which may take place during the process of translation also depends on various factors such as the proximity of the language and cultures involved and type of communication. A summary of Tiffin's concept holds that translation is highly knowledge-intensive work and the knowledge built up by an expert is not easily transferable to another individual or programmed into translation software.

The process involved in translation

There are several important processes that need to be addressed in translation. Robinson (2003) focuses on internal and external knowledge in translation. The internal knowledge means a translator is involved in the translation process. The external knowledge is that of the reader in the target language who benefits from the translation. He further explains the following concepts of translation: 1) lLiteralism which means the translation follows the original word for word, or as close to that ideal as possible; 2) foreignism means the translation explains the difference between the original and the translated versions; 3) fluency means the translation is done in a way to make it the most accessible and readable for the target language readers; 4)

summary means the translation covers the main points or gist of the original material; and 5) adaptation means the translation recasts the original, making it different from the original version, but the essential meaning is still the same.

Juajan (2005) describes the translation process as an activity in which a person establishes equivalences between a text, or a segment of a text, and another language. The translation process in his view can be described as 1) decoding the meaning of the source text, and 2) re-encoding the meaning in the target language. To decode the meaning of the source text in its entirety, the translator needs to interpret and analyze all the features of the text. This requires in-depth knowledge of the grammar, semantics, syntax, idioms, and the cultures of its speakers. On the other hand, the translator needs the same in-depth knowledge to re-encode the meaning in the target language. In fact, many sources maintain that the translator's knowledge of the target language is more important and needs to be deeper than his or her knowledge of the source language.

There are many researchers and scholars in the field of language teaching who pose differing views regarding translation. These can be divided into sub-topics as follows:

The principle of translational action theory forms the basis of Vermeer's Skopos theory. "Skopos" is a technical term used to explain the purpose of translation (Vermeer, 2000: 221). The Skopos theory was first introduced in Germany in the 1970s. The goal of this theory is to translate the function and socio-cultural perspective of the text, as opposed to only the language. The group who introduced this theory was Hans J. Vermeer, Katharina Reizz, Margret Ammann, Hans Honig, Paul Kussmaul, Sigrid Kupsoh- Losereit, Christian Nord, and Heidrun Witte (Pillay, 2001).

Skopos theory is used for translation as a form of human action which has its own purpose determined by the translator, not as a process of transcoding. Vemeer (2000) further explains that Skopos theory emphasizes the role of the translator as an expert in translation action, and that the approach to the translation depends on the expectations and needs of the target readers. This theory gives the translator more

freedom, and at the same time, more responsibility (Honig, 2003 cited in Vermeer, 2000). To conclude, this theory allows for the possibility of the same text being translated in different ways according to the purpose of the target text, and the agreement which is made with the translator. Essentially, it is translation concept-for-concept, not word-for-word.

According to Juajan (2005), the process of translation used by different translators varies. Snell and Vannerem (1988) explored this through Fillmore's scene-and-frame theory. This theory is used for a translator to understand the frames (meaning of the structure) in the source text and contributes to the scene (the situation that is contained in the source text). This requires the translator to have mastery of both the source and the target languages. Each translator has different proficiency in translation, so it is important that he or she understands the scene in the source text and can imagine the story from part to part clearly. Moreover, it is very important for the translator to understand the purpose of the writer from the source text and translate the work relating to the target language clearly.

There is an important aspect of translator reliability brought up by Robinson (2003) which also needs to be taken into consideration: 1) the translator needs to attend to the details of the material, which means it is important to understand each word and phrase he or she uses; 2) the translator needs to understand the user's needs, which determine how the work will be used; 3) the translator needs to do the research to determine the intended meaning of any unclear points while doing the work. If the translator is not clear on some points, he/she needs to research the information from sources like reference books, Internet databases, phone calls, faxes, and e-mail inquiries; and 4) for any technical points where the meaning is in doubt, the translator should check with an expert before delivering the work.

Newmark (1981) examines the degree of choice involved in translation. The better the translator understands the referential meaning, the more easily he or she can transfer it to the target language and the larger the number of linguistic variations he or she can use. Thus, the more obscure the referential meaning, the more the translator has to cling to the source language words. In addition, Newmark

advocates a technique for translators known as "interlanguage," meaning the translator should choose the word he or she considers stylistically most fitting rather than use the word that most obviously translates the source language word. However, if there are some terms that need to be clarified or are confusing, the translator should reproduce them more directly. Moreover, the tone of the source text needs to be taken into consideration. It is the key to its communicative effectiveness and has to be determined by the translator, which may be reflected in the tense, mood, and voice in the target language. When doing this, the translator should be flexible and adaptable.

In summary, translation requires a variety of skills—not only knowing the source language and the target language, but also comprehending the cultural aspects that may be involved in the work. In light of the increased role movies play in spreading new concepts and language learning, the importance of good translation cannot be understated.

Major aspects of translation

1) Language in translation

The role of language in translation will be examined by discussing the skill-based approach to translation, as it is explained from a number of key perspectives.

Critchley et al. (1993) view successful language translation as the result of translating skill rather than just language knowledge. They propose that these skills are more important than knowledge because the translator needs to do translation in fields that go beyond general competence in language which no one person can completely know. The translators need to think of themselves as an information scientist as well as a language expert. They explain the skills that a translator needs as follows:

1.1 The ability to target a document means the translator needs to translate the material that he or she receives into information that is meaningful to the reader. One has to consider the point of view of the readers, their background knowledge, expectations, and purpose in using the information to be captured in the document.

1.2 Specifying the text-type means to define the type of text to be produced in the target language. This requires essential understanding of socio-cultural language variations, register, text cohesion and coherence, and the relationship between medium (spoken or written) and discourse. Also, the translator should be able to analyze the language structure.

1.3 The ability to understand subject clearly means the translators have to become a complete expert in every subject they translate. For example, to translate a document about motorcycle parts, a translator just needs to know enough to understand the original text to write a convincing target language document about motorcycles.

1.4 The ability to understand technical terminology means the translator has to consult a wide range of sources to master the terminology of a subject area such as specialized dictionaries, electronic knowledge banks, encyclopedias, computer corpora, and experts in the field. This is important because every terminological problem has a solution of some kind. The translators have to persevere until they find one.

It is interesting to consider the opposite point of view expressed by Wiless (1996) on the role of language in translation. Wiless believes that translation is "knowledge based," meaning the acquisition of knowledge is the main aspect of translation. He feels that the acquisition of knowledge serves two functions: 1) it serves the communicative purpose of telling somebody about something such as in the sentence, "I have bought a book," the objects-related use of language is the case. Or, 2) it serves the purpose of talking about language, e.g. "I have bought a book," which represents the S-V-O structure. In that case, people speak of the metalinguistic use of language meaning to solve complex problems by creating new language or new vocabulary to better understand the problem.

In brief, mastering a language is necessary for translation. Both skill-based and knowledge-based approaches play a significant role in translation. The skill-based approach may focus on the way to deliver the message effectively, while the knowledge-based approach is more concerned with the rules of language. However,

to be a translator, he or she must comprehend both, because if a translator knows only the rules of the language but do not know how to deliver the message effectively, the meaning of the message will not be completed. As for other approaches, the rule-based approach refers to a linguistic knowledge and it can be deeply analyzed in both syntax and semantic levels. In addition, the example-based can produce appropriate translation in case a given sentence must be similar to the sentence in training database. Finally, the statistic-based approach uses a bilingual corpus to produce suitable translation even a given sentence is not similar to any sentence in the training database.

2) Culture in translation

Culture refers to patterns of human activity and the symbolic structures that give such activities significance and importance. Culture can be understood through the arts, beliefs, and institutions of a population that are passed down from generation to generation. It also includes manners, dress, language, and religion (Bassnett and Lefevere, 1990).

Culture is one of the elements in language translation that a translator must take into consideration. According to Snell-Hornby (1988), the translator needs not only proficiency in two languages, but he or she must also be at home in two cultures. In other words, he or she must be both bilingual and bicultural. The extent of his or her knowledge, proficiency, and perceptions determine not only his or her ability to produce the target text, but also to understand the source text.

There are several research studies about culture in translation which should be pointed out. Hung (2005) studied the case of the first missionaries who came from Europe to China to teach Catholicism to the Chinese. At first, they taught using English as the mediated language. Not many people came to learn it, because of the language used and the fact that the Chinese culture was very strict and they were proud of their languages and religions. After the missionaries had lived in China for some time, they came to understand how Chinese people lived, what they believed, and what their social norms were like. The missionaries learned how to adapt themselves to get along with Chinese people and started to teach by relating the

material to the Chinese cultures. For example, they gave reading passages about Chinese history in English to them and let them read and understand them. The students were able to better understand the story and learn the language because they had some background knowledge.

Another example is from Juajan (2005) who studied the subtitling and dubbing process from the movie called *The Football Factory*. His study compared the movie subtitles in the English version and the Thai version. It was difficult for the researcher to analyze the language at the beginning as he was faced with many problems such as the English slang in the movie, the lifestyle of American teenagers, etc. Later on, Juajan realized that culture was an important factor in translating a movie. Without knowing the target culture, in this case the American culture, he could not understand why the main character had to fight for his rights instead of asking for help. It was a stark contrast to Juajan's own Thai culture where teenagers would generally ask for help if they were not able to do something on their own. In the American culture, children often left their parents' house and started to earn their own living at an early age, so it was important for American youths to establish their self-reliance. Thus, knowing the target culture can be as important as knowing the target language, because not knowing the cultural background may lead to misunderstanding in the translation. This fact is significant for this study since analyzing errors in movies will also require the necessary cultural background knowledge**.**

3) Motivation in translation

One of the most important factors in language learning is motivation. Cook (1998: 97) points out that there are two types of motivation that can be clearly seen in language classrooms. The first is integrative motivation, which is learning the language in order to take part in the culture of its people; the second is instrumental motivation, which is learning the language for a career goal or other practical reasons. Cook points out that L2 motivation does not have to be based strictly on one of these, as both types can play a significant role in language learning. A student might learn an L2 well with either integrative or instrumental motivation, or indeed

with both.   Dornyei (1990 cited in Cook 1998: 97) studied the motivation of language learning in Canada and found that there is a definite balance between integrative and instrumental motivation regarding L2 learning of the two official Canadian languages, English and French.   He also tested the motivation of English learners in Hungary and discovered that students there possessed a strong instrumental motivation concerned with future careers.

Motivation and learning are related.   Students will find it difficult to learn a foreign language in the classroom if they have neither instrumental nor integrative motivation, as is probably often the case in school language teaching where students have no particular contact with foreign cultures or no particular interest in them. According to Cook (1998), only 36% of students in England thought learning French would be useful for them.   Teachers of French in England try to compensate for this by attempting to instill both types of motivation in their students.   They talk about the career benefits that knowledge of a second language may bring and build up interests in the foreign cultures through exchanges with French schools or eating French food.   As a result, the students would enter the classrooms with more admiration for the target language and cultures wanting to get something out of the L2 learning for themselves.   Furthermore, Pattapong (2005) researched young learners' motivation towards task-based English speaking instruction.   The study revealed that in Thai students, the motivational components increased when the task involved students using existing knowledge to work out a new meaning.   The occurrence of such behavior in this study related directly to the students' level of attention.   It was also relevant to the students' achieving short-term learning goals. Moreover, the students felt satisfied when working out the best solution to the problem.   Therefore, the teacher should be aware of the opportunity for students' working out meaning when designing tasks aiming to increase students' motivation.

Reeves (1994) conducted a study to find how cultural intermediation affected translation and interpretation.   After an initial problem of teaching an English communication course to Chinese undergraduate students unsuccessfully using an American textbook with the contents solely related to American cultures, the researcher switched to teaching English by including locally famous events such as

the Chinese New Year, famous places in Hong Kong, traditional food, etc. in the teaching. The results showed that the teaching method was useful for students because they acquired the language more than before. Students were able to understand and enjoy the activities in classrooms more as well. Thus, the findings of this research led to the conclusion that when teaching the English language, translation of English to Cantonese (first language in Hong Kong), the quality of translation of books from English to Cantonese, and the materials that are used in class are very important. If teachers teach without understanding the cultural background of learners, learners may not be able to imagine what the teacher means or wants them to do.

In summary, when teaching a second or foreign language to learners, translation can play a significant role as it helps increase learners' motivation, hence more successful learning outcomes.

Translation of subtitles

The word 'subtitle' refers to a textual version of books, musical works, films, or television programs' diaglogues that appear on the screen (Blane, 1996: 182).

According to Karamitroglou (2000: 2), subtitles can be defined as "transcriptions of film or TV dialogue, presented simultaneously on the screen." The types of subtitling available can be divided into two categories: intralingual and interlingual subtitles. They can also be categorized as open and closed subtitles. Open subtitles which are interlingual subtitles are subtitles that deal with the production of subtitles. They are used in the same language as the original for the hard of hearing and language learners. On the other hand, open subtitles which are interlingual subtitles encompass both a change in mode and language, going from one language into another language, and from spoken dialogues into written, condensed translation subtitles which have been already added on to the film. Second, closed caption means subtitles that are available but the audience can choose whether to see the subtitles or not (Juajan, 2005).

According to (Dollerup, 1974 cited in Blane, 1996), L1 subtitles can actually assist development of L2 listening comprehension skills. L1 refers to source language or first language, while L2 refers to second language or target language. Bassnett and Lefevere (1990) describe research on learning English language through subtitles done in Denmark with a group of people aged 20 to 35 years. Danish people often learn several foreign languages, one of the main ones being English. The researchers observed their lifestyle and noted that in their free time they often watched English language films and other programs on television to learn language more than using other sources—reading grammar books, listening to English songs, chatting with foreign friends, etc. As part of this research, the participants would read the subtitles to increase their understanding of what was being said on the screen, while at the same time improving their listening skills. The findings of this study showed that learners can acquire L2 by learning new grammar by watching TV shows. These results support Krashen's theory (1985) that learners will progress in their acquisition of vocabulary and structures by having exposure to comprehensible input which is slightly beyond their current level of competence.

Studying subtitles in movies and television have both advantages and disadvantages. It can be useful if the language in the source text is correct and translated well. The audiences will benefit from learning the second language while at the same time learning about a new culture. However, if the movie has incorrect subtitles, audiences may misunderstand the story, and they may also memorize the incorrect vocabulary used. From an educational perspective, it can be beneficial to use movies or TV programs as a tool for students to learn a new language. However, if there are errors in the material used, teachers should avoid them or at least correct them before using the materials and before these errors have a chance to fossilize.

Machine Translation

Researchers possess differing views regarding the use of machine translation.

1) Definition and history of machine translation

Machine translation (MT) is a procedure whereby a computer program analyzes a source text and produces a target text without further human invention. In reality, however, machine translation does involve human intervention, in the form of pre-editing and post-editing. The exception in machine translation might be the translation of technical terms, etc. Currently, there are two main machine translation engines available free of charge at http://www.freetranslation.com and http://www.tranexp.com.

The idea of machine translation first occurred in the 17th century. During the Cold War, American researchers experimented with using automatic translation from Russian to English. In the late 1980s, as computational power increased and machine translation became less expensive, many organizations, such as BBC news, became interested in using it as a tool to assist human translation (Pillay, 2001).

2) Different types of machine translation

Charoenpornsawat et al. (1998) note that while machine translation has been around for decades and various approaches have been employed such as rule-based, statistic-based, and example-based approaches, there is no machine translation technique that can equal the quality of human translation. Each approach has its own advantages and disadvantages. In this research, the focus will be placed on the rule-based approach. In language learning, the rule-based approach was the first strategy used in machine translation, and it has been employed more than other approaches. As it was developed by humans, it has the strength of being able to analyze language at both syntactic and semantic levels. However, the weak points of this approach are the following: 1) it requires much linguistic knowledge, and 2) it is impossible to write rules that cover every aspect of a language. Statistic-based and example-based approaches have also been proposed. These approaches do not require linguistic knowledge, but they rely on a large bilingual corpus. A statistic-based approach uses

statistical frequency of words in the bilingual corpus and a language model to run the program. The advantage is that it may be able to produce suitable translation even if a given sentence is not similar to any sentences in a training corpus where lexical items are collected. In contrast, an example-based approach can produce appropriate translation in cases where a given sentence is similar to other sentences in the training data. Nevertheless, a statistic-based approach cannot translate idioms and phrases. For these reasons, the rule-based approach seems to be the best approach for machine translation because translation needs the in-depth analysis of linguistics which this approach can provide.

One new MT-based service, called "Global Internet Message Translation System (MTS)" developed by Scheresses (1992), provides slightly more convenience and versatility in translation. This service automatically translates e-mail texts and files from English to other languages and vice versa. Once the user registers with MTS, texts can be sent to globalink's e-mail address and the translated text will be returned to the user's e-mail address or directed to another Internet address.

Sornlertlamvanich and Phantachat (1993) point out that the interlingual-based approach is a kind of rule-based approach used in machine translation (MT). The common errors of machine translation can be classified into two main groups. One is incorrect meaning; the other is incorrect word ordering. They give the example of Parsit, an English-to-Thai machine translation which uses an interlingual-based approach. The statistics of incorrect meaning and incorrect ordering in Parsit are 81.74% and 18.26%, respectively. It can be seen that the rule-based approach plays an important, though imperfect, part in the machine translation process.

3) Characteristics of machine translation

Nagao (1989) points out that MT applications need to take many factors into consideration: volume of translation, difficulty of translation, quality required, language involved, subject domain, production time frame, IT environment in place (automation), budget allocated to translation, MT installation conditions, and pre-post editing. Without considering these factors, the quality of the translation may suffer.

4) Strengths and weaknesses of machine translation

Despite the wide MT users, machine translation has both advantages and disadvantages. There are many studies talking about machine translation. For instance, Hagan (1996) examined two cases of machine translation input. The native English speakers of Hagan's study were given a French film called *Beware of Dog* to watch. The film was translated to "nasty dog" by a translation machine. The customers accepted the translation of the subtitle, but perhaps with a bit of amusement. In the second case, Hagan looked at an example of MT from Asia. There are many English movies with machine translation that have been brought to the Asian market such as *Titanic*, *Spiderman*, etc. The meaning of the translation is understood, and the idiomatic language is not considered important as long as the audience is able to understand the concept of the movie. Thus, the quality of translation has a different significance depending on the context.

Scheress (1992) analyzed Express Translation in Europe, a commercial service provided by MT systems which uses a host computer in France and is accessible by dialing uplink from computers throughout Europe. The received text is automatically pre-edited (spell-checked, sentence structure modified and converted into a file called ASC, and then translated by a machine translation system taking approximately one minute per page). During the translation process, a general dictionary is used first, then depending on the text, up to 20 specialized technical dictionaries such as computing, electronics, mechanical engineering, etc. are used. Once the translation is completed, the ASC text is reconverted by the system's format-text software which reinserts the original format code. Finally, post-editing takes place to check the syntax and the specific terms before the finished product is returned electronically to the customers. The results show that the customers are satisfied with the quality of translation, and they do not have to wait for a long time to get the translation done. This type of machine translation software can help people communicate and contact one another around the world quickly using their own mother tongue in this increasingly Internet-based world.

A number of MT systems are now commercially available. However, these systems have failed to dominate the translation market by bridging the gap between demand and supply for language translation. The study of Schank and Kass (1998) asserts that the technology in its present form cannot match the versatility of human translation. Computer engineers initially predicted that if the dictionaries are large enough and the lexicography good enough, then the program would be able to do quality translation. As the situation exists now, no machine translation programs can accurately translate work without errors. Human translation is still needed at least for post-editing.

Hagan (1996) describes the problems of today's language services as resulting from a lack of appreciation by users of language services regarding what is involved in a translator's work. This contributes to problems such as having unrealistically short deadlines, inadequate instructions, and insufficient information about a job's end use which may affect a translation. This opens the way for unprofessional translators to undercut professional services. However, there are some problems of language services such as high cost, proficiency in a variety of linguistic styles and specialized fields, inconsistent quality, and limited production capacity. In today's world, Hagan stresses that technology often is used to compensate for human limitations such as using computers to address skill shortages and slow production of translation services. Moreover, Hagan makes an interesting point that the concept of MT has appeal for both service providers and their clients. To respond to growing needs, language services have no choice but to find ways to increase the speed and cut the costs of translation production while maintaining quality. Translators are now giving serious consideration to the potential applications of machine translation (MT).

Nagao (1992) conducts MT research at Japan's Kyoto University regarding the practical applications of computers to natural language translation. He feels we should make maximum use of the advantages of using MT—the speed of the translation and the intricacy of the program, while avoiding the weakness such as using the translation program in situations where it does not match well with the source text. This necessitates the classification of translation jobs in terms of their

suitability for MT. The researcher also points out that the translating process involves varying levels of text analysis which depends on the type and nature of the material involved.

Nagao (1989) summarizes the current situation of MT as being pursued only by users of the principle languages of the world, but in the future he feels that machine translation systems will be developed for virtually all of the known written languages. He notes that in Japan people are already using MT translation of texts into and out of English to assist in their work and their daily lives such as with reading foreign books and watching programs from abroad. He points out that MT is a difficult technological challenge to develop, but if the MT researchers can find new methods to improve MT, maybe in the future people can use it without human involvement.

In brief, the function of MT is still limited and it cannot cover all languages used in the context of daily life. MT technology can only emulate some aspects of the translation process. Therefore, it is primarily useful for the translation of texts that have been specifically written for MT such as texts written in a controlled language—weather forecasts, sport news, stock news, etc. (Charoenpornsawat et al., 1998).

To conclude, within a decade machine translation will appear in people's lives in several ways—translating telephone calls or e-mails, watching foreign movies, etc. It will help make people's lives easier and facilitate communication. Hovy (1993) agrees with this idea and gives examples that people may be buying toys over the phone from a sales agent in Japan with the telephone doing the translation. When travelling to a foreign country, travelers will be able to get to the same bargain rates that the natives do by using an electronic translator. However, he points out that the issue of how to carry meaning across cultural barriers will also continue to be the major challenge in the search for better quality translation.

Error Analysis

Definition of errors

Since how individuals see any persons, ideas, events, places, or things around them depends to a large extent on their individual viewpoint, the same holds true for how individuals view errors. According to Seymour and Liu (1994: 3), how second language errors are seen depends on the background of the observer. Second language errors are probably not seen the same way in widely different circumstances, even by the same observers.

An error is defined as a systematic deviation when a learner has not learned something and consistently gets it wrong. An error is different from a mistake. A mistake is an inconsistent deviation, meaning the speakers or the writers get it right, but sometimes they use the wrong form. For example, if a student has learned how to use the word 'accident,' but when he writes it down he puts the word in the wrong position, this would be called a mistake, not an error (Norrish, 1983).

Ubol (1981) classifies errors into two major groups when marking compositions: global errors and local errors. Global errors are violating rules involved in the overall structure of a sentence, the relation among major constituents, while local errors are considered in the particular constituent, or in a clause of a complex sentence. Global errors attract more attention, and relate more on the hierarchy than the local ones.

Categorization of errors

Theorists as well as researchers have attempted to categorize errors in different ways. To begin with, Dulay et al. (1982) propose three descriptive classifications of errors: linguistic category, surface strategy, and comparative analysis. Linguistic category refers to the technique of using error taxonomy which classifies errors according to either or both the language component or the particular linguistic constituent. The language components involve phonology, syntax, morphology, semantic, lexicon, and discourse. Linguistic constituents include the element that forms each language, such as the main clause, subordinate clause, verb

phrase, preposition, etc. The classification of errors based on surface strategy, concerning with the cognitive process that underlies language learners' construction of the new language, are omission, misordering, misformation, regularization, and double marking. Finally, comparative analysis is based on comparisons between the structure of second language errors and certain other types of constructions.

According to Khaourai (2002), there are three main categories of errors: grammatical errors, syntactic errors, and lexical errors. The three major causes of errors when language learners are writing are ignorance of rule restriction and incomplete application of rules, mother tongue interference, and false concepts hypothesized, respectively. Apparently, such understanding of these three main categories can be helpful for pedagogical applications.

Lush (2002) points out that grammatical errors can be divided into five categories: misuse of definite and indefinite articles, singular and plural nouns, incorrect tense use, subject-verb agreement, and use of prepositions, while Suwanttananand et al. (2005) also categorize five highly frequently made errors into verb tense, missing words, punctuation, article use, and spelling. They believe that major causes of errors found in language learners' production may be exhaustion and linguistic incompetence.

In brief, different researchers categorize errors in different ways. In the present study, based on the aforementioned categorization, errors in movie subtitles are divided into three categories: lexical errors, semantic errors, and pragmatic errors, which are explained in more detail below.

1) Lexical errors

According to Li and Chan (1999), lexical errors refer to the use of incorrect or inappropriate vocabulary of the language. This kind of error can be classified into three types: capitalization, spelling, and lexical choice. The study of Suksomboon (2006) of OTOP (One Tambon, One Product—a project initiated by the Thai government, which had become interested in developing and promoting local products for occupational purposes) product labels is a good example in which

numerous lexical errors were found. By examining 60 authentic product labels for lexical errors, it was found that capitalization errors occurred most frequently (56.46%), e.g. *No Condiment added. (condiment);* spelling errors came second, accounting for 29.93%, e.g. *Thai Picked mango (Pickled);* and the least frequently found type of error was lexical choice (13.64%), e.g. *Stir fry fiber and increase flame as required. (radish).*

James (1998) studied the lexical errors of 30 Chinese undergraduate students. The subjects were asked to write a journal or story once a week for one semester. This research found that students made different types of lexical errors including wrong collocation, e.g. *He wants to close (turn off) the fan. During the first week at university, I found that every thing is fresh (new) for me.* Other lexical errors were misspelling, e.g. *They use unfriendly strategies, where as (whereas) we use friendly strategies to show intimacy.* And, intransitive verbs used transitively, e.g. *We should not play fire. He is listening (listening to) radio,* and *He cares me very much.*

2) Semantic errors

According to Fromkin et al. (2003: 173), semantics refer to the study of linguistic meaning of morphemes, words, phrases, and sentences. Subfields of semantics are lexical semantics, which is concerned with the meaning of words, the meaning relationship among words, and phrasal or sentential meanings. In other words, semantics is concerned with the meaning of syntactic units larger than the word. The study of how context affects meaning such as "*She didn't stay home from the party because of the entertainment,*" (could mean either that she stayed home from the party but it had nothing to do with the entertainment, or that she went to the party because of the entertainment) (Nilsen, 1975: 45).

According to Kempson (1977), semantic errors refer to errors that occur when the users use the language where the meaning of words, phrases, and sentences are incorrect or ambiguous. The examples of semantic errors are as follows (Fromkin et al., 2003: 176):

Intended Utterance	Actual Utterance (errors)
bridge of the nose	*bridge of the neck*
when my gums bled	*when my tongues bled*
he came too late	*he came too early*
Mary was young	*Mary was early*
the lady with the dachshund	*the lady with the Volkswagen*
that's horse of another color	*that's horse of another race*
he has to pay her alimony	*he has to pay her rent*

Fromkin et al. (2003: 173) explain that these errors and thousand of others that have been collected reveal the incorrectly substituted words are not random substitutions but share some semantic property with the intended words. *Nose*, *neck*, *gums*, and *tongues* are all "body parts" or part of the head. "*Young*, *early*, and *late* are related to time." *Dachshund* and *Volkswagen* are both "German" and "small." The common semantic properties of *color* and *race* and of *alimony* and *rent* are rather obvious.

Fromkin et al. (2003: 173) summarize that the semantic properties describing the linguistics meaning of a word should not be confused with other nonlinguistic properties, such as physical properties. He gives an example that scientists know that water is composed of hydrogen and oxygen, but such knowledge is not part of a word's meaning. We know that water is an essential ingredient of lemonade or a bath. We need not know any of these things, though, to know what the word *water* means, and to be able to use and understand this word in a sentence.

3) Pragmatic errors

Crystal (1997: 301 cited in Rose and Kasper, 2001) defines pragmatics as "the study of language from the point of view of users, especially regarding the choices they make, the constraints they encounter in using language in social

interaction, and the effects their use of language have on other participants in the act of communication." In other words, pragmatics is the study of the relationship between linguistic forms and the users in their sociocultural context. Leech (1983, cited in Martinez-Flor, 2004) and Thomas (1983, cited in Rose and Kasper, 2001: 2) have proposed two components of pragmatics: *pragmalinguistics* and *sociopragmatics.* General pragmatics is the study of linguistic communication in terms of conversational principles, while pragmalinguistics and sociopragmatics belong to more specific local conditions of language use (Martinez-Flor, 2004: 21). Pragmalinguistics refers to the grammatical side of pragmatics which includes a number of resources to achieve particular communicative acts. Such resources include pragmatic strategies, e.g. direct and indirectness. Sociopragmatics is the relationship between linguistic action and the social context of its usage. It includes sociocultural factors: status, social distance, and particular cultural context, which can govern what and how those linguistic acts are performed (Rose and Kasper, 2001: 2).

According to Hendrickson (1979), pragmatic errors refer to the errors that occurs when the speaker uses the language where the meaning and the usage are not appropriate with the sociocultural context or the other participants, such as in terms of politeness. For example, Chinese and English native speakers have different understandings, values, and communication strategies to show their politeness. This causes some difficulties in understanding. One common example is that the answer to a compliment in English is "Thank you," but Chinese people who live in China and speak Mandarin generally answer "No, not really" to show the respect to the speaker (Huiying, 2002). Another example is that some compliments which are made by Chinese to English speakers in English can sound very exaggerated to English-speaking people. For example, after a lecture, one Chinese student said to the professor "*Dr. Brown, you gave us such an attractive talking that I'd like to listen to you for another whole morning.*" A compliment this strong would be outside of social norms, and Dr. Brown might think the students are actually indicating that his lecture was boring (Hua and Yuanzheng, 2003).

Definition of error analysis

In language teaching, error analysis is the study of the types and causes of language errors. According to James (1998), error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Brown (2000) states that error analysis is used in language learning by a linguist or a teacher to observe, analyze, and classify errors that are made by learners. The goal of error analysis is to find the appropriate learning materials that can help students develop the necessary skills to avoid making the error.

According to Olsen (1999), error analysis is employed to examine interlanguage errors, ascertain evidence of cross linguistic influence from the mother tongue, and provide information for language teaching and learning. Corder (1974, 1981) sees error analysis as significant in three distinct ways. First, the results of the error analysis will indicate the learner's progress. Second, errors are evidence of how language is learned and what strategies the learner has acquired to learn the language. Third, they can be an authentic device for learners to learn from.

To conclude, errors act as signals that actual learning is taking place and that errors can, therefore, serve as indicators of progress and success. As language educators are now proposing that foreign language teachers should accept the errors as a natural thing to lead to the process of second language learning. By allowing greater freedom to communicate, the teacher can build students' confidence in using their knowledge of the foreign language. After all, to err is normal for human and that humans learn from their mistakes when they receive supportive feedback.

Studies of error analysis

So far there has been no research conducted on Thai subtitles in legal copies of English language movies. However, there has been research and theses done in which error analysis was studied.

Lush (2002) conducted a study exploring the errors found in essays written by 15 third-year Thai university students at Thammasat University. Thirty essays were analyzed over a 16-week term in order to determine the most common errors, to

find out why the errors were made, and to suggest some ways to prevent them from being made. The results indicated that grammatical errors in essay writing could be divided into five categories: misuse of definite and indefinite articles, singular and plural nouns, incorrect tense use, subject-verb agreement, and use of prepositions. This study revealed that even though the subjects had studied English for a long time, they still relied on their knowledge of Thai grammar to fill in the missing knowledge of English grammar.

Suwattananand et al. (2005) carried out a study in which the errors found in English journals written by 67 first-year engineering students at Mahidol University were analyzed. Each student in this study was asked to write a learning journal at the first week of the academic year. The results of the error analysis showed that the students frequently used incorrect English grammar. The top five high frequency errors were verb tense, missing words, punctuation, article use, and spelling. According to the researchers, the cause of the errors may have been both fatigue and linguistic competence.

Khaourai (2002) conducted an error analysis of a group of 30 fourth-year English major students at Ratjabhat Institute, Nakhon Pathom. The study was done in order to identify types of errors and to study causes of errors and causes of language interference through the error analysis of English compositions, both in guided and free writings. Thirty sample compositions of guided writing and 30 sample compositions of free writing were analyzed. The results of the error analysis in both guided writing and free writing revealed that there were three main categories of errors: grammatical errors, syntactic errors, and lexical errors. The three main causes of errors in both guided writing and free writing were ignorance of rule restrictions and incomplete application of rules, mother tongue interference, and hypothesized false concepts.

To summarize, over the past three decades there has been a significant change in foreign language methodologies and materials (George, 1972). It is believed that errors provide feedback; they tell the teacher something about the effectiveness of the teaching materials and the teaching techniques, and it shows what parts of the

syllabus should be addressed for further attention. In the meantime, studies in error analysis continue to contribute to the growing knowledge of how people learn language and how this knowledge can be applied to teaching foreign language more effectively, as well as to developing more efficient instructional materials.

Material Development

Trends in material development

As teachers are trying to find ways to more successfully lead learners to mastery of the target language, different resources have been extensively explored, experimented on, and utilized as language learning materials. For instance, authentic materials have been widely used as they give learners opportunity to be exposed to real discourse, offer them a sense of achievement, generate intrinsic motivation, and enable them to keep abreast with language changes. An extensive review of literature has revealed the current trends in material development for language classrooms as follows:

1. There are more materials requiring investment by the learners in order for them to make discoveries for themselves from analysis of samples of language in use (Bolitho and Tomlinson, 1995).

2. There are more materials making use of corpus data reflecting actual language use (Carter and McCarthy, 1997).

3. There are more interactive learning packages which make use of different media to provide a richer experience of language learning and to offer the learner choice of approach and route (Parish, 1995).

4. There is an increase in attempt to personalize the learning process by getting learners to relate topics and texts to their own lives, views and feelings (Kay and Jones, 2000).

5. There is an increase in attempts to gain the affective engagement of learners by involving them in texts and tasks which encourage the expression of feeling (Burke and Brooks, 2000).

6. There is an increasing use of the Internet as a source of current, relevant, and appealing texts (Tomlinson, 2001).

7. There is some evidence of a movement away from spoken practice of written grammar and towards experience of spoken grammar in use (Carter and McCarthy, 1997).

In contrast, there are negative trends in developing materials as well.

1. There is a return to the 'central place of grammar in the language curriculum' (Soars, 1996).

2. There is a far greater prominence given in course books to listening and speaking than to reading and writing (Tomlinson, 2001).

3. There is an assumption that most learners have short attention spans, can only cope with very short reading and writing texts, and will only engage in activities for a short time (Tomlinson, 2003).

4. There is an assumption that learners do not want and would not gain from intellectually demanding activities while engaged in language learning (Tomlinson, 2003).

Despite some negativity in material development trends, teachers who wish to enhance their learners' language proficiency should learn to benefit from material development. They should manage the teaching and learning materials to inspire students with ideas, to maintain creative energy, and to relate their materials to their learners who are going to use them. They may share the materials developed with colleagues or fellow teachers and even conduct an action research project to derive at suggestions on useful improvement of each other's materials. According to Tomlinson (2003), materials are often evaluated in an ad hoc, impressionistic way, which tends to favor materials which have face validity and which are visually appealing e.g. which conform to people's expectations of what materials should look like. Tomlinson further suggests that in order to ensure that materials are devised, revised, selected and adapted in reliable and valid ways, teachers need to ensure that

materials evaluation establishes procedures which are rigorous and principled. This often take time and effort, but it could prevent many of the mistakes which are made by the writers so as to avoid negative effects on learners' potential to benefit from the materials they have developed for them.

According to Tomlinson (2003), the future of materials development can be seen more in various kinds of materials used. Tomlinson, however, warns that in the reality the publishers will probably still play safe and stick to what they know they can sell, which can adversely affect learners' satisfaction. What teachers should do, therefore, is to establish local material development projects. When this is in place, teachers can expected to see the following: 1) greater personalization and localization of materials, 2) greater flexibility and creativity of use, 3) more respect for the learners, 4) more affectively engaging content, and 5) more attempts made to engage the learner in the language learning process as an experienced, intelligent and interesting individual (Tomlinson, 2003), all of which are considered desirable elements of successful language teaching and learning.

To summarize, material development is a very important process in language teaching for the instructors. If unsure of their capability to become material writers, teachers should undergo training to accumulate experience and gather support to become materials writers who can effectively and successfully produce create materials of relevance and appeal to their learners who are struggling to achieve the mastery of the target language.

Use of movie DVDs to develop learning materials

From the results of error analysis of Thai subtitles in English movies, this research will continue to study the uses of learning materials by using English movie DVDs in language classrooms to develop undergraduate students' language proficiency who are in the intermediate level.

These days, there is an increasing amount of English movie DVDs materials available. For example, most course books now have their own DVDs, and supplementary DVDs are produced by many ELT publishers. In addition, there are

enormous number of movies and documentaries on sale to the general public. These usually cost much less than other ELT material since they are sold to a much larger market. The uses of using movies DVDs can be described as follows:

According to Davies and Pearse (2000), the effective use of DVDs requires knowledge and planning. The sessions can easily become lessons in which teachers switch the DVDs on and off themselves. To make the use of DVDs in class worthwhile, teachers should select materials with clear objectives and the learners' level and interest in mind, and get to know it well before using it. There should be a clear purpose for every DVDs the teacher shows, for example, modeling, communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

There are many reasons why movie DVDs can add special, extra dimension to the learning experience. Harmer (2001) explains that one of the main advantages of movie DVDs is that students do not just hear language, but they see it too. This greatly aids comprehension of general meaning. Also moods are often conveyed through expression, gesture, and other visual clues. Therefore, the teacher can observe how intonation can match facial expression. It gives valuable meaning clues and help students to see beyond what they are listening to, and thus interpret the text more deeply, as well. Besides this, movie DVDs uniquely allows students to look at situations far beyond their classroom. This is especially useful if students want to see, for example, typical British 'body language' when inviting someone out, or how Americans speak to waiters. Movie DVDs are also great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear. However, Tomlinson (2003) points out that if the teacher wishes to use movie DVDs successfully in class, the teacher needs to be aware of a number of potential problems such as inferior movies and woodenly acted materials will not engage students who are used to something better. When deciding to use movie DVDs, teachers have to judge whether the quality is sufficiently good to attract students' interest. The length is also important because if it is too long the students may lose the focus. Moreover, some students become frustrated when teachers constantly stop and start the movie DVDs, only showing little bits at a time. It can

be extremely irritating if the teacher fails to show the class how the story ends. It is worth noting though that there is no hard or exact rule about this. Teachers need to ask themselves how many stops and starts they could cope with, and how much teachers would want to see the end of a sequence. Lastly, teachers have to be sure that all students can see and hear the movie DVDs. The monitor or the projector must big enough for the students at the back of the class to see the screen clearly.

Harmer (2001) points out that movie DVDs can be used as a part of a lesson. In other words, teachers can use a short movie DVDs extracts as one component in a longer lesson sequence. There are three main points for using movie DVDs in class. Firstly, teachers can introduce a short two or three minute movie DVDs extract into a lesson devoted to a particular topic. If students are working on a reading text about genetically modified food and animals, for example, teachers might show a quick interview clip with a government minister, or a clip from news about the against genetic modification from the movies. Secondly, when a class is working on an area of language, whether grammatical, lexical, etc., the lesson can be greatly enhanced by a movie DVD extracts which shows that language in operation. It will introduce new language, practice already known items, or analyze the language used in situations. Thirdly, movie DVDs can occasionally be used for relaxation, but this use must not be overdone. Teachers should make the class active and challenge. For instance, teacher might show or play a music video at the end of a long lesson or show a quick bit of movie clip about a place or a person as a bridge between a noisy activity and a quiet activity for students' attraction.

Hambrook (1990) states the uses of movie DVDs that they are worth mentioning because movie DVDs can often serve the needs of language learners most effectively by increasing their confidence and reinforcing what they have acquired through other means. He also suggests that if the English teachers use the Movie DVDs in class make sure it is interesting, up to date, and related to the lesson.

Arcario (1986) points out a very interesting study how movie Video (in those time had movies in video format only) can be used in Theme-Based Curricular in language classroom. First, video can introduce a new thematic unit. Second, it can

introduce new aspects of a theme already under consideration. Third, it can develop thematic information previously introduced in reading passages, lectures, and other classroom activities through a new medium of instruction. Forth, students get significant experiences from which to draw for written and oral communication while they explore a thematic topic. In addition, movie videos expose students to authentic speech forms in the target language not normally encountered in the more restricted environment of the ESL classroom. Furthermore, movie videos bring "an air of reality into the classroom" (Lonergan, 1983). Movie videos, like other theme-based materials are effective springboards for other content-based classroom activities. However, it should not stand alone in the instructional process.

Tomalin (1990) states that the value of using movie video for teaching students in primarily motivational. Movie videos stimulates students to acquire new words and phrases as well as learn about the target culture, and provides the learner with constantly renewed input in the target language. By changing the student's perspective and asking them to seek different information from the movie videos each time they are played, the teacher can ensure that the students are never bored. Passivity becomes activity when the teacher has the student interact with the movie video or uses the medium as a springboard for other activities. The students are not just learning English; they are "doing things in English" and having fun at the same time- the best way of all learn.

To conclude, there is a wide variety of materials available, from course books and other ELT videos to movie DVDs and television. To use the movie DVDs will depend to some extent on whether the teacher has it permanently available in classroom or can use it only occasionally. In this case, the teacher should consider carefully what are the objectives for using it, and does not use it simply because it is available as it may be a waste time and frustrating or boring for the learners. Appropriate materials and activities can be very useful and fun. Apart from listening comprehension work, movie DVDs can be used in a variety of activities—providing models of English in use or developing discussion among the learners.

Summary

In summary, a review of relevant literature and existing theories on speech acts, translation, movie subtitles, error analysis, the uses of movie DVDs, and related research provide a general frame of reference for analyzing Thai subtitles in English language movies. A review of previous studies has shown that error analysis can be a very useful method of research. To be more specific, it provides a better understanding of the language, shows what common types of error are made, and suggests methods to carry out further research that would expand the existing body of knowledge and benefit language learners who are attempting to achieve mastery of the target language. Put another way, many previous studies have revealed how error analysis is beneficial for improvement of the learning process as errors can guide teachers to address specific problem areas of the learners and use these errors to develop the learning materials to be utilized in language classrooms for fruitful learning outcomes.

CHAPTER III

RESEARCH METHODOLOGY

The present research aimed at analyzing errors in Thai subtitles of English language movies shown between 2005 and 2007. This chapter begins with the description of the steps involved in the analysis of errors found in Thai subtitles of English movies and ends with the detailed descriptions of the development of learning materials developed based on the errors found in this study.

Research Design

The present study was an analysis of errors found in Thai subtitles of English movies shown in the DVD format.

Population and Sample

The population of this study was all of the English-speaking movies distributed by Box Office and shown in theater between 2005 and 2007. Generally, movies can be divided into nine categories: comedies, dramas, action-thrillers, crimes, film noirs, musicals, westerns, science fictions, and horrors (Kolker, 1999).

The sample of this study consisted of the top three English language movies from each of the years between 2005 and 2007 selected based on their gross income, a generally accepted indicator of the popularity of the movies and their ability to reach wide audiences worldwide. It is worth noting that only legal copies of English movies were selected because they were of high quality, especially when compared to pirated DVD movies, and they were widely viewed by the general Thai public. It was believed that the sample size that had been predetermined was large enough to provide sufficient data needed to answer the research questions and allow for

accurate conclusions to be drawn, leading to subsequent design of appropriate materials to be utilized in language classrooms.

Phase I: Error analysis

Research Instruments

The instruments used in data collection in the present study were the scheme of error classification and the error recording form.

1. The scheme of error classification

The scheme of errors classification was adapted based on the schemes constructed by Dulay et al. (1982), Khaourai (2002), Lush (2002), and Suwanttananand et al. (2005). These schemes were employed as the guidelines in analysis of errors because they cover broad classifications regarding the types of errors. However, it is worth noting that not all categories of errors identified in these schemes were adopted. For example, syntactical errors were not included in the present study because in most cases movie subtitles do not have to be written in sentences. Rather, the subtitles in movies are more likely to represent the actual speech of the characters in the movies, which can be in the form of words or short phrases. Moreover, grammatical errors were not examined in this study as the study investigated the errors found in the Thai language, not English which is the source language of the movie subtitles. For these reasons, only three categories of errors were included in this study. They were lexical errors, semantic errors, and pragmatic errors.

2. The error recording form

The error recording form was developed by the researcher based on the scheme of error classification in order to record the frequency of each type of errors found in the nine selected movies. The error recording form was validated by a panel of three language experts who were English language instructors with research experience before it was used to categorize the type of errors found in the movies

selected in the present study. The experts were asked to examine appropriateness of the error recording form to ensure that it could be used to appropriately record the errors found in Thai subtitles.

Data Collection

Data collection was carried out in the following manners:

1. After the nine movies had been selected, the researcher watched each of the movies for the first time, one by one, to get overall understanding of the storyline and the language used in the movies.

2. The researcher then selected one of the movies to watch for the second time, paying particular attention to the language spoken by the characters and the Thai subtitles shown on the screen. While watching, the errors found in the movie were recorded onto the error recording form.

3. The researcher watched the movie again for the third time to make sure that all errors contained in the movie were recorded and none was overlooked.

4. After that, the researcher selected the second movie to watch and repeated all of the aforementioned steps.

5. The researcher repeated the procedure until all of the selected nine movies were watched and the errors found in each of these movies were recorded onto the error recording form.

6. The scripts of the movies were examined to determine units of analysis as well as the contexts in which each of the errors occured.

7. The errors recorded on the error recording form prepared for subsequent analysis.

Data Analysis

In the present study, errors found in Thai subtitles were analyzed in the following sequence:

1. The errors found in each of the nine selected movies were categorized qualitatively and quantitatively. As for qualitative analysis, the scheme of error classification was employed to determine the category to which each of the errors belonged. In terms of quantitative analysis, the frequency of each type of errors was counted, and the percentages were calculated, both of which by means of the SPSS (Statistical Package for the Social Sciences).

2. The researcher examined the categorization, frequency, and percentage of the errors to ensure accuracy and comprehensiveness.

3. The results of the analysis were then submitted to a panel of three language experts for validation, using the IOC (Item-Objective Congruency) Index to determine inter-rater reliability of the results.

4. If there was any discrepancy between the researcher's and the experts' categorization of errors, the researcher and the experts would engage in a discussion until an agreement was reached.

The experts' validation of the errors found in the present study is shown in Appendix C.

Phase II: Development of the learning materials

After the error analysis of Thai subtitles of English movies was completed, and the results of the analysis were validated and confirmed by the experts, the results were then used to develop learning materials to enhance English language proficiency of Thai learners.

There are generally four steps involved in designing the tasks: reviewing literature, studying the content, creating the tasks, and submitting and revising the tasks (Patanasorn 2004), which can be explained below:

Step 1: Reviewing literature

There are several kinds of tasks that can be used to draw attention of learners and generate interaction by using movie clips as a tool in language classroom. According to Freiermuth (2001), teachers can use various types of tasks suitable for both individual work and group work depending on the course objectives and what teachers want their learners to achieve. A review of research literature was conducted, and it was found that movies can be used in both individual tasks (e.g. Harmer, 2001) and group tasks (e.g. Kwo's, 1996).

In this study, the learning materials developed placed their focus more on individual tasks. This is because when working independently, students have opportunity not only to compete with other students but with themselves so as to accomplish their goal within the time constraints. During this phase, attention was paid to making the tasks interesting and challenging enough for students to work on their own.

Step 2: Studying the content

In the second step, the errors found in the nine selected movies were chosen as the language samples to be practiced and learned by students when working on the tasks.   Examples of the language errors used in the learning materials developed in this study were as follows:

1) *Catch them* was translated to ลืมมันเถอะ (forget it)

2) *No way* was translated to โตแล้ว (big now)

3) *Big girl* was translated to เด็กดี (good girl)

Step 3: Creating the tasks

In this study, a total of six tasks were created based on the errors found in the analysis of Thai subtitles of English movies. They were as follows:

Task 1: Let's Race

In this task, students will be asked to match the verbs and adjectives with their correct meanings and to translate the passage from the English language into Thai. The objective of the task is to enable students to expand their vocabulary items, particularly verbs and adjectives, and to practice translation from English to Thai.

Task 2: 'Go! Go! Narnia'

In this task, students will match adverbs with their correct meaning and learn to translate sentences from English to Thai using correct verb forms. The objective of the task is to make students familiar with new adverbs and practice translating English sentences with a focus on verb forms.

Task 3: 'That's My Character!'

In this task, students will work with the meaning of sentences using the provided adjectives and to match the verbs in short passages with their meaning. Also, they will practice translating sentences from the English language into the Thai language. The objective of the task is to provide students with opportunity to learn new adjectives, write complete sentences, and practice translation from English to Thai.

Task 4: 'Let's Do It'

In this task, students will answer the questions from the movie review. The objective of the task is to give students opportunity to read a short movie review and find correct answers to these questions. They will also have a chance to practice English-Thai translation.

Task 5: 'Help Me!'

In this task, students will learn to correct errors in English sentences and write a movie script using the vocabulary provided. The objective of the task is to let learners practice translating English movie dialogues into Thai and learn how to write their own movie plot.

Task 6: 'Dress Me Up!'

In this task, students learn how to translate English words into the Thai language. Students will also write a movie review in English and then translate what they have written into Thai. The objective of the task is for students to develop new vocabulary, practice writing, and learn how to translate a movie review from English into Thai.

Step 4: Submitting and revising the tasks

The designed tasks were submitted to a panel of three experts in English language teaching and learning for validation. After that, the tasks were revised and improved based on the experts' comments and suggestions.

Validation of Findings

Error analysis

All errors found in Thai subtitles of the selected nine English movies were submitted to a panel of three experts who were university instructors of English with research experience for validation. If discrepancy was found between the researcher's and experts' categorization, the researcher would discuss with the experts until agreement could be reached so as to ensure accuracy and credibility of the findings.

The researcher attempted to verify the findings of the present study by comparing the results of the three experts to those of the researcher, based on the following criteria:

1. If the results of the experts and the researcher were consistent, they were considered correct and kept for subsequent use.

2. If three out of the researcher and the experts had similar results, the results were considered correct and kept for subsequent use.

3. If there was a discrepancy between the researcher and any of the experts or between the experts themselves, a discussion would be held until an agreement was finally reached.

Material development

The learning materials designed in this study were submitted to a different group of language experts who were university instructors of English with many years of experience teaching English as a foreign language to Thai learners. The learning material evaluation form developed by the researcher based on the scheme of Miekley (2005) was used. The experts were asked to rate each of the learning materials using a five-point rating scale of 4 = Excellent, 3 = Good, 2 = Adequate, 1 = Poor, and 0 = Lacking. Comments and suggestions of the experts were also elicited. The developed learning materials were revised according to experts' comments and suggestions to ensure that they are suitable for use to enhance students' English language proficiency through movies.

CHAPTER IV
FINDINGS

To answer the research questions previously formulated, this chapter first presents the findings of the analysis of errors found in the Thai subtitles translated from the English version of the nine selected English movies shown between 2005 and 2007. Then, the second part of the chapter describes how the results of the error analysis have led to a development of the learning materials to enhance English language skills of learners.

Research Question One: What are the types of errors found in the Thai subtitles of the English movies?

In this research, the errors found in the selected English movies were categorized based on the scheme of classification adapted from Dulay et al. (1982), Khaourai (2002), Lush (2002), and Suwanttananand et al. (2005). The errors obtained from the data analysis could be classified into three main categories: lexical errors, semantic errors, and pragmatic errors.

Of the total 7,370 units of analysis derived from the selected nine movies, the total number of errors found was equal to 46. The details of the numbers of units of analysis and the numbers of errors found in each movie are shown in Table 1 below.

Table One: Total numbers of unit of analysis and errors found in the Thai subtitles of the selected nine English movies

Movie titles	Total units of English dialogues	Unit of Thai subtitles	Number of errors	Percentage of errors
1. *Narnia: The Lion, the Witch and the Wardrobe* (2005)	632	611	5	0.82
2. *Harry Potter: The Goblet of Fire* (2005)	736	702	7	1
3. *Star Wars Episode 3* (2005)	1,129	1,101	2	0.18
4. *Cars* (2006)	1,155	1,132	13	1.15
5. *Pirates of the Caribbean* (2006)	648	644	4	0.62
6. *Night at the Museum* (2006)	987	979	3	0.3
7. *Shrek the Third* (2007)	812	806	5	0.62
8. *Spider Man 3* (2007)	686	682	3	0.44
9. *Transformer* (2007)	714	713	4	0.6
Total	**7,499**	**7,370**	**46**	**0.62**

According to Table One, the total number of units of the English dialogues from the nine movies was 7,499 units. The movie *Cars* (2006) has the largest number

of English dialogues (1,155 units), while the movie *Narnia: The Lion, the Witch and the Wardrobe* (2005) contains the smallest number of English dialogues, totaling 632 units. As for the units of the Thai subtitles from the nine movies, the total number was equal to 7,370 units. Again, the movie *Cars* (2006) contains the largest number of units of Thai subtitles, totaling 1,132 units, while the movie *Narnia: The Lion, the Witch and the Wardrobe* (2005) includes the smallest number at 611 units. Furthermore, the total number of errors found in the nine movies was 46 units. The movie *Cars* (2006) contains the largest number of errors, totaling 13 errors, while the movie *Star Wars Episode 3* (2005) has only two errors, the smallest number. Finally, the total percentage of errors in all movies combined was 0.62%. The movie *Cars* (2006) contains the highest percentage of errors at 1.15%, whereas *Star Wars Episode 3* (2005) contains the lowest percentage of errors at 0.18%.

It is worth noting here that when it comes to the number of words spoken in the movies, the English dialogues contain more words than the Thai subtitle dialogues. This is probably due to the nature of translation. In some cases, the translators may have paid more attention to retention of the meaning rather than exact translation from the source language to another. In this study, the English dialogues that are not translated into the Thai language were not taken into account when determining and analyzing errors in Thai subtitles.

Types of errors

As previously mentioned, the schemes of classification proposed by Dulay et al. (1982), Khaourai (2002), Lush (2002), and Suwanttananand et al. (2005) were adapted. Errors found in the Thai movie subtitles were classified into three main types: lexical errors, semantic errors, and pragmatic errors. According to the study findings, semantic errors were most commonly found, totaling 26 errors or accounting for 56.25%. Pragmatic errors ranked second, totaling 15 errors or making up 32.60%. Finally, third came lexical errors, totaling only five errors or contributing 10.83%, as depicted in Figure 1 below.
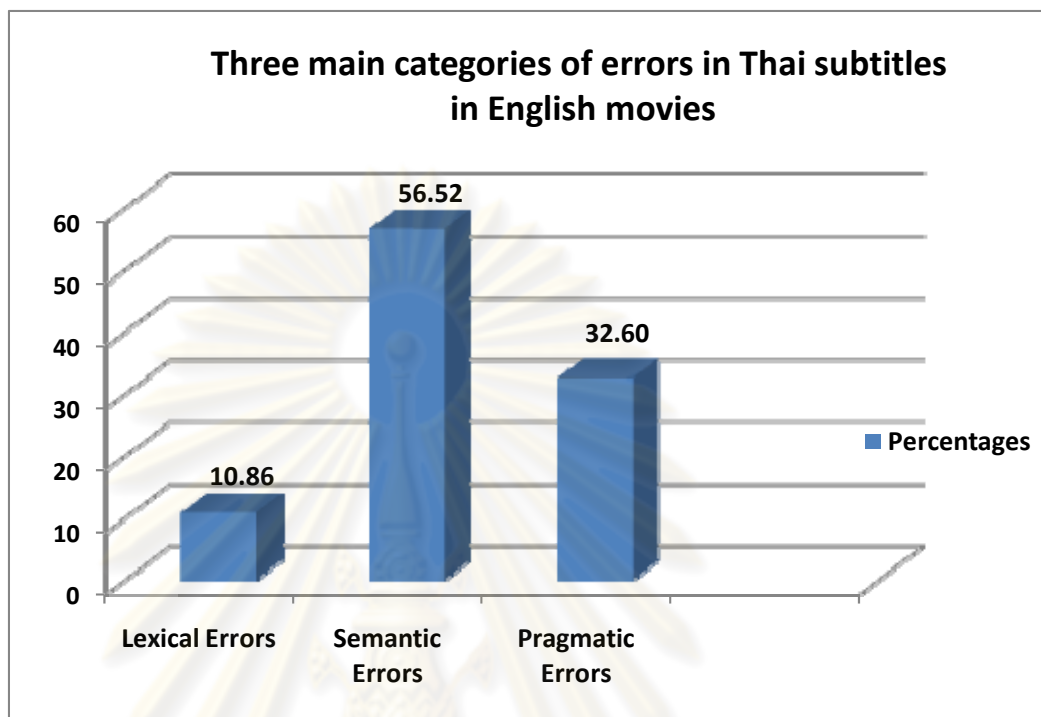
Figure One: Types of errors found in Thai subtitles

Generally, each type of errors can further be divided into subcategories. Lexical errors are subdivided into errors in lexical spelling and lexical choice; semantic errors are subdivided into meaning of nouns, meaning of pronouns, meaning of verbs, meaning of adverbs, meaning of adjectives, meaning of prepositions, and meaning of conjunctions; and semantic errors are subdivided into meaning of words, meaning of phrases, meaning of sentences, and meaning of idioms/slang.

The findings of the present study revealed that semantic errors of meaning of verbs were most commonly found, totaling ten errors, whereas semantic error regarding meaning of prepositions and pragmatic error regarding meaning of phrases came last, totaling only one error each. It is noteworthy that no errors were found in the subtype of meanings of conjunctions in these nine movies. The numbers of errors found in each subtype are presented in Table 2 below, and the percentages of errors found in each subtype are depicted in Figure 2 that follows.

Table Two: Errors categorized according to subtypes of errors

Types of errors	Numbers of errors
I. Lexical errors	
1. Lexical spelling	3
2. Lexical Choice	2
Total number of lexical errors	5
II. Semantic errors	
1. Meanings of nouns	6
2. Meanings of pronouns	2
3. Meanings of verbs	10
4. Meanings of adverbs	2
5. Meanings of adjectives	5
6. Meanings of prepositions	1
7. Meanings of conjunctions	-
Total number of semantic errors	26
III Pragmatic errors	
1. Meanings of words	3
2. Meanings of phrases	1
3. Meanings of sentences	9
4. Meanings of idioms/slang	2
Total number of pragmatic errors	15
Total	**46**
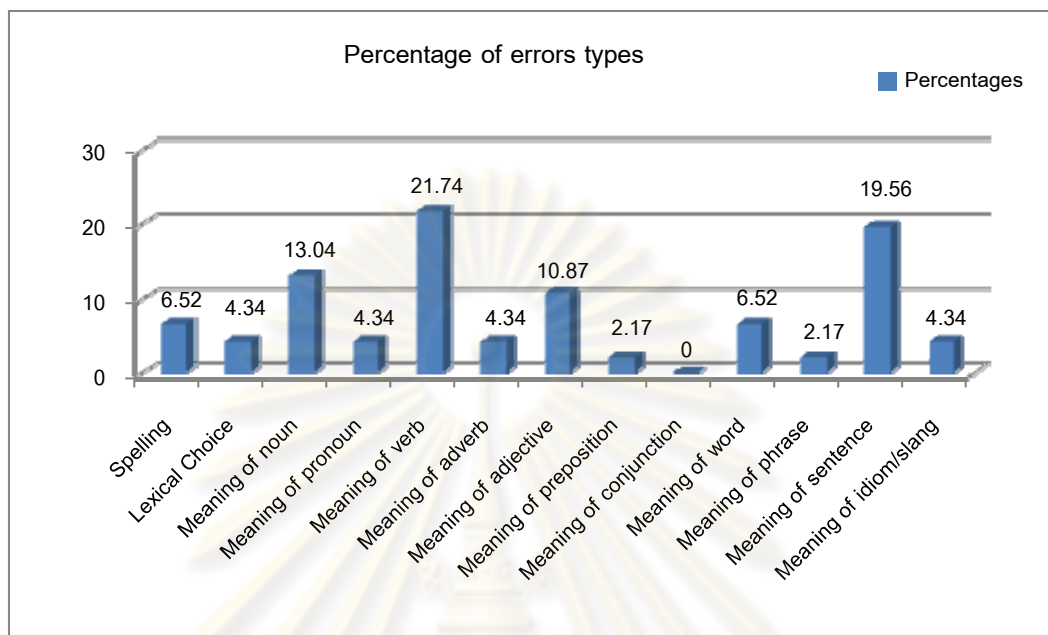
Figure 2: Percentages of subtypes of errors found in Thai subtitles

Findings regarding each type of errors are described below.

Lexical errors

In this study, lexical errors refer to the use of incorrect use of vocabulary, called lexical spelling, and correct but inappropriate use of vocabulary, called lexical choice. Examples of these two subcategories of lexical errors are shown below.

Lexical spelling

'By <u>accident</u> of course' is translated to '<u>เป็นอุบัติอยู่แล้ว</u>'

In Thai, the correct translation of the word 'accident' is อุบัติเหตุ /u-bat-ti-hate/, not อุบัติ /u-bat/ 'disaster.' The error in spelling probably resulted from the translator's carelessness.

Lexical choice

'I have just <u>paused</u> it!' is translated to 'ฉันเพิ่งพอสมัน'

In Thai, the word 'paused' is หยุด /yut/, not พอส /pause), which is a transcription of an English word that conveys no meaning in Thai. This error of lexical choice probably resulted from using a source language word instead of a target language one. When this happens, viewers whose English proficiency is low may have problem trying to understand the meaning of the conversation.

In the present study, errors of lexical spelling were found in two movies: *Harry Potter and the Goblet of Fire* and *Cars*. On the other hand, errors of lexical choices were found in three movies: *Star Wars Episode 3, Night at the Museum,* and *Transformer.* Descriptions of lexical errors are shown in Table 3, with suggested correct versions also added.

Table Three: Description of lexical errors in the Thai subtitles of the nine English movies

Lexical errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
1. Lexical spelling	*Harry Potter and the Goblet of Fire*	<u>By accident of course</u> **Dumbledore**: I never liked these curtains. Set them on fire in my fourth year, <u>by accident of course</u>. I put you in terrible danger this year Harry I am sorry. **Harry**: Professor, when I was in the graveyard there was a moment when Voldemort's wand and mine sort of connected.	เป็นอุบัติอยู่แล้ว (It is a disaster of course.)	เป็นอุบัติเหตุอยู่แล้ว
2. Lexical spelling	*Cars*	<u>Yes sir!</u> **Sheriff**: Just let him run outta gas and tow him back. But keep an eye on him. **Doc**: <u>Yes sir</u>!	ครับพ้ม (Yes sir!)	ครับผม

Table Three: Description of lexical errors in the Thai subtitles of the nine English movies (continued)

Lexical errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
3. Lexical spelling	*Cars*	<u>Morning Sally</u> **Mater**: <u>Morning Sally,</u> look new road that Mcqueen done just made!	รุณหวัด แซลลี่! (Morning Sally)	อรุณสวัสดิ์ แซลลี่!
4. Lexical choice	*Star Wars Episode3*	<u>Not yet</u> **Anakin**: Are you ready? Shall we move? **Obi-wan**: <u>Not yet</u>, hold	ไม่ (No!)	ยังก่อน
5. Lexical choice	*Transformer*	<u>I have just paused it!</u> **Sam Witwicky**: What are you doing? **Mikaela Banes**: <u>I have just paused it.</u> **Sam Witthisky**: Let's go.	ฉันเพิ่งพอสมัน (I have just paused it!)	ฉันเพิ่งกดหยุดมัน

Semantic errors

In this study, semantic errors refer to errors that occur when users use the language where the meaning of words, phrases, and sentences are either incorrect or ambiguous. Generally, there are seven subtypes of semantic errors: 1) meanings of nouns, 2) meanings of pronouns, 3) meanings of verbs, 4) meanings of adverbs, 5)

meanings of adjectives, 6) meanings of prepositions, and 7) meanings of conjunctions. Some examples of this type of errors are illustrated below.

Example 1

'We' is translated to **'พวกเขา'** /phuak-kau/

In Thai, the pronoun 'we' means 'พวกเรา' /phuak-raw/, not 'พวกเขา' /phuak-khaw/, or 'they.' The incorrect use of this pronoun probably may have resulted from the translator's carelessness.

Example 2

'The rest have <u>moved on</u>' is **translated to** 'ที่เหลือ<u>ตาย</u>หมด'

In Thai, the word 'moved on' means 'ดำเนินต่อไป' (continued), but in the subtitle, it was wrongly translated into 'ตาย' (died). The error in meaning of this particular verb may have probably been caused by the translator's misinterpretation of the source language.

The study findings revealed that there were altogether 26 semantic errors found in this study. The most commonly found subtype of semantic errors was errors regarding meaning of verbs, and they were found in the following movies: *Narnia: The Lion, the Witch and the Wardrobe, Harry Potter and the Goblet of Fire, Cars, Pirates of the Caribbean:Dead Man's Chest,* and *Spider Man 3*. On the other hand, the semantic errors of meanings of prepositions were least found. There was only one movie that contains an error in meaning of prepositions—the movie *Narnia: The Lion, the Witch and the Wardrobe*. Descriptions of semantic errors are shown in Table 4, with suggested correct versions also added.

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
1. Meaning of verbs	*Narnia: The Lion, the Witch and the Wardrobe*	<u>He means the trees.</u> **Mr. Beaver**: Is everything alright? **Peter**: Yes, we were just talking. **Mr. Beaver**: that's better left for safer corners. **Lucy**: <u>He means the trees.</u>	ต้นไม้ที่นี่ไม่ปลอดภัย (The trees are dangerous here.)	เขาหมายถึงต้นไม้
2. Meaning of verbs	*Harry Potter and the Goblet of Fire*	<u>Go</u> **Cedric**: you have to pass some game **Harry**: some game **Cedric**: You have to <u>go</u>, take it, you saved me. **Harry**: together, on three. One, two, three	เร็ว (fast)	ไป

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies (continued)

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
3. Meaning of verbs	*Harry Potter and the Goblet of Fire*	catch them **Harry**: I have to catch them and help her. **Ron**: But it is very dangerous, you know it.	ลืมมันเถอะ (forget it)	จับมัน
4. Meaning of verbs	*Cars*	No way **Sally**: No way that is impossible! **Mater**: He did, he really did ah..	โตแล้ว (big now)	ไม่มีทาง
5. Meaning of verbs	*Cars*	Run **Mater**: That's Frank. **Mcqueen**: Ahhhh! **Mater**: Run ahha run! **Mater**: Run he is gonna get ya! run! Hahah!	เร็ว (fast)	วิ่ง

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies (continued)

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
6. Meaning of verbs	*Cars*	<u>love me!</u> **People**: Mcqueen!Mcqueen! **Mcqueen**: Here I come, <u>love me</u>!	หลงผมซะ (be infatuated with me!)	รักผมเถิด
7. Meaning of verbs	*Pirates of the Caribbean :Dead Man's Chest*	<u>The rest have moved on</u>. **Devy Jone**: What about them? **Ghost**: <u>The rest have moved on</u>. **Devy Jone**: move forward everyone	ที่เหลือตายหมด (The rest were died.)	ที่เหลือมุ่งหน้าไปแล้ว
8. Meaning of verbs	*Spider Man 3*	<u>I will be there</u> **Peter**: Don't worry, <u>I will be there</u>. **MJ**: I will wait for you.	ฉันจะคอยดูคุณ (I will keep an eye on you.)	ฉันจะคอยดูแลช่วยเหลือคุณ
9. Meaning of verbs	*Spider Man 3*	Who are you? **Man**: Here you are. I am looking for you. **MJ**: <u>Who are you?</u> **Man**: You don't want to know.	คุณเป็นอะไรไปแล้ว (What's the matter with you?)	คุณเป็นใคร

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies (continued)

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
10. Meaning of verbs	*Spider Man 3*	<u>Been better</u> **MJ**: How are you? **Harry**: <u>Been better</u>.	โทรมกว่าเก่า (even worse)	เคยดีกว่านี้
11. Meaning of nouns	*Harry Potter and the Goblet of Fire*	<u>Some game</u> **Cedric**: you know for a moment there I thought you were gonna let it get me. **Harry**: For a moment so did I. **Cedric**: you have to pass some game **Harry**: <u>some game</u> ah.	ยากนะ (quite difficult)	บางเกมส์นะ
12. Meaning of nouns	*Pirates of the Caribbean :Dead Man's Chest*	<u>My lord!</u> **Soldier**: My lord! We have to prepare the weapons! **Captain**: They arrive? **Soldier**: Yes, my lord.	ตายล่ะ (Oh!)	ท่านอาจารย์

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies (continued)

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
13. Meaning of nouns	*Pirates of the Caribbean :Dead Man's Chest*	<u>Let's them test the triple gun</u>. **Ghost**: Here they are! **Devy Jone**: <u>Let's them test the triple gun</u>. **Ghost**: Ready one two three…	ให้พวกมันลองชิม ปืนตราสามแม่ครัว (Let's them try the triple gun of Sam Mae Kraw.)	ให้พวกมันลองปืน ใหญ่สามปาก กระบอก
14. Meaning of nouns	*Night at museum*	<u>Yeah thanks</u> **Sesle**: I will show you where things are in the library. Larry: <u>Yeah, thanks.</u> Sesle: This way.	เยี่ยม (great)	ขอบใจ
15. Meaning of nouns	*Shrek the Third*	<u>my dad in law</u> **King**: You will be a king, promise? **Shrek**: Yes, <u>my dad in law</u>.	ท่านพ่อราชากบ (my frog father)	ท่านพ่อตา

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies (continued)

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
16. Meaning of nouns	*Transformer*	<u>People responsibility</u>! **Students**: (All students are laughing at Sam Witwicky.) **Teacher**: <u>People Responsibility</u>! **Sam Witwicky**: That's ok, but please listens to what I will say.	โตแล้ว ระวังขออย่าให้เตือน (You are adults, be careful. I don't want to warn you.)	นักเรียน มีความรับผิดชอบกันหน่อย
17. Meaning of Adjectives	*Narnia: The Lion, the Witch and the Wardrobe*	<u>Big girl</u> **Mother**: look after the others **Peter**: I will **Mother**: you are <u>big girl</u> now Susan. There now off to go.	เด็กดี (good girl)	ลูกโตแล้วนะ
18. Meaning of Adjectives	*Harry Potter and the Goblet of Fire*	<u>The black lake</u> **Harry:** come seek us where our voices sound. **Hermione:** <u>The black lake</u>.	ทะเลสาป (the lake)	ทะเลสาปดำ

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies (continued)

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
19. Meaning of adjectives	*Star Wars Episode 3*	<u>Very good, my lord</u> **Darth Sidious**: It is finished, then. You have restored peace and justice to the galaxy. You have done well Lord Vader. **Darth Sidious**: Send a message to the ships of the trade federation. And such a thing do you believe in the next plan? **Darth Vader**: <u>Very good, my lord.</u>	ข้ารับทราบ ท่าน อาจารย์ (Yes, my lord)	ดีมากครับ ท่าน อาจารย์
20. Meaning of Adjectives	*Cars*	<u>music, sweet music</u> **Mcqueen**: You race like you fix roads. I will show him. I will show him! **Mcqueen**: Great! I hate it, hate, hate **Doc**: Haha, <u>music, sweet music.</u>	เสียงเพลงยามค่ำคืน (The music at night)	เสียงเพลงอันแสน ไพเราะ

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies (continued)

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
21. Meaning of adjectives	*Transformer*	I'm really <u>glad</u> I got in that car with you. **Mikela**: I'm really <u>glad</u> I got in that car with you. **Wittwisky**: I'm glad you are happy.	ฉันไม่เคยเสียใจที่ได้นั่งรถคันนั้นกับคุณ (I never feel sorry I got in that car with you.)	ฉันดีใจที่ได้นั่งรถคันนั้นกับคุณ
22.Meaning of pronouns	*Narnia: The Lion, the Witch and the Wardrobe*	<u>We</u> **Peter:** Get off me! <u>We</u> can't let him go! **Beaver:** Don't you get it, He is the bait!	ปล่อยฉันนะ พวกเขาจะปล่อยเขาไปไม่ได้ (Get off me! They can't let him go!)	ปล่อยฉันนะ พวกเราจะปล่อยเขาไปไม่ได้
23. Meaning of pronouns	*Pirates of the Caribbean: Dead Man's Chest*	<u>Did he know</u>? **Elizabeth**: What is all about? <u>Did he know</u>? **Old captain**: I don't know anything (run…)	งั้นหรือ (Really?)	เขารู้หรือไม่

Table Four: Description of semantic errors in the Thai subtitles of the nine English movies (continued)

Semantic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
24. Meaning of adverbs	*Harry Potter and the Goblet of Fire*	<u>Not now Nigel</u> **Nigel:** Passel for you Mr.Weasley **Ron:** Thank you Nigel **Ron:** <u>not now Nigel</u>, later go on. (Nigel leaves) **Ron:** I told him I'd get him Harry's autograph.	ยังเลยไนเจล (Not yet Nigel)	ไม่ใช่ตอนนี้ไนเจล
25. Meaning of adverbs	*Shrek the third*	<u>Play pool every day</u>? **Sharming:** <u>Play pool every day</u>? **Cartoon:** Yes, I love it.	เล่นพูลไปวันๆ (Play pool every day)	เล่นสนุกเกอร์ทุกวัน
26.Meaning of prepositions	*Narnia: The Lion, the Witch and the Wardrobe*	Why doesn't he fight <u>back</u>? (The jeers towards Aslan as he walks and be caught.) **Lucy:** why doesn't he fight <u>back?</u>	ทำไมเขาไม่สู้ (Why doesn't he fight?)	ทำไมเขาไม่ตอบโต้

Pragmatic errors

Pragmatic errors refer to errors that occur when the speaker uses the language where the meaning and the usage are not appropriate with the socio-cultural context. In general, pragmatic errors can be further subdivided into four categories: 1) meanings of words, 2) meanings of phrases, 3) meanings of sentences, and 4) meanings of idioms/slang. Examples of subtypes of pragmatic errors are shown below.

Example 1

Hello! (a servant speaking to the queen) is translated to 'ไง' /ngai/

The word 'ไง' means hello, but it is generally used in a very informal context, such as when a close friend is addressing another friend. Thus, it is not appropriately used in the above sample because a servant is supposed to pay utmost respect to the queen due to different social statuses. In this sample, the error might have resulted from the wrong interpretation and the carelessness of the translator.

Example 2

Hey, <u>Sticker</u>! is translated to 'สวยดีนี่ พ่อรูปลอก' /suay-dee-por-roob-lork/

The above translation means 'what a beautiful sticker!' in English. The word 'พ่อรูปลอก' in Thai means a sticker. The word sticker in this movie is instead a proper noun, the name of a person, not a sticker made of paper with glue on its back. This particular error seems to have resulted from the carelessness in the translation process and the ignorance of the translator who was supposed to recheck the word one more time before launching the subtitles.

The findings of this study revealed that there were 15 pragmatic errors found in the nine selected movies. To further explain, the subtype of pragmatic errors most commonly found was meanings of sentences, and they were found in four movies, namely, *Harry Potter and the Goblet of Fire, Cars, Shrek the third,* and *Transformer.* On the other hand, the pragmatic errors regarding meaning of phrases and meaning

of idioms/slang were found least 1 and 2. The movie that contains pragmatic errors in meanings of phrases and words is *Night at the Museum*. Descriptions of pragmatic errors are shown in Table 5 below, with suggested correct versions also added.

Table Five: Description of pragmatic errors in the Thai subtitles of the nine English movies

Pragmatic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
1. Meaning of sentences	*Harry Potter and the Goblet of Fire*	<u>What is it?</u> **Ron:** Look! Harry **Harry**: <u>what is it?</u> **Ron**: It's…..I am not quite sure Harry.	เกิดอะไรขึ้น (What's happening?)	นั่นคืออะไร
2. Meaning of sentences	*Cars*	What're you gonna do? **Mcqueen**: I have to leave this place. **Doc**: <u>What're you gonna do?</u>	จะไปโกรธได้ไง (I am not angry to you.)	แล้วคุณจะทำอะไรต่อไป

Table Five: Description of pragmatic errors in the Thai subtitles of the nine English movies (continued)

Pragmatic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
3.Meaning of sentences	*Cars*	<u>Respect the classic</u> **Mater**: Such a beautiful song! **Mcqueen**: Nope, I don't think so. **Mater**: <u>Respect the classic song.</u>	นี่อมตะนะ (This is very classy.)	ให้เกียติเพลงคลาสสิคหน่อยสิ
4. Meaning of sentences	*Cars*	<u>Hope you enjoy the show</u>! **Mcqueen**: I am trying to get out of here for three days! And meet the game in California! **Sheriff**: <u>Hope you enjoy the show</u>! **Mcqueen**: whoaaa, Doc time to clean out the garage.	เห็นตับไตไส้พุงผมหมด (see all my organs)	ขอให้ดูโชว์ให้สนุกนะ

Table Five: Description of pragmatic errors in the Thai subtitles of the nine English movies (continued)

Pragmatic errors	Movie titles	English dialogues	Thai subtitles	Suggested correct versions
5.Meaning of sentences	*Cars*	<u>Good evening, you two</u> **Mater**: hahaa, <u>Good evening you two</u> **Sally**: you too Mater.	คืนนี้มีความสุขนะทั้งคู่เลย (have a nice evening, you two.)	สายันห์สวัสดิ์ คุณทั้งสอง
6. Meaning of sentences	*Shrek the third*	<u>I don't think it is such a good idea.</u> **Shrek**: I can't do it. <u>I don't think it is such a good idea.</u> **Sharming**: You have to believe in yourself.	คนเขาจะโห่เอาได้ (People may laugh at you.)	ฉันไม่คิดว่ามันจะเป็นความคิดที่เข้าท่าสักเท่าไหร่นะ
7. Meaning of sentences	*Shrek the third*	<u>Do you mind?</u> **Boy**: We have to help them. **Princess**: <u>Do you mind?</u> **Girl**: No!	ซะใจรียัง (Happy now?)	คุณถือสารึเปล่า

Table Five: Description of pragmatic errors in the Thai subtitles of the nine English movies (continued)

Pragmatic Errors	Movie Titles	English Dialogues	Thai Subtitles	Suggested Thai subtitles
8. Meaning of sentences	*Shrek the third*	<u>What did you expect</u>? **Deer**: We lost them, <u>what did you expect?</u> **Shrek**: No don't listen to him people!	คิดว่ายักษ์จะใจดีเหรอ (Do you think the giant is kind?)	คุณคาดหวังอะไร
9. Meaning of sentences	*Transformer*	<u>Who know?</u> **Teacher**: <u>Who know?</u> **Sam Witwicky**: Let me try sir.	จะรู้มั้ย (who know?)	ใครรู้บ้าง
10.Meaning of words	*Narnia: The Lion, the Witch and the Wardrobe*	<u>Hello</u> (the servant speak to the queen) **Servant**: <u>Hello</u> my queen **White witch** (queen): Did the boy tell you anything yet?	ไง (Hi)	ถวายบังคม พ่ะย่ะค่ะ
11. Meaning of words	*Cars*	<u>Hey, sticker</u>. **Sally**: <u>Hey, sticker</u> Mcqueen: Hua!	สวยดีนี่ พ่อรูปลอก (Very beautiful , Sticker)	สวัสดี สติกเกอร์

Table Five: Description of pragmatic errors in the Thai subtitles of the nine English movies (continued)

Pragmatic Errors	Movie Titles	English Dialogues	Thai Subtitles	Suggested Thai subtitles
12. Meaning of words	*Night at Museum*	<u>Thanks</u> **Mr. President**: <u>Thanks</u> for saving my life. **Larry**: My pleasure.	ขอบคุณ (Thank you)	ขอบใจ
13. Meaning of idioms/slang	*Cars*	<u>Come on</u> **Darell**: He lost another tire. **Bob**: They are entering turn three! **Mcqueen**: <u>Come on</u>. **Darell**: I don't believe what I am watching, Bob!	ปัดโธ่ (Oh man!)	มาเร็วเข้า

Table Five: Description of pragmatic errors in the Thai subtitles of the nine English movies (continued)

Pragmatic Errors	Movie Titles	English Dialogues	Thai Subtitles	Suggested Thai subtitles
14. Meaning of idioms/slang	*Cars*	<u>Tell me about it</u> **Security**: Hey, no cameras! Get outta here! **Kori**: We're here in victory lane, awaiting the race results. Macqueen that was quite a risky move, not taking tires. **Mcqueen crew**: <u>Tell me about it.</u> **Kori**: Are you sorry you don't have a crew chief out there? **Macqueen**: Ha..	บอกฉันมา (Tell me)	เห็นด้วยเต็มๆ
15. Meaning of phrases	*Night at Museum*	<u>Can't do it son</u> **Son**: Can I jump on it? **Larry**: <u>Can't do it son</u>. **Son**: Hur…	ไม่ได้หรอก (No, I can't.)	ทำไม่ได้หรอกลูก พ่อ

Research Question Two: What are the learning materials developed from the findings of the error analysis of the Thai subtitles?

In this study, learning materials were developed based on the steps in material development suggested by (Patanasorn, 2004), involving four steps of 1) reviewing literature, 2) studying the content, 3) creating the tasks, and 4) submitting and revising the tasks. The six tasks or learning materials designed based on the analysis of errors found in Thai subtitles of English movies are presented below.

The six tasks of English learning materials

Task I: Let's Race

Movie title: *Cars* (2006)

Level: Upper intermediate

Time: 50 minutes

Objectives: Students are able to match verbs with their meanings correctly and to translate the passage from the English language to the Thai language appropriately.

Evaluation: This task consists of ten points and is divided into two parts.

Part A

5   points   = Excellent (Students are able to answer all questions correctly.)

4   points   = Good (Students miss only one question.)

2-3 points   = Fair (Students miss more than one question.)

0-1 point   = Unsatisfactory (Students are not able to answer questions at all.)

Part B

5   points   = Excellent (Students could translate all sentences in the passage accurately.)

4   points   = Good (Students mistranslated one or two sentences.)

2-3 points   = Fair (Students mistranslated approximately half of all sentences.)

0-1 point   = Unsatisfactory (Students mistranslated all or most of all the sentences.)

Answers Part A:

1. find out   __4__ to leave
2. get lost   __5__ to go back
3. go on   __1__ to discover
4. get out   __2__ to take a wrong way
5. back into   __3__ to continue

Answers Part B:

ในการแข่งครั้งล่าสุด ไลท์นิ่ง แมคควีนคือรถแข่งรุ่นเยาว์ที่มีชื่อเสียง หลังจากจบการแข่งขันเขา<u>พบว่า</u> เขายังคงต้องลงแข่งขันใน รอบต่อไปกับฮิครถแข่งกำกั้นและเดอะคิงส์รถแข่งจอมเก๋า ระหว่างที่เขากำลังเดินทางไปแข่งลอสแองเจิลลิส รัฐแคลิฟอร์เนียนั้น เขา ได้พลัด<u>หลงทาง</u>จากรถลากไปอยู่ที่เมืองชื่อเรดิเอเตอร์ สปริงค์ บนถนนรูท **66** ซึ่งเป็นถนนที่ไม่ได้ใช้งานมาเป็นเวลานาน หลังจาก ที่แมคควีนได้ทำเรื่องป่วนในเมืองนั้น เขาได้ถูกลงโทษจากผู้ว่าเมืองชื่อ ฮัตสัน โดยให้ทำประโยชน์ให้กับสาธารณะโดยการซ่อม ถนนในเมืองให้เสร็จ ในระหว่างนั้นเขาได้พบมาเซอร์ รถหนุ่มอารมณ์ดีและรถคันหรูชื่อแซลลี่รวมถึงรถคันอื่นๆด้วย ซึ่งทำให้เขา รู้สึกแปลกๆอยู่มิใช่น้อย แต่สิ่งที่เขาต้องการคือ การได้<u>ออกไปจาก</u>เมืองนี้และ<u>กลับไปสู่</u> <u>การแข่งขันต่อไป</u> ชาวบ้านที่เมืองนี้ทำให้ แมคควีนได้ค้นพบชีวิตว่ามิได้มีเพียงแต่ โชว์ แสงไฟ และชื่อเสียง ทั้งนี้แมคควีนได้เรียนรู้คำว่า ครอบครัว และมิตรภาพ

Name: _____   Student ID:_____

Movie Review: *Cars*
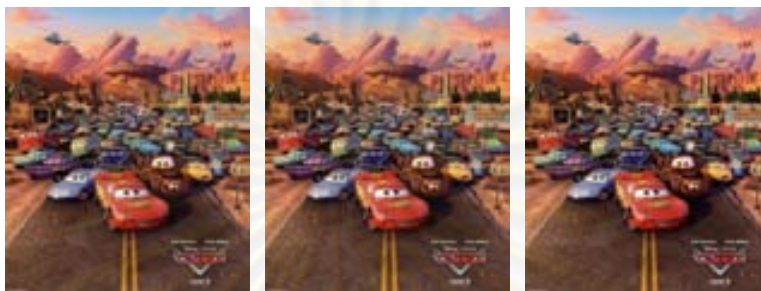
Lightning McQueen is a young, hotshot rookie race car in the last race of the season. At the end of the race, he <u>finds out</u> he is tied with Chick Hicks and The King. On the way to the tie-breaker race in Los Angeles, California, some hot punk cars <u>get him lost</u> in a little town called Radiator Springs on the old Route 66 road, which has been long forgotten many years ago. Scared to death, he tears up the town's main road and is sentenced to community service by Doc Hudson. During this time, he meets a funny, but lovable tow truck named Mater and a beautiful Porsche named Sally. He also meets some other cars, whom which he finds to be quite odd. All he wants to do is <u>get out</u> of this town and <u>back into</u> the big city, but as the week until the <u>race goes on</u>, the town folk help him discover that life isn't just about trophies, fame, and sponsorships and McQueen learns about family and friendship.

Part A: <u>Identify</u>.

Read the movie review above and match the expressions with their meanings.

(5 Points)

Verbs		**Meanings**
1. find out	_____	to leave
2. get lost	_____	to go back
3. go on	_____	to discover
4. get out	_____	to take wrong way
5. back into	_____	to continue

Part B: <u>Practice</u>.

Read the movie review and translate the passage from the English language to the Thai language. Then circle five key verbs (underlined verbs from the passage above). (5 Points)

The End

Task 2: Go! Go! Narnia

<u>**Movie title**</u>: *Narnia: The Lion, the Witch and the Wardrobe (2005)*

<u>**Level**</u>: Upper intermediate

<u>**Time**</u>: 50 minutes

<u>**Objectives**</u>: Students are able to answer movie review questions correctly and translate sentences in English to Thai using correct verb forms.

<u>**Evaluation**</u>: This task consists of ten points and is divided into two parts.

Part A

5 points	=	Excellent (Students are able to answer all questions correctly.)
4 points	=	Good (Students miss only one question.)
2-3 points	=	Fair (Students miss more than one question.)
0-1 point questions.)	=	Unsatisfactory (Students are not able to answer any of the

Part B

5 points accurately.)	=	Excellent (Students are able to translate all sentences in the passage
4 points	=	Good (Students mistranslate one or two sentences.)
2-3 points	=	Fair (Students mistranslate approximately half of all sentences.)
0-1 point	=	Unsatisfactory (Students mistranslated all or most of the sentences.)

Answers Part A: 1. F; 2. T; 3. F; 4. T; 5. F

Answers Part B:

1. ลูซี่กลับไปยังตู้เสื้อผ้า
2. ลูซี่อยากรู้อยากเห็นเกี่ยวกับตู้เสื้อผ้าที่อยู่ในห้องว่าง
3. พวกเขาหลบซ่อนอยู่ในตู้เสื้อผ้าและพบว่าพวกเขาได้อยู่ในเมืองนาร์เนีย
4. เด็กๆกลายเป็นพระราชาและราชินี ปกครองเมืองนาร์เนียเป็นเวลา 15 ปี

5. หล่อนสัญญาว่าจะทำให้เขาเป็นเจ้าชายและสุดท้ายได้ขึ้นครองราชย์เป็นกษัตริย์แห่งเมืองนาร์เนีย

Name: _____Student ID:_____

Movie Review: *Narnia: The Lion, the Witch and the Wardrobe*
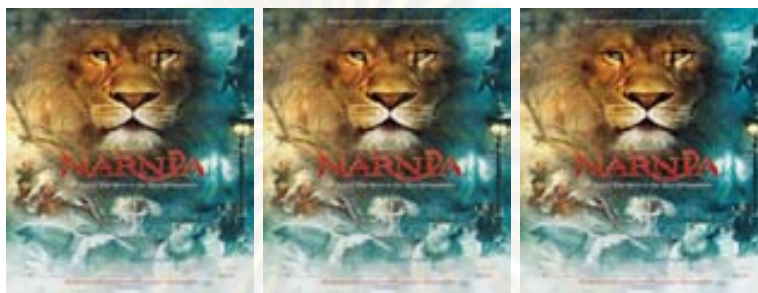
There were four children <u>Peter</u>, <u>Susan</u>, <u>Edmund</u> and <u>Lucy Pevensie</u>, are <u>evacuated</u> from <u>London</u> in 1940 to escape <u>the Blitz</u>. They are sent to live with Professor <u>Digory Kirke</u>, who lives in a <u>country house</u> in the <u>English</u> <u>countryside</u> with his <u>housekeeper</u>, Mrs MacReady.

One rainy day, the children decide to explore the house. Lucy, the youngest, is curious about the <u>wardrobe</u> in an empty room, and discovers that it is a <u>portal</u> to a <u>snow</u>-covered <u>forest</u> with a <u>gaslight post</u> in the centre. There she meets a <u>faun</u>, who introduces himself as <u>Tumnus</u> and invites her home for <u>tea</u>. He tells her that the land is called <u>Narnia</u> and is ruled by the ruthless <u>White Witch</u>, who ensures that it is always Winter but never <u>Christmas</u>.

Lucy returns through the wardrobe, having spent hours in Narnia, to find that only a few seconds have passed in <u>England</u>. She is unable to convince the others of her adventure, as the wardrobe now appears merely a wardrobe. Edmund, the next youngest of the four siblings, is particularly spiteful towards Lucy.

Several weeks later Lucy and Edmund hide in the wardrobe while playing hide-and-seek, and find that it leads again into Narnia. In the forest, Edmund fails to catch up with Lucy and encounters instead a pale lady on a <u>sledge</u> pulled by a white reindeer. She introduces herself as the Queen of Narnia, and enchants him with some magical Turkish delight. She promises to make him Prince and eventually King of Narnia, if only he will bring the other children to her castle.

After the witch drives on, Lucy finds Edmund in the woods and they return together through the wardrobe. Lucy mentions the White Witch and Edmund realizes that she is none other than the lady who befriended him. Back in England, Edmund lies to Peter and Susan, claiming that he and Lucy were just

A few days later, all four children scramble to avoid Mrs MacReady, who is showing some visitors around the house. They hide in the wardrobe and find themselves in Narnia. Lucy guides them to Tumnus's cave, but they discover that Tumnus has been arrested, just as the White Witch had threatened, and that his cave has been ransacked by Maugrim, chief of the witch's secret police. A pair of talking <u>beavers</u>, <u>Mr Beaver</u> and <u>Mrs Beaver</u>, shelter the children and recount an ancient prophecy that the witch's power will fail when two Sons of <u>Adam</u> and two Daughters of <u>Eve</u> fill the four thrones at <u>Cair Paravel</u>. The beavers tell of the true king of Narnia — a great lion called <u>Aslan</u> — who has been absent for many years, but is now "On the move again."

Edmund, still in thrall to the witch, steals away to her castle; and the others set off to find Aslan when they realise that they have been betrayed. The White Witch treats Edmund harshly when he arrives without his siblings, and sets out in pursuit of them. But her power over Narnia is failing, and a thaw strands her sleigh. The other children reach Aslan, and a penitent Edmund is rescued just as the witch is about to kill him. Calling for a truce, the witch demands that Edmund be returned to her, as an ancient law (the "Deep magic") gives her possession of all traitors. Aslan offers himself in Edmund's place, and the witch accepts. Aslan is sacrificed by the witch, but comes back to life through "Deeper magic": when one who is blameless willingly dies on behalf of the guilty, he may return to life.

In a final battle, the witch is defeated and killed by Aslan. The children become kings and queens, and spend 15 years reigning in Narnia. They grow to maturity before returning to our world, where they find themselves children again. They hear Mrs MacReady still talking to the visitors in the passageway; their years in Narnia have taken no more than a few minutes of time on this side of the door.

They explain their adventure to the professor, who believes them straight away and tells them that they would return to Narnia one day, though never again through the wardrobe.

Part A: <u>Identify</u>.

Read the movie review above and indicate whether each of the statements is true or false. (5 Points)

		T	F
1.	The story occurs in the central London.	( )	( )
2.	Lucy finds the city called Narnia.	( )	( )
3.	Susan finds Edmund in the woods.	( )	( )
4.	The white witch is killed by Alsan.	( )	( )
5.	All children live in Narnia forever.	( )	( )

Part B: <u>Practice</u>.

Read the movie review and translate the statements from English to Thai. Then circle the underlined verbs used in the statements. (5 Points)

1. Lucy <u>returns</u> through the wardrobe.

   _____

2. Lucy <u>is</u> curious about the <u>wardrobe</u> in an empty room.

   _____

3. They <u>hide</u> in the wardrobe and find themselves in Narnia.

   _____

4. The children <u>become</u> kings and queens, and <u>spend</u> 15 years reigning in Narnia.

   _____

5. She <u>promises</u> to make him Prince and eventually King of Narnia.

_____

The End

Task 3: That's my Character!

__Movie title__: *Harry Potter and the Goblet of Fire*

__Level__: Upper intermediate

__Time__: 50 minutes

__Objectives__:

1. Students are able to write completed sentences using provided adjectives correctly.
2. Students are able to translate sentences from the English language to the Thai language appropriately and to match the verbs with their meaning correctly.

__Evaluation__: This task consists of twenty points and is divided into two sections.

Part A

5   points   = Excellent (Students are able to write all sentences correctly)

4   points   = Good (Students missed only one sentence)

2-3 points   = Fair (Students missed more than one sentences)

0-1 point   = Unsatisfactory (Students could not write all sentences)

Part B

10   points   = Excellent (Students are able to match all words from the passage accurately.)

7-9   points   = Good (Students cannot match one or three words.)

4-6 points   = Fair (Students cannot match approximately half of all words.)

0-3 point   = Unsatisfactory (Students cannot match all or most of the words.)

Answers Part A:

1. Harry was very <u>brave</u> and <u>strong</u> boy.

2. Hermione was <u>smart</u> and very <u>punctual</u> girl.

3. Ron was <u>panic</u> and <u>unconfident</u> boy.

4. Voldemort was a <u>bad</u> and <u>cruel</u> man.

Answer Part B: (10 points per each item)

Verbs		Meanings
a.	Interested in	<u>f</u> to endeavor
b.	appears	<u>a</u> to attract
c.	stunned	<u>g</u> to come after
d.	disappeared	<u>b</u> to show
e.	practice	<u>i</u> to doubt
f.	tries	<u>c</u> to daze
g.	follow	<u>d</u> to leave
h.	peers	<u>j</u> to increase
i.	suspects	<u>h</u> to look
j.	growing	<u>e</u> to rehearse

Name: _____Student ID:_____

Identify.

Make completed sentences and translate the sentences from the English language to the Thai language using the adjectives provided. (10 Points)

Example: Krum: attractive, friendly

Answer: Krum was very <u>attractive</u> and <u>friendly</u> to the girls.

1. **Harry** : **brave, strong**
2. **Hermione** : **smart, punctual**
3. **Ron** : **panic, unconfident**
4. **Dumbledore** : **power, strict**
5. **Voldemort** : **bad, cruel**

Part A: Write five sentences using the provided adjectives the space below

1. _____ .
2. _____ .
3. _____ .
4. _____ .
5. _____ .

B: <u>Practice</u>. Read a short movie plot and match the meaning of the verbs provided with their meaning. (10 Points)

The four champions are taken to see the grounds for the maze, their third task, and on the way back, Krum pulls Harry into the forest to ask if he is at all romantically **<u>interested in</u>** Hermione. When Harry answers no, a disheveled Mr. Crouch **<u>appears</u>** from the forest, speaking to trees and madly demanding to see Dumbledore. Harry runs to get Dumbledore while Krum waits with Mr. Crouch; when Harry returns, Mr. Crouch has **<u>stunned</u>** Krum and **<u>disappeared</u>**, much to everyone's puzzlement. Sirius sends Harry a letter warning him to be careful and to **<u>practice</u>** hexes for the third task; Harry **<u>tries</u>** to **<u>follow</u>** both instructions. In Divination class, Harry falls asleep and dreams about Voldemort, and he wakes up screaming and clutching his scar. Harry leaves class and goes to tell Dumbledore what happened. As he waits for Dumbledore to return to his office, he **<u>peers</u>** into a Pensieve and enters Dumbledore's memories of various Death Eater trials, including that of Ludo Bagman, Karkaroff, and Mr. Crouch's son. Dumbledore returns, pulls Harry from the memory-world, listens to his story, and says that he **<u>suspects</u>** that Voldemort is **<u>growing </u>** stronger.

(Cited from http://www.sparknotes.com/lit/potter4/summary.html)

Verbs	Meanings
a. Interested in	__ to endeavor
b. appears	__ to attract
c. stunned	__ to come after
d. disappeared	__ to show
e. practice	__ to doubt
f. tries	__ to daze
g. follow	__ to leave
h. peers	__ to increase
i. suspects	__ to look
j. growing	__ to rehearse

The End

Task 4: Let's Do It

Movie title: *Night at the Museum* (2006)

Level: Upper intermediate

Time: 50 minutes

Objectives: Students are able to answer the questions correctly and to translate the passage from the English language to the Thai language accurately.

Evaluation: This task consists of ten points and is divided into two parts.

Part A

5 points	= Excellent (Students could write all sentences correctly)
4 points	= Good (Students missed only one sentence)
2-3 points	= Fair (Students missed more than one sentences)
0-1 point	= Unsatisfactory (Students could not write all sentences)

Part B

5 points	= Excellent (Students are able to translate all sentences in the passage accurately.)
4 points	= Good (Students mistranslate one or two sentences.)
2-3 points	= Fair (Students mistranslate approximately half of all sentences.)
0-1 point	= Unsatisfactory (Students mistranslated all or most of the sentences.)

Answers Part A:

1. There are two main characters in this movie, *Larry Daley and his son Nick.*

2. The museum is in *New York.*

3. *Larry organizes the historic characters* **to help him to arrest the criminals and save the museum.**

4. *An old Egyptian stone came to the Museum in 1950*; **it makes things in the museum become real until dawn.**

5. He finds *all things in the museum become real at night time.*

Answers Part B:

ในเมืองนิวยอร์ค แลรี่ ดาร์เลย์เป็นคนตกงาน ลูกชายของเขาชื่อนิค ซึ่งนิคร้สึกผิดหวังกับผู้เป็นพ่อที่ถูกไล่ออกจากงาน หลังจากนั้นแลรี่ตกลงตอบรับเป็นผู้ดูแลพิพิธภัณฑ์ประวัติศาสตร์รอบดึก หลังจากที่ผู้ดูแลคนเก่าสามคนได้ลาออกไป เพื่อรับเงินเกษียณบำนาญ ในคืนแรกของการทำงานแลรี่ค้นพบว่าทุกสิ่งทุกอย่างในพิพิธภัณฑ์มีชีวิตจริงๆในเวลา กลางคืนและเกิดเหตุการณ์เปลี่ยนแปลงมากมายโดยที่แลรี่ไม่เคยประสบมาก่อน เขาได้เรียนรู้ตั้งแต่อดีตกาลว่าเมื่อ หินของอียิปต์ได้มาตั้งอยู่ที่พิพิธภัณฑ์ตั้งแต่ปี นั้นทำให้ทุกสิ่งทุกอย่างกลายเป็นสิ่งมีชีวิตจริงๆ ในคืนที่เขาพาลูกชาย มา คนดูแลเก่าสามคนได้เข้ามาขโมยหินวิเศษไปจากพิพิธภัณฑ์ทำให้แลรี่ต้องวางแผนโดยขอความช่วยเหลือจาก บุคคลสำคัญในประวัติศาสตร์เพื่อมาช่วยจับขโมยและรักษาพิพิธภัณฑ์ไว้

Name: _____Student ID:_____

Movie Review: *Night at the Museum*

In New York, the unemployed divorced Larry Daley is a complete loser. His son Nick is very disappointed with his father that is going to be evicted, and Larry accepts the job of night watchman in the Museum of Natural History as the substituted for three old security guards that have just retired to raise some money and pay his bills. In his first nightshift, Larry realizes that everything at the museum comes to life at night. The Museum transforms in a complete chaos with the inexperienced Larry, and he learns that since an old Egyptian stone came to the Museum in 1950, it was statues come to life until dawn. When Larry brings his son to spend a night with him, the three old guards break in the Museum to stole the magic stone. Larry organizes the historic characters to help him to arrest the criminals and save the museum.

(Cited from http://www.imdb.com/title/)

A: Identify.

Read the movie plot and answer the questions that follow. (5 Points)

1. **How many main characters are there in this movie? Who are they?**

   Answer

   _____ .

2. **Where is the museum?**

   Answer

   _____ .

3. **How does Larry save the museum?**

   Answer

   _____ .

4. **What makes the museum become real at night?**

   Answer

   _____ .

5. **What happens to Larry during the first nightshift?**

   Answer

   _____.

Part B: <u>Practice</u>.

Read the movie review and translate the passage from the English language to the Thai language. Then circle the verbs which are used in the sentences. (5 Points)

The End

Task 5: Help Me!

Movie title: *Cars*, *Pirates of the Caribbean: Dead Man's Chest*, *Narnia: The Lion, the Witch and the Wardrobe*, and *Spider Man 3*

Level: Upper intermediate

Time: 50 minutes

Objectives: Students are able to correct errors found in the Thai translation of the English language.

Evaluation: The total score of this task is 10 points.

Part A

10   points   = Excellent (Students could translate all sentences accurately.)

7-9   points   = Good (Students mistranslated three or four sentences.)

4-6   points   = Fair (Students mistranslated approximately half of all sentences.)

0-3   point   = Unsatisfactory (Students mistranslated all or most of all sentences.)

Answers Part A:

1. เขาหมายถึงต้นไม้

2. จับมัน

3. นักเรียนมีความรับผิดชอบกันหน่อย

4. สวัสดีสติกเกอร์

5. ที่เหลือมุ่งหน้าไปแล้ว

6. ฉันจะคอยดูแลช่วยเหลือคุณ

7. คุณเป็นใคร

8. เคยดีกว่านี้

9. บางเกมส์นะ

10. ให้พวกมันลองปืนใหญ่สามปากกระบอก

Name: _____ **Student ID:**_____

Part A: <u>Practice</u>.

Read the English dialogues and correct the Thai subtitles. (14 Points)

Movie Titles	English Dialogues	Thai subtitles	Answer
1) *Narnia: The Lion, the Witch and the Wardrobe*	<u>He means the trees.</u> **Mr. Beaver**: Is everything alright? **Peter**: Yes, we were just talking. **Mr. Beaver**: that's better left for safer corners. **Lucy**: <u>He means the trees.</u> **Susan**: Oh I see.	ต้นไม้ที่นี่ไม่ปลอดภัย	
2) *Harry Potter and the Goblet of Fire*	<u>catch them</u> **Harry**: I have to <u>catch them</u> and help her. **Ron**: But it is very dangerous, you know it.	ลืมมันเถอะ	
3) *Cars*	<u>No way</u> **Sally**: <u>No way</u> that is impossible! **Mater**: He did, he really did ah..	โตแล้ว	

Movie Titles	English Dialogues	Thai subtitles	Answer
4) *Cars*	<u>Hey, sticker</u> **Mcqueen**: Hahaha! whoa, whoa ahh this is nice. **Sally**: <u>Hey, sticker</u> **Mcqueen & Sally**: Huh! **Sally**: I am sorry.	สวยดีนี่ พ่อรูปลอก	
5) *Pirates of the Caribbean: Dead Man's Chest*	<u>The rest have moved on</u>. **Devy Jone**: What about them? **Ghost**: <u>The rest have moved on</u>. **Devy Jone**: Um.. move forward everyone we need to hurry.	ที่เหลือตายหมด	
6) *Spider Man 3*	<u>I will be there</u> **Peter**: Don't worry, <u>I will be there</u>. **MJ**: I will wait for you.	ฉันจะคอยดูคุณ	

Movie Titles	English Dialogues	Thai subtitles	Answer
7) *Spider Man 3*	Who are you? **Man:** Here you are. I am looking for you. **MJ**: <u>Who are you?</u> **Man:** Believe me, You don't want to know.	คุณเป็นอะไรไปแล้ว	
8) *Spider Man 3*	<u>Been better</u> **MJ**: How are you? **Harry**: <u>Been better</u>.	โทรมกว่าเก่า	
9) *Harry Potter and the Goblet of Fire*	<u>Some game</u> **Cedric**: you know for a moment there I thought you were gonna let it get me. **Harry**: For a moment so did I. **Cedric**: you have to pass some game **Harry**: <u>some game</u> ah. **Cedric**: yes, some game.	ยากนะ	

Movie Titles	English Dialogues	Thai subtitles	Answer
10) *Pirates of the Caribbean: Dead Man's Chest*	<u>Let's them test the triple gun</u>. **Ghost**: Here they are! **Devy Jone**: <u>Let's them test the triple gun</u>. **Ghost**: Ready one two three…	ให้พวกมันลองชิมปืนตราสามแม่ครัว	

The End

Task 6: Dress Me Up!

Movie title: *Harry Potter*, *Narnia: The Lion, the Witch and the Wardrobe*, and *Cars*

Level: Upper intermediate

Time: 50 minutes

Objectives:

1. Students are able to translate English words into Thai.
2. Students are able to write a movie review in English.
3. Students are able to translate their movie review into the Thai language.

Evaluation: This task consists of fifteen points and is divided into three parts.

Part A

5 points   = Excellent (Students are able to translate the words accurately.)

4 points   = Good (Students mistranslate one or two words.)

2-3 points   = Fair (Students mistranslate approximately half of all words.)

0-1 point   = Unsatisfactory (Students mistranslated all or most of the words.)

Part B

5 points   = Excellent (Students could write all sentences accurately.)

4 points   = Good (Students made three or four ungrammatical sentences.)

2-3 points   = Fair (Students made approximately half of all ungrammatical sentence.)

0-1 point   = Unsatisfactory (Students made all or most of all ungrammatical sentences.)

Answers Part A:

Thai Meanings

1. **Big girl** โตแล้ว

2. **The black lake** ทะเลสาบดำ

3. **Sweet music** เสียงเพลงไพเราะ

4. **We** พวกเรา

5. **Not now** ไม่ใช่ตอนนี้
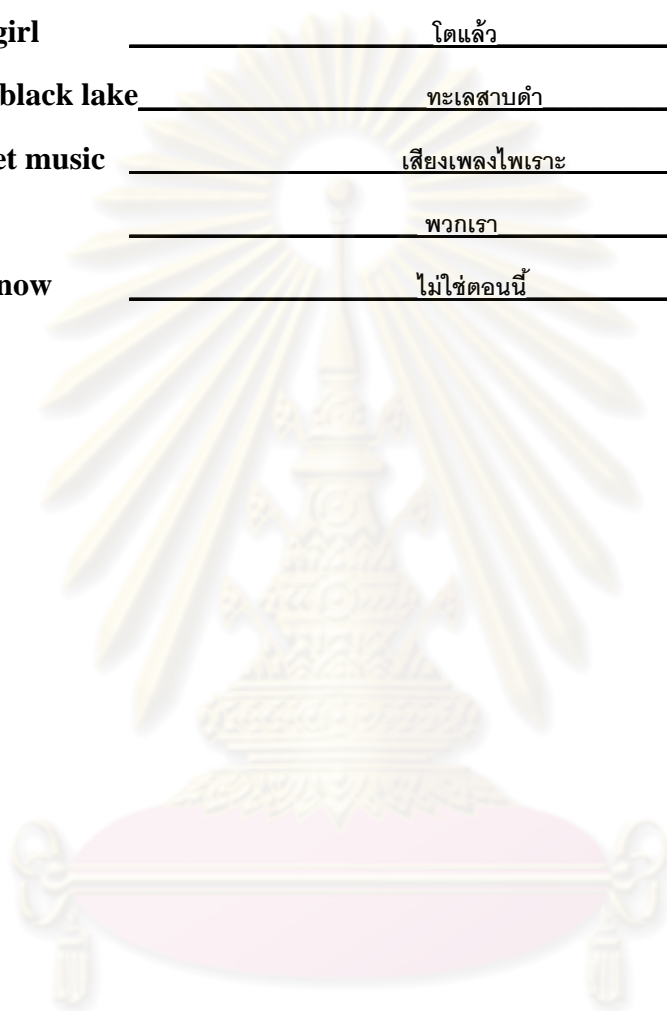
Name: _____**Student ID:**_____

Part A: <u>Identify</u>.

Write the meaning of words in the space below. (5 Points)

Thai Meanings

1. **Big girl**

   _____

2. **The black lake**

   _____

3. **Sweet music**

   _____

4. **We**

   _____

5. **Not now**

   _____

Part B: <u>Practice.</u>

Write a movie plot by using five vocabularies used in the previous activity (Part A). The movie plot should be about 150-200 words. Underline the five words used in the plot. (5 points)

Part C: <u>Practice</u>.

Translate your movie plot into Thai. Then circle the words that have the same meaning as the underline words in the previous task. (5 points)

The End

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The purposes of this chapter are to present a summary of the study findings, discuss the findings in relation to existing theories and research, offer pedagogical implications, and provide recommendations for future research.

Summary of the Study Findings

The present study aimed at analyzing the types of errors found in Thai subtitles in English speaking movies and subsequently developing learning materials based on the findings of the analysis of errors found in Thai subtitles of English speaking movies. The study sample consisted of nine English movies which were the top three movies shown in theaters between 2005 and 2007 according to Box Office (www.boxoffice.com). The scheme of classification adapted from those proposed by Dulay et al. (1982), Khaourai (2002), Lush (2002), and Suwanttananand et al. (2005) was used to divide errors into three main categories: lexical errors, semantic errors, and pragmatic errors. The findings of the study revealed that semantic errors were found most frequently (56.52%), followed by pragmatic errors (32.60%) and lexical errors (10.86%), respectively. The three types of errors could further be classified into 13 types. As for lexical errors, they could be divided into lexical spelling and lexical choice. Semantic errors could be divided into meaning of verbs, meaning of nouns, meaning of adjectives, meaning of pronouns, meaning of adverbs, meaning of prepositions, and meaning of conjunctions. Finally, pragmatic errors could be subcategorized into meaning of words, meaning of phrases, meaning of sentences, and meaning of idioms/slang. According to the findings, on the overall, semantic errors in meaning of verbs were most commonly found, while no semantic errors in meaning of conjunctions were found.

Discussion of Findings

The discussions of the study findings are divided into two parts: errors found in Thai movie subtitles and use of movies in language classrooms.

Errors found in Thai movie subtitles

The study findings indicated that not many errors were found in the Thai subtitles of the nine English movies selected and that semantic errors were more frequently found than lexical errors and pragmatic errors.

First and foremost, the total number of lexical errors found in the selected nine movies was smallest as there were only five errors found, accounting for 10.86% of the total errors found in the study. In this study, the lexical errors involved both misspelled words and wrong choices of words used in the Thai movie subtitles. Generally speaking, misspelling can easily be made if the translator is not careful enough to review what he or she has translated. Also, errors caused by wrong choices of words can take place simple because the translator is too ignorant to recheck what he or she has used in the translation. Both types of errors can cause misunderstand and confusion when movie viewers are trying to comprehend what they are watching on the screen.

It is noteworthy that the findings of the present study did not yield support to a previous study conducted by Jiunkpe (2005) who analyzed errors in Indonesian subtitles of English movies and reported that lexical errors, particularly misspellings, were found most. The researcher explained that a large number of lexical studies in the Indonesian study caused confusion to movie viewers because the words, mostly verbs, did not make sense to them, hence lexical ambiguity. On the other hand, Suksomboon (2006) analyzed errors found on Thailand's OTOP product labels. She reported that lexical errors accounted for more than one-third of the errors found in her study. However, she pointed out that in her case, more than half of the lexical errors found were those related to capitalization which may have resulted from the translators' lack of knowledge of English rules or carelessness, but this type of errors did not affect the meaning of the messages conveyed.

Furthermore, the findings showed that more than half of the errors found in Thai movie subtitles were semantic errors, making up 56.52% of the total. These errors can be divided into different types, namely, meaning of nouns, meaning of pronouns, meaning of verbs, meaning of adverbs, meaning of adjectives, and meaning of prepositions. The errors in meaning of nouns and pronouns probably resulted from the translators' carelessness, while the errors in meaning of verbs, adverbs, adjectives, and prepositions probably resulted from the mistakes made by machine translators, which subsequently went undetected by human translators who reviewed the finished products. They may also be caused by the translators' lack of knowledge or misunderstanding of the English language.

Finally, approximately one-third, or 32.64%, of the errors found in this study were pragmatic errors. According to the analysis of the nine English movies, the meanings of the Thai subtitles were mostly accurate, when compared to the original. One plausible explanation is that the choices of Thai words in each movie do not strictly adhere to the definitions in the dictionaries. Also, the storyline and images on screen can help translators get the gist of what the characters are saying even though they may not fully understand the source language dialogues. It is also possible that as long as the meanings of the subtitles make sense to viewers, semantic errors will not be seriously taken into account. For example,

'No you don't.' is translated to อย่าหวังเลย *(no hope)*

'I am not a baby' is translated to ฉันไม่อ่อนนะ *(I am good.)*

In brief, when pragmatic errors are analyzed, the words used in the Thai subtitles of the English movies are not chosen strictly based on their literal meaning. Instead, the translators can choose any word and do not have to focus on a specific word all the time as long as their choices of words can convey the correct meaning of the story and help viewers understand what they are watching.

The findings of this study were in congruence with the findings of the research conducted by Huiying (2004) which revealed that very few pragmatic errors were found among the students who translated English movies from English to

Mandarin. Since the words used in the translation needed to be updated; therefore, it was difficult to stick only to the meanings of words given in a dictionary. Like the Thai language, more than one word in Mandarin Chinese can be used to describe one single concept. As a consequence, it may be difficult, even tricky, for the translators to select what would make everyone agrees is the most appropriate words when translating subtitles, and their lack of capability to do so can result in semantic errors that affect movie viewers' understanding of what they are watching. In another study, Huiying (2002) explored pragmatic errors, among others, and described that Chinese and English native speakers had different understanding to show their politeness when speaking English in public. As previously mentioned, there are a number of words that can represent one thing in Mandarin, so that can cause a problem to Chinese speaking persons when using the English language with English native speakers or when trying to translate something from English to Mandarin.

A number of studies have been carried out to examine errors made in the classroom context. For example, Suwanttananand et al. (2005) analyzed and categorized errors in journals written by engineering students. Most of the errors found in their study were those related to semantic errors including wrong use of verb tenses, missing words, wrong use of punctuation, and wrong use of articles. They explained that such errors reflected the journal writers' linguistic incompetence and probably exhaustion. In addition, James (1998) found that the errors most frequently made in undergraduate students' journals were using the wrong verb forms and lexical errors including wrong collocation. The findings of the research studies reviewed above would be interesting because they could represent the types, as well as the extent, of errors in the English language that often occur both in classes and outside classes.

Use of movies in language classrooms

In Thailand, the process of translating subtitles in English movies involves three parts: 1) Using a machine translator to translate the original language into Thai, 2) Having two or three people translate the movie scripts which vary in length and difficulty of the source language and double-check the translation. The translators must be graduates in English or they must have high scores of an English Proficiency Test. 3) Have one translator translate the movie scripts into Thai subtitles. The subtitles of English movies in the cinema are different from those shown on the DVDs in that only one translator is required to translate the source language, whereas a company will translate the source language in the DVDs which are released about three to five months after the cinema (Kwamwirote, 2002).

The findings of this study showed that the errors in meaning of verb, meaning of adjective, and meaning of sentences were found more frequently than other types of errors. Nevertheless, as the total number of errors found was not large, it could be assumed that English movies can still lend themselves as a valuable tool in language learning. There are many previous studies that support such assumption. First, Harmer (2001) suggests using movie DVDs in language classrooms because students do not just hear the language when watching the DVDs, but they see it as well. When doing so, language learners can observe how intonation matches facial expression, for example. It makes the target language more meaningful to learners. Put another way, it assists learners to see beyond what they are listening to, and thus enables them to interpret the movies more deeply. Moreover, according to Tomalin (1990), movies can increase learners' motivation toward the target language and persuade them to learn new cultures at the same time. However, while acknowledging the benefits language learners can gain from watching movies in their classes, Tomlinson (2003) points out that if the teacher wishes to show movies to them, he or she needs to consider the time length, the difficulty of the language used, and the learners' interest. Otherwise, using movies can have a negative effect on the learners unexpectedly. The aforementioned studies offer a guideline and raises teachers' awareness when designing movie-based lessons to be used with their learners. A preliminary survey can be conducted by the teachers to ensure that the

movies selected will best suit their interest. Teachers can gather also gather data on what their expectations from the class are and what needs to be added to make the class more fruitful for them.

Apart from in-class activities, movies can also be used to enhance learners' language proficiency outside class. For instance, in Kwo's (1996) study, different assignments regarding English speaking movies were given to high school students aged 15-18 years in Hong Kong to do outside the class. It was discovered that there were many ways for students to select how they wanted to learn English through movies. One of the most popular activities was attending the movie club online. Students registered to the website and shared their comments to friends around the world. This gave students an opportunity to use English with the group of people that liked the same movies. At the end of each week, each student had to write a report on what they did and what was going on from the activities they attended and shared it with the classroom. It was found that the students become more motivated and their language proficiency could be enhanced as a result.

In brief, English speaking movies lend themselves as a very useful tool for language teaching and learning. When planned carefully and with different factors taken into consideration, movies can be effectively utilized to promote language learning both in and outside the language classroom.

Implications of the Findings

Based on the research findings, the following pedagogical implications are offered.

1. Selection of movies

It is widely accepted that to enhance chances of successful integration of any learning materials into language instruction, teachers have to carefully consider their suitability and appropriateness for their language learners. Likewise, when using movies in class, teachers should select the movies that match not only students'

language proficiency but also age and personal interest. In this study, movies were selected based on their gross income as it represents the popularity of the movies, so students may have some idea what these movies are all about. Besides, teachers need to bear in mind that it is important to avoid movies that are related to inappropriate contents such as sex, drugs, violence, or explicit use of foul language as these elements can knowingly or unknowingly affect students' behaviors.

2. Selection of learning tasks

Murphey and Dörnyei (2003) point out that the success of classroom learning is very much dependent on how students relate to each other, what the climate classroom is like, what roles the teacher and the learners play and more generally, how well students can cooperate and communicate with each other. Thus, when designing tasks and choosing learning materials to be used in class, teachers should take the aforementioned recommendation into careful consideration. When using movies, before asking students to do the tasks, short movie clips should be shown to them. However, teachers have to prepare and select the movie clips very carefully. If they do not match students' personal interest, the students may lose motivation to do the activities. Moreover, it is more beneficial to put students in mixed ability groups than in equal proficiency groups. In this way, students with lower proficiency can learn by asking for language assistance from more highly proficient peers. At the same time, more able students can also learn by teaching their peers. To prevent students from using their mother tongue, the Thai language, teachers need to encourage the students to use only the target language by setting up some rules or giving some rewards. Most importantly, teachers should make sure that the materials can capture students' attraction and the activity is more challenge and fun. Evidently enough, movies offer themselves as an answer for teachers who wish to achieve this.

The six tasks illustrated in Chapter Four are examples that reflect how English skills can be improved through movies, especially in translation classes. Apart from the learning activities previously suggested, teachers can use movies in different ways with their students. The following section discusses how teachers can make more use of English speaking movies in their language lessons.

In class—there are many ways for teachers to use English speaking movies in the classroom. According to the results of this study, there were three types of errors, and teachers can easily make use of them. For instance, teacher can ask students to see how the characters use pronouns in each situation and explain to them what appropriate uses of these pronouns are. Freeman and Richards (1996) believe that learners will remember what they have seen and heard longer than what they have learned from textbooks. Therefore, when offered an opportunity to use English speaking movies in their classes, language learners should better understand and remember how to use different grammatical rules than learning and memorizing them through grammar books.

In the Self-Access Language Learning Center (SALC)—Teachers can make use of the SALC by asking students to watch a movie clip and to find the other movie clips that have the same theme. Students can be instructed to compare and describe what they like most. What's more, teachers can use a projector to show the movie slides that compare two characters in the movie, and students may be asked to do the exercises that are related to these characters, e.g. vocabulary matching, role play, etc. Moreover, students can be assigned to write a poem or a short essay describing the characters, criticizing the movie they have watched, or they can be assigned to write movie reviews.

Out-of-class—It is also beneficial for students to improve their language abilities outside the classroom. English speaking movies can be used in the way that teachers ask students to work in pairs or in a small group outside the classroom. Thanks to advanced technology, teachers can ask students to use the Internet to search for more details about the movies or their favorite actor/actress and share the search results with the class. Also, teachers can ask students to create their own blogs (e.g. Facebook, Hi5, etc.) about the movies they like and share them with classmates. Such activities promote students' English proficiency as well as other talents such as arts, IT, etc. Having students work outside classroom is a good way for acquiring English through movies because students have their own choices to select the activities they like and enjoy at the same time. However, teachers need to

make sure that the activity that students participate in has some advantages for their language development and that students actually take part in the activity.

Recommendations for Future Research

There is some evidence, based on the findings of the present study, that requires additional investigation or verification. The following recommendations can be made:

1. Future studies should be conducted with a larger number of movies, preferably with more categories of movies included in the sample. Also, other criteria in movie selection rather than gross income may be used. This is because some types of movies, such as documentary, which may involve the use of different genres of language, may not generate a large amount of income. In other words, other selection criteria should be used to ensure that the study sample includes a wide variety of movie types with a wide variety of forms of language used.

2. In future research, a different scheme of classification should be used to analyze errors found in movies. For instance, in the present study, syntactic errors and grammatical were excluded. Future studies may include syntactic errors in the analysis to determine if there is any other type of errors found in Thai subtitles of English movies and to what extent so that language teachers and learners can become more aware of these errors when trying to develop learning materials based on movies or when trying to improve language proficiency through movies.

3. An experimental study should also be carried out to obtain empirical evidence to determine whether learning materials developed based the results of error analysis of Thai subtitles of English movies can enhance language proficiency of Thai learners. Qualitative research methodology should be employed as well to gather in-depth data regarding the perceptions of Thai learners of English when movies and learning materials developed based on error analysis of movie subtitles are integrated into their language lessons. Finally, research should be conducted to explore the English skill that is most appropriate to be developed via the use of

English speaking movies and to shed lights on positive and negative feedbacks on using English speaking movies in class.

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APPENDICES

Appendix A: Errors Recording Form

Movie Title: _____

Movie Type: _____

Main Characters: _____

Company: _____

Length: _____Hour_____Minutes_____

Year: _____

Type of Errors	Number of Errors	Example of Researcher's Analysis	Expert
I. Lexical Errors 1. Spelling 2. Lexical Choice			
II Semantic Errors 1. Meaning of Noun 2. Meaning of Pronoun 3. Meaning of verb 4. Meaning of adverb 5. Meaning of adjective 6. Meaning of preposition 7. Meaning of conjunction			
III Pragmatic Errors 1. Meaning of word 2. Meaning of phrase 3. Meaning of sentence 4. Meaning of idiom/slang			

Appendix B: Movie box office results for the top three between 2005 – 2007

Year	Rank	Movie Title	Studio	Total Gross
2005	1	Star War: EpisodeIII-Revenge of the Sith	Fox	$380,270,577
	2	Harry Potter and the Goblet of Fire	Warner Bros.	$284,258,000
	3	The Chronicles of Nania: The Lion, the Witch and the Wardrobe	Buena Vista	$263,441,000
2006	1	Pirates of the Caribbean: Dead Man's Chest	Buena Vista	$423,315,812
	2	Cars	Buena Vista	$244,082,982
	3	Night at the Museum	Fox	$205,840,000
2007	1	Spider-Man 3	Sony/Columbia	$336,530,303
	2	Shrek the Third	Paramount	$321,012,359
	3	Transformers	Paramount	$319,071,806

(www.boxofficemojo.com)

Appendix C: The results of error analysis from three inter-raters

<u>The first inter-rater</u>

1. **Movie Title**: Narnia: The Lion, the Witch and the Wardrobe

Year: 2005 **Time:** 2 hours 15 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>We</u> **Peter:** Get off me! <u>We</u> can't let him go! **Beaver:** Don't you get it, He is the bait!	ปล่อยฉันนะ พวก**เขา**จะปล่อยเขาไปไม่ได้	Semantic Error/Meaning of Pronoun
2. <u>He means the trees.</u> **Mr. Beaver**: Is everything alright? **Peter**: Yes, we were just talking. **Mr. Beaver**: that's better left for safer corners. **Lucy**: <u>He means the trees.</u> **Susan**: Oh I see.	ต้นไม้ที่นี่ไม่ปลอดภัย	Semantic Error/Meaning of Verb
3. Why doesn't he fight <u>back</u>? **Aslan:** I 'd be glad of the company tonight. It is time from now on I must go alone. Thanks Susan (*later after lots of jeers towards Aslan as he walks to the stone table and be caught.) **Lucy:** why doesn't he fight <u>back?</u> **Witch:** Bind him. Wait, first let him be shaved	ทำไมเขาไม่สู้	Lexical Error/ Lexical choice
4. <u>Big girl</u> **Mother**: look after the others **Peter**: I will **Mother**: you are <u>big girl</u> now Susan. There now off to go.	เด็กดี	Semantic Error/Meaning of Adjective
5. <u>Hello</u> (the servant speak to the queen) **Servant**: <u>Hello</u> my queen **White witch** (queen): Did the boy tell you anything yet?	ไง	Pragmatic Error/Meaning of Word

2. **Movie Title**: Harry Potter and The Goblet of Fire

Year : 2005 **Time:** 2 hours 24 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>By accident of course</u> **Dumbledore**: I never liked these curtains. Set them on fire in my fourth year, <u>by accident of course</u>. I put you in terrible danger this year Harry I am sorry. **Harry**: Professor, when I was in the graveyard there was a moment when Voldemort's wand and mine sort of connected.	เป็นอุบัติอยู่แล้ว	Lexical Error/Spelling errors
2. <u>Some game</u> **Cedric**: you know for a moment there I thought you were gonna let it get me. **Harry**: For a moment so did I. **Cedric**: you have to pass some game **Harry**: <u>some game</u> ah. **Cedric**: yes, some game.	ยากนะ	Semantic Error/meaning of noun
3. <u>Go</u> **Cedric**: you know for a moment there I thought you were gonna let it get me **Harry**: For a moment so did I. **Cedric**: you have to pass some game **Harry**: some game **Cedric**: You have to <u>go</u>, take it, you saved me. **Harry**: together, on three. One, two, three	เร็ว	Semantic Error/meaning of verb
4. <u>catch them</u> **Harry**: I have to <u>catch them</u> and help her. **Ron**: But it is very dangerous, you know it.	ลืมมันเถอะ	Semantic Error/meaning of verb
5. <u>Not now Nigel</u> **Nigel:** Passel for you Mr.Weasley **Ron:** Thank you Nigel (Nigel is gazing to Harry) **Ron:** <u>not now Nigel</u>, later go on. (Nigel leaves) **Ron:** I told him I'd get him Harry's autograph.	ยังเลยไนเจล	Semantic Error/meaning of adverb
6. <u>The black lake</u> **Hernione:** Harry, tell me again **Harry:** come seek us where our voices sound. **Hermione:** <u>The black lake</u>, that's obvious **Harry:** An hour long you'll have to look. **Hermione:** Again obvious, though I must admit potentially problematic.	ทะเลสาป	Semantic Error/meaning of adjective
7. <u>What is it?</u> **Ron:** Look! Harry **Harry**: <u>what is it?</u> **Ron**: It's…..I am not quite sure Harry.	เป็นอะไรไป	Pragmatic Error/meaning of sentence

3. **Movie Title**: Star Wars Episode 3 :Revenge of the sith script

Year: 2005 **Time:** 2 hours 14 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Very good, my lord</u> **Darth Vader**: The separatists are taken care of, My master **Darth Sidious**: It is finished, then. You have restored peace and justice to the galaxy. You have done well Lord Vader. **Darth Sidious**: Send a message to the ships of the trade federation. And such a thing do you believe in the next plan? **Darth Vader**: <u>Very good, my lord.</u>	ข้ารับทราบ ท่านอาจารย์	Semantic Error/meaning of adjective
2. <u>Not yet</u> **Anakin**: Are you ready? Shall we move? **Obi-wan**: <u>Not yet</u>, hold	ไม่	Lexical Error/Lexical Choice

4. **Movie Title**: Cars

Year: 2006 **Time:** 1 hours 50 minutes

English dialogues	Thai subtitles	Type of errors
1.<u>Yes sir</u>! **Sheriff**: Just let him run outta gas and tow him back. But keep an eye on him. **Doc**: <u>Yes sir</u>!	ครับพ้ม	Lexical Error/Spelling
2.<u>Morning Sally</u> **Mater**: <u>Morning Sally</u>, look at this here fancy new road that Mcqueen done just made! **Sally**: Yes amazing!.	รุณหวัด เซลลี่!	Lexical Error/Spelling
3.<u>What're you gonna do?</u> **Mcqueen**: I have to leave this place. **Doc**: <u>What' re you gonna do?</u>	จะไปโกรธได้ไง	Pragmatic Error/Meaning of sentence
4.<u>Come on</u> **Darell**: He lost another tire. **Bob**: They are entering turn three! **Mcqueen**: <u>come on</u>. **Darell**: I don't believe what I am watching, Bob! **Darell**: Lighting Macqueen is hundred feet from his Piston Cup!	ปัดโถ่	Lexical Error/ Lexical choice
5.<u>No way</u> **Sally**: <u>No way</u> that is impossible! **Mater**: He did, he really did ah..	โตแล้ว	Pragmatic Error/Meaning of Phrase
6.<u>Run</u> **Mater**: That's Frank. **Mcqueen**: Ahhhh! **Mater**: <u>Run</u> ahha run! **Mater**: Run he is gonna get ya! run! Hahah! **Sally**: Customers!	เร็ว	Semantic Error/ Meaning of verb

7. respect the classic **Mater**: Such a beautiful song! **Mcqueen**: nope, I don't think so. **Mater**: respect the classic	นื่อมตะนะ	Pragmatic Error/Meaning of sentence
8. hope you enjoy the show! **Mcqueen**: I just need my daily gas ration from the Sheriff. **Doc**: Wait for him at Flo, now get out of here. **Mcqueen**: I am trying to get out of here for three days! And see the game in California! **Sheriff**: Hope you enjoy the show! **Mcqueen**: whoaaa, Doc time to clean out the garage.	เห็นตับไตไส้พุงผมหมด	Pragmatic Error/Meaning of sentence
9. love me **People**: Mcqueen Mcqueen Mcqueen! **Mcqueen**: Here I come, love me!	หลงผมซะ	Semantic Error/meaning of verb
10. good evening, you two **Mater**: hahaa, Good evening you two **Sally**: you too Mater. **Lizze**: Oh! Stanley, I wish you could see this.	คืนนี้มีความสุขนะทั้งคู่เลย	Pragmatic Error/Meaning of sentence
11. music, sweet music **Mcqueen**: You race like you fix roads. I will show him. I will show him! **Mcqueen**: Great! I hate it, hate, hate **Doc**: Haha, music, sweet music **Sally**: Maybe this wasn't such a good idea.	เสียงเพลงยามค่ำคืน	Semantic Error/Meaning of adjective
12. Hey, sticker **Mcqueen**: Hahaha! whoa, whoa ahh this is nice. **Sally**: Hey, sticker **Mcqueen & Sally**: Huh! **Sally**: I am sorry.	สวยดีนี่ พ่อรูปลอก	Pragmatic Error/Meaning of word
13. Tell me about it **Security**: Hey, no cameras! Get outta here! **Kori**: We're here in victory lane, awaiting the race results. Macqueen that was quite a risky move, not taking tires. **Mcqueen crew**: Tell me about it. **Kori**: Are you sorry you don't have a crew chief out there? **Macqueen**: Ha.. **Macqueen**: oh Kori! There is a lot more to racing than just wining. I mean, taking the race by a full lap…where's the entertain is that? No…I want to give folks a little sizzie.	บอกฉันมา	Pragmatic Error/Meaning of idiom/slang

5. **Movie Title**: Pirates of the Caribbean :Dead Man's Chest

   Year: 2006 **Time:** 2 hours 21 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>My Lord</u>! **Soldier**: <u>My lord</u>! We have to prepare the weapons! **Captain**: they arrive? **Soldier**: yes, my lord.	ตายล่ะ	Pragmatic Error/meaning of word
2. <u>Did he know</u>? **Elizerberth**: What is all about? <u>Did he know</u>? **Old captain**: I don't know anything (run…)	งั้นหรือ	Pragmatic Error/meaning of sentence
3. <u>The rest have moved on</u>. **Devy Jone**: What about them? **Ghost**: <u>The rest have moved on</u>. **Devy Jone**: Um.. move forward everyone we need to hurry.	ที่เหลือตายหมด	Semantic Error/meaning of verb
4. <u>Let's them test the triple gun</u>. **Ghost**: Here they are! **Devy Jone**: <u>Let's them test the triple gun</u>. **Ghost**: Ready one two three…	ให้พวกมันลองชิมปืนตราสามแม่ครัว	Semantic Error/Meaning of noun

6. **Movie Title**: Night at Museum

   Year: 2006 **Time:** 1 hours 44 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Can't do it son</u> **Son**: Can I jump on it? **Larry**: <u>Can't do it son</u>. **Son**: Hur…	ไม่ได้หรอก	Pragmatic Error/meaning of phrase
2. <u>Yeah thanks</u> **Sesle**: I will show you where things are in the library. **Larry**: <u>Yeah, thanks</u>. Sesle: This way.	เยี่ยม	Semantic Error/meaning of noun
3. <u>Thanks</u> **Mr. President**: <u>Thanks</u> for safe my life. **Larry**: My pleasure.	ขอบคุณ	Pragmatic Error/ Meaning of word

7. Movie Title: Shrek the Third

Year: 2007 **Time:** 1 hours 23 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Play pool every day</u>? **Sharming**: <u>Play pool every day</u>? **Cartoon**: Yes, I love it.	เล่นพูลไปวันๆ	Semantic Error/Meaning of adverb
2. <u>my dad in law</u> **King**: You will be a king, promise me? **Shrek**: Yes, <u>my dad in law</u>.	ท่านพ่อราชากบ	Semantic Error/meaning of noun
3. <u>I don't think it is such a good idea.</u> **Shrek**: I can't do it. <u>I don't think it is such a good idea.</u> **Sharming**: You have to believe in yourself.	คนเขาจะโห่เอาได้	Pragmatic Error/meaning of sentence
4. <u>Do you mind</u>? **Boy**: We have to help them. **Princess**: <u>Do you mind?</u> **Girl**: No! we will help them, let's go.	ซะใจรึยัง	Pragmatic Error/meaning of sentence
5. <u>What did you expect</u>? **Deer**: We lost them, <u>what did you expect?</u> **Shrek**: No don't listen to him people!	คิดว่ายักษ์จะใจดีเหรอ	Pragmatic Error/meaning of sentence

8. Movie Title: Spider Man 3

Year: 2007 **Time:** 1 hours 23 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>I will be there</u> **Peter**: Don't worry, <u>I will be there</u>. **MJ**: I will wait for you.	ฉันจะคอยดูคุณ	Pragmatic Error/meaning of sentence
2. <u>Who are you?</u> **Man:** Here you are. I am looking for you. **MJ**: <u>Who are you?</u> **Man:** Believe me, You don't want to know.	คุณเป็นอะไรไปแล้ว	Pragmatic Error/meaning of sentence
3. <u>Been better</u> **MJ**: How are you? **Harry**: <u>Been better</u>.	โทรมกว่าเก่า	Pragmatic Error/meaning of phrase

9. Movie Title: Transformer

    Year: 2007 **Time:** 2 hours 13 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>I have just paused it</u>! **Sam Witwicky**: What are you doing? **Mikaela**: <u>I have just paused it.</u> **Sam Witwicky**: Let's go.	ฉันเพิ่งพอสมัน	Lexical Error/Lexical choice
2. <u>People responsibility</u>! **Students**: (All students are laughing at Sam Witwicky.) **Teacher**: <u>People Responsibility!</u> **Sam Witwicky**: That's ok, but please listen to what I will say.	โตแล้ว ขออย่าให้เตือน	Semantic Error/meaning of noun
3. <u>Who know</u>? **Teacher**: <u>Who know?</u> **Sam Witwicky**: Let me try sir.	จะรู้มั้ย	Pragmatic Error/meaning of sentence
4. I'm really <u>glad</u> I got in that car with you. **Mikaela**: I'm really <u>glad</u> I got in that car with you. **Sam Witwicky**: I'm glad you are happy.	ฉันไม่เคยเสียใจที่ได้นั่งรถคันนั้นกับคุณ	Lexical Error/ Lexical choice

The second inter-rater

1. **Movie Title**: Narnia: The Lion, the Witch and the Wardrobe

Year: 2005 **Time:** 2 hours 15 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>We</u> **Peter:** Get off me! <u>We</u> can't let him go! **Beaver:** Don't you get it, He is the bait!	ปล่อยฉันนะ พวก**เขา**จะปล่อยเขาไปไม่ได้	Semantic Error/Meaning of Pronoun
2. <u>He means the trees.</u> **Mr. Beaver:** Is everything alright? **Peter:** Yes, we were just talking. **Mr. Beaver:** that's better left for safer corners. **Lucy:** <u>He means the trees.</u> **Susan:** Oh I see.	ต้นไม้ที่นี่ไม่ปลอดภัย	Semantic Error/Meaning of Verb
3. Why doesn't he fight <u>back</u>? **Aslan:** I 'd be glad of the company tonight. It is time from now on I must go alone. Thanks Susan (*later after lots of jeers towards Aslan as he walks to the stone table and be caught.) **Lucy:** why doesn't he fight <u>back?</u> **Witch:** Bind him. Wait, first let him be shaved	ทำไมเขาไม่สู้	Semantic Error/Meaning of Preposition
4. <u>Big girl</u> **Mother:** look after the others **Peter:** I will **Mother:** you are <u>big girl</u> now Susan. There now off to go.	เด็กดี	Semantic Error/Meaning of Adjective
5. <u>Hello</u> (the servant speak to the queen) **Servant:** <u>Hello</u> my queen **White witch** (queen): Did the boy tell you anything yet?	ไง	Pragmatic Error/Meaning of Word

2. **Movie Title**: Harry Potter and the Goblet of Fire

Year : 2005 **Time:** 2 hours 24 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>By accident of course</u> **Dumbledore**: I never liked these curtains. Set them on fire in my fourth year, <u>by accident of course</u>. I put you in terrible danger this year Harry I am sorry. **Harry**: Professor, when I was in the graveyard there was a moment when Voldemort's wand and mine sort of connected.	เป็นอุบัติอยู่แล้ว	Semantic Error/Meaning of Adverb
2. <u>Some game</u> **Cedric**: you know for a moment there I thought you were gonna let it get me. **Harry**: For a moment so did I. **Cedric**: you have to pass some game **Harry**: <u>some game</u> ah. **Cedric**: yes, some game.	ยากนะ	Semantic Error/meaning of noun
3. <u>Go</u> **Cedric**: you know for a moment there I thought you were gonna let it get me **Harry**: For a moment so did I. **Cedric**: you have to pass some game **Harry**: some game **Cedric**: You have to <u>go</u>, take it, you saved me. **Harry**: together, on three. One, two, three	เร็ว	Semantic Error/meaning of verb
4. <u>catch them</u> **Harry**: I have to <u>catch them</u> and help her. **Ron**: But it is very dangerous, you know it.	ลืมมันเถอะ	Semantic Error/meaning of verb
5. <u>Not now Nigel</u> **Nigel:** Passel for you Mr.Weasley **Ron:** Thank you Nigel (Nigel is gazing to Harry) **Ron:** <u>not now Nigel</u>, later go on. (Nigel leaves) **Ron:** I told him I'd get him Harry's autograph.	ยังเลยในเจล	Semantic Error/meaning of adverb
6. <u>The black lake</u> **Hernione:** Harry, tell me again **Harry:** come seek us where our voices sound. **Hermione:** <u>The black lake</u>, that's obvious **Harry:** An hour long you'll have to look. **Hermione:** Again obvious, though I must admit potentially problematic.	ทะเลสาป	Semantic Error/meaning of adjective
7. <u>What is it?</u> **Ron:** Look! Harry **Harry**: <u>what is it?</u>	เป็นอะไรไป	Pragmatic Error/meaning of sentence

Ron: It's…..I am not quite sure Harry.		

3. Movie Title: Star Wars Episode 3 :Revenge of the sith scrip

Year: 2005 **Time:** 2 hours 14 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Very good, my lord</u> **Darth Vader**: The separatists are taken care of, My master **Darth Sidious**: It is finished, then. You have restored peace and justice to the galaxy. You have done well Lord Vader. **Darth Sidious**: Send a message to the ships of the trade federation. And such a thing do you believe in the next plan? **Darth Vader**: <u>Very good, my lord.</u>	ข้ารับทราบ ท่านอาจารย์	Semantic Error/meaning of adjective
2. <u>Not yet</u> **Anakin**: Are you ready? Shall we move? **Obi-wan**: <u>Not yet</u>, hold	ไม่	Lexical Error/Lexical Choice

4. Movie Title: Cars

Year: 2006 **Time:** 1 hours 50 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Yes sir!</u> **Sheriff**: Just let him run outta gas and tow him back. But keep an eye on him. **Doc**: <u>Yes sir!</u>	ครับพ้ม	Lexical Error/Spelling
2. <u>Morning Sally</u> **Mater**: <u>Morning Sally,</u> look at this here fancy new road that Mcqueen done just made! **Sally**: Yes amazing!.	รุฌหวัด เซลลี่!	Lexical Error/Spelling
3. What're you gonna do? **Mcqueen**: I have to leave this place. **Doc**: <u>What' re you gonna do?</u>	จะไปโกรธได้ไง	Pragmatic Error/Meaning of sentence
4. <u>Come on</u> **Darell**: He lost another tire. **Bob**: They are entering turn three! **Mcqueen**: <u>come on</u>. **Darell**: I don't believe what I am watching, Bob! **Darell**: Lighting Macqueen is hundred feet from his Piston Cup!	ปัดโถ่	Pragmatic Error/Meaning of idiom/slang
5. <u>No way</u> **Sally**: <u>No way</u> that is impossible! **Mater**: He did, he really did ah..	โตแล้ว	Pragmatic Error/Meaning of Phrase
6. <u>Run</u> **Mater**: That's Frank. **Mcqueen**: Ahhhh! **Mater**: <u>Run</u> ahha run!	เร็ว	Lexical Error/Lexical Choice

Mater: Run he is gonna get ya! run! Hahah! **Sally**: Customers!		
7. respect the classic **Mater**: Such a beautiful song! **Mcqueen**: nope, I don't think so. **Mater**: respect the classic	นี่อมตะนะ	Pragmatic Error/Meaning of sentence
8. hope you enjoy the show! **Mcqueen**: I just need my daily gas ration from the Sheriff. **Doc**: Wait for him at Flo, now get out of here. **Mcqueen**: I am trying to get out of here for three days! And see the game in California! **Sheriff**: Hope you enjoy the show! **Mcqueen**: whoaaa, Doc time to clean out the garage.	เห็นตับไตไส้พุงผมหมด	Pragmatic Error/Meaning of sentence
9. love me **People**: Mcqueen Mcqueen Mcqueen! **Mcqueen**: Here I come, love me!	หลงผมซะ	Semantic Error/meaning of verb
10. good evening, you two **Mater**: hahaa, Good evening you two **Sally**: you too Mater. **Lizze**: Oh! Stanley, I wish you could see this.	คืนนี้มีความสุขนะทั้งคู่เลย	Pragmatic Error/Meaning of sentence
11. music, sweet music **Mcqueen**: You race like you fix roads. I will show him. I will show him! **Mcqueen**: Great! I hate it, hate, hate **Doc**: Haha, music, sweet music **Sally**: Maybe this wasn't such a good idea.	เสียงเพลงยามค่ำคืน	Semantic Error/Meaning of adjective
12. Hey, sticker **Mcqueen**: Hahaha! whoa, whoa ahh this is nice. **Sally**: Hey, sticker **Mcqueen & Sally**: Huh! **Sally**: I am sorry.	สวยดีนี่ พ่อรูปลอก	Pragmatic Error/Meaning of word
13. Tell me about it **Security**: Hey, no cameras! Get outta here! **Kori**: We're here in victory lane, awaiting the race results. Macqueen that was quite a risky move, not taking tires. **Mcqueen crew**: Tell me about it. **Kori**: Are you sorry you don't have a crew chief out there? **Macqueen**: Ha.. **Macqueen**: oh Kori! There is a lot more to racing than just wining. I mean, taking the race by a full lap…where's the entertain is that? No…I want to give folks a little sizzle.	บอกฉันมา	Pragmatic Error/Meaning of idiom/slang

5. **Movie Title**: Pirates of the Caribbean :Dead Man's Chest

    Year: 2006 **Time:** 2 hours 21 minutes

English dialogues	Thai subtitles	Type of errors
1. My Lord! **Soldier**: My lord! We have to prepare the weapons! **Captain**: they arrive? **Soldier**: yes, my lord.	ตายล่ะ	Pragmatic Error/meaning of word
2. Did he know? **Elizerberth**: What is all about? Did he know? **Old captain**: I don't know anything (run…)	งั้นหรือ	Pragmatic Error/meaning of sentence
3. The rest have moved on. **Devy Jone**: What about them? **Ghost**: The rest have moved on. **Devy Jone**: Um.. move forward everyone we need to hurry.	ที่เหลือตายหมด	Semantic Error/meaning of verb
4. Let's them test the triple gun. **Ghost**: Here they are! **Devy Jone**: Let's them test the triple gun. **Ghost**: Ready one two three…	ให้พวกมันลองชิมปืนตราสามแม่ครัว	Semantic Error/Meaning of noun

6. **Movie Title**: Night at Museum

    Year: 2006 **Time:** 1 hours 44 minutes

English dialogues	Thai subtitles	Type of errors
1. Can't do it son **Son**: Can I jump on it? **Larry**: Can't do it son. **Son**: Hur…	ไม่ได้หรอก	Pragmatic Error/meaning of phrase
2. Yeah thanks **Sesle**: I will show you where things are in the library. **Larry**: Yeah, thanks. **Sesle**: This way.	เยี่ยม	Semantic Error/meaning of noun
3. Thanks **Mr. President**: Thanks for safe my life. **Larry**: My pleasure.	ขอบคุณ	Lexical Error/Lexical Choice

7. Movie Title: Shrek the Third

Year: 2007 **Time:** 1 hours 23 minutes

English dialogues	Thai subtitles	Type of errors
1. Play pool every day? **Sharming**: Play pool every day? **Cartoon**: Yes, I love it.	เล่นพูลไปวันๆ	Semantic Error/Meaning of adverb
2. my dad in law **King**: You will be a king, promise me? **Shrek**: Yes, my dad in law.	ท่านพ่อราชากบ	Semantic Error/meaning of noun
3. I don't think it is such a good idea. **Shrek**: I can't do it. I don't think it is such a good idea. **Sharming**: You have to believe in yourself.	คนเขาจะโห่เอาได้	Pragmatic Error/meaning of sentence
4. Do you mind? **Boy**: We have to help them. **Princess**: Do you mind? **Girl**: No! we will help them, let's go.	ซะใจรึยัง	Pragmatic Error/meaning of sentence
5. What did you expect? **Deer**: We lost them, what did you expect? **Shrek**: No don't listen to him people!	คิดว่ายักษ์จะใจดีเหรอ	Pragmatic Error/meaning of sentence

8. Movie Title: Spider Man 3

Year: 2007 **Time:** 1 hours 23 minutes

English dialogues	Thai subtitles	Type of errors
1. I will be there **Peter**: Don't worry, I will be there. **MJ**: I will wait for you.	ฉันจะคอยดูคุณ	Pragmatic Error/meaning of sentence
2. Who are you? **Man:** Here you are. I am looking for you. **MJ**: Who are you? **Man:** Believe me, You don't want to know.	คุณเป็นอะไรไปแล้ว	Pragmatic Error/meaning of sentence
3. Been better **MJ**: How are you? **Harry**: Been better.	โทรมกว่าเก่า	Pragmatic Error/meaning of phrase

9. Movie Title: Transformer

Year: 2007 **Time:** 2 hours 13 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>I have just paused it!</u> **Sam Witwicky**: What are you doing? **Mikaela**: <u>I have just paused it.</u> **Sam Witwicky**: Let's go.	ฉันเพิ่งพอสมัน	Lexical Error/Lexical choice
2. <u>People responsibility!</u> **Students**: (All students are laughing at Witwicky.) **Teacher**: <u>People Responsibility!</u> **Sam Witwicky**: That's ok, but please listen to what I will say.	โตแล้ว ขออย่าให้เตือน	Semantic Error/meaning of noun
3. <u>Who know?</u> **Teacher**: <u>Who know?</u> **Sam Witwicky**: Let me try sir.	จะรู้มั้ย	Pragmatic Error/meaning of sentence
4. I'm really <u>glad</u> I got in that car with you. **Mikaela**: I'm really <u>glad</u> I got in that car with you. **Sam Witwicky**: I'm glad you are happy.	ฉันไม่เคยเสียใจที่ได้นั่งรถคันนั้นกับคุณ	Semantic Error/Meaning of adjective

The third inter-rater

1. **Movie Title**: Narnia: The Lion, the Witch and the Wardrobe

Year: 2005 **Time:** 2 hours 15 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>We</u> **Peter:** Get off me! <u>We</u> can't let him go! **Beaver:** Don't you get it, He is the bait!	ปล่อยฉันนะ พวก**เขา**จะปล่อยเขาไปไม่ได้	Semantic Error/Meaning of Pronoun
2. <u>He means the trees.</u> **Mr. Beaver:** Is everything alright? **Peter:** Yes, we were just talking. **Mr. Beaver:** that's better left for safer corners. **Lucy**: <u>He means the trees.</u> **Susan**: Oh I see.	ต้นไม้ที่นี่ไม่ปลอดภัย	Semantic Error/Meaning of Verb
3. Why doesn't he fight <u>back</u>? **Aslan:** I 'd be glad of the company tonight. It is time from now on I must go alone. Thanks Susan (*later after lots of jeers towards Aslan as he walks to the stone table and be caught.) **Lucy:** why doesn't he fight <u>back?</u> **Witch:** Bind him. Wait, first let him be shaved	ทำไมเขาไม่สู้	Semantic Error/Meaning of Preposition
4. <u>Big girl</u> **Mother**: look after the others **Peter**: I will **Mother**: you are <u>big girl</u> now Susan. There now off to go.	เด็กดี	Semantic Error/Meaning of Adjective
5. <u>Hello</u> (the servant speak to the queen) **Servant**: <u>Hello</u> my queen **White witch** (queen): Did the boy tell you anything yet?	ไง	Pragmatic Error/Meaning of Word

2. Movie Title: Harry Potter and The Goblet of Fire

Year : 2005 **Time:** 2 hours 24 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>By accident of course</u> **Dumbledore**: I never liked these curtains. Set them on fire in my fourth year, <u>by accident of course</u>. I put you in terrible danger this year Harry I am sorry. **Harry**: Professor, when I was in the graveyard there was a moment when Voldemort's wand and mine sort of connected.	เป็นอุบัติอยู่แล้ว	Lexical Error/Spelling errors
2. <u>Some game</u> **Cedric**: you know for a moment there I thought you were gonna let it get me. **Harry**: For a moment so did I. **Cedric**: you have to pass some game **Harry**: <u>some game</u> ah. **Cedric**: yes, some game.	ยากนะ	Semantic Error/meaning of noun
3. <u>Go</u> **Cedric**: you know for a moment there I thought you were gonna let it get me **Harry**: For a moment so did I. **Cedric**: you have to pass some game **Harry**: some game **Cedric**: You have to <u>go</u>, take it, you saved me. **Harry**: together, on three. One, two, three	เร็ว	Semantic Error/meaning of verb
4. <u>catch them</u> **Harry**: I have to <u>catch them</u> and help her. **Ron**: But it is very dangerous, you know it.	ลืมมันเถอะ	Semantic Error/meaning of verb
5. <u>Not now Nigel</u> **Nigel:** Passel for you Mr.Weasley **Ron:** Thank you Nigel (Nigel is gazing to Harry) **Ron:** <u>not now Nigel</u>, later go on. (Nigel leaves) **Ron:** I told him I'd get him Harry's autograph.	ยังเลยไนเจล	Semantic Error/meaning of adverb
6. <u>The black lake</u> **Hernione:** Harry, tell me again **Harry:** come seek us where our voices sound. **Hermione:** <u>The black lake</u>, that's obvious **Harry:** An hour long you'll have to look. **Hermione:** Again obvious, though I must admit potentially problematic.	ทะเลสาป	Semantic Error/meaning of adjective

English dialogues	Thai subtitles	Type of errors
7. <u>What is it?</u> **Ron:** Look! Harry **Harry**: <u>what is it?</u> **Ron**: It's…..I am not quite sure Harry.	เป็นอะไรไป	Pragmatic Error/meaning of sentence

3. Movie Title: Star Wars Episode 3 :Revenge of the sith script

Year: 2005 **Time:** 2 hours 14 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Very good, my lord</u> **Darth Vader**: The separatists are taken care of, My master **Darth Sidious**: It is finished, then. You have restored peace and justice to the galaxy. You have done well Lord Vader. **Darth Sidious**: Send a message to the ships of the trade federation. And such a thing do you believe in the next plan? **Darth Vader**: <u>Very good, my lord.</u>	ข้ารับทราบ ท่านอาจารย์	Semantic Error/meaning of adjective
2. <u>Not yet</u> **Anakin**: Are you ready? Shall we move? **Obi-wan**: <u>Not yet</u>, hold	ไม่	Lexical Error/Lexical Choice

4. Movie Title: Cars

Year: 2006 **Time:** 1 hours 50 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Yes sir</u>! **Sheriff**: Just let him run outta gas and tow him back. But keep an eye on him. **Doc**: <u>Yes sir</u>!	ครับพ้ม	Lexical Error/Spelling
2. <u>Morning Sally</u> **Mater**: <u>Morning Sally,</u> look at this here fancy new road that Mcqueen done just made! **Sally**: Yes amazing!.	รุณหวัด เซลลี่!	Lexical Error/Spelling
3. <u>What're you gonna do?</u> **Mcqueen**: I have to leave this place. **Doc**: <u>What' re you gonna do?</u>	จะไปโกรธได้ไง	Pragmatic Error/Meaning of sentence
4. <u>Come on</u> **Darell**: He lost another tire. **Bob**: They are entering turn three! **Mcqueen**: <u>come on</u>. **Darell**: I don't believe what I am watching, Bob! **Darell**: Lighting Macqueen is hundred feet from his Piston Cup!	ปัดโถ่	Lexical Error/ Lexical choice
5. <u>No way</u> **Sally**: <u>No way</u> that is impossible! **Mater**: He did, he really did ah..	โตแล้ว	Pragmatic Error/Meaning of Phrase
6. <u>Run</u> **Mater**: That's Frank. **Mcqueen**: Ahhhh!	เร็ว	Semantic Error/ Meaning of verb

Mater: <u>Run</u> ahha run! **Mater**: Run he is gonna get ya! run! Hahah! **Sally**: Customers!		
7. <u>respect the classic</u> **Mater**: Such a beautiful song! **Mcqueen**: nope, I don't think so. **Mater**: <u>respect the classic</u>	นิ่อมตะนะ	Pragmatic Error/Meaning of sentence
8. <u>hope you enjoy the show!</u> **Mcqueen**: I just need my daily gas ration from the Sheriff. **Doc**: Wait for him at Flo, now get out of here. **Mcqueen**: I am trying to get out of here for three days! And see the game in California! **Sheriff**: <u>Hope you enjoy the show!</u> **Mcqueen**: whoaaa, Doc time to clean out the garage.	เห็นตับไตไส้พุงผมหมด	Pragmatic Error/Meaning of sentence
9. <u>love me</u> **People**: Mcqueen Mcqueen Mcqueen! **Mcqueen**: Here I come, <u>love me</u>!	หลงผมซะ	Semantic Error/meaning of verb
10. <u>good evening, you two</u> **Mater**: hahaa, <u>Good evening you two</u> **Sally**: you too Mater. **Lizze**: Oh! Stanley, I wish you could see this.	คืนนี้มีความสุขนะทั้งคู่เลย	Pragmatic Error/Meaning of sentence
11. <u>music, sweet music</u> **Mcqueen**: You race like you fix roads. I will show him. I will show him! **Mcqueen**: Great! I hate it, hate, hate **Doc**: Haha, <u>music, sweet music</u> **Sally**: Maybe this wasn't such a good idea.	เสียงเพลงยามค่ำคืน	Semantic Error/Meaning of adjective
12. <u>Hey, sticker</u> **Mcqueen**: Hahaha! whoa, whoa ahh this is nice. **Sally**: <u>Hey, sticker</u> **Mcqueen & Sally**: Huh! **Sally**: I am sorry.	สวยดีนี่ พ่อรูปลอก	Pragmatic Error/Meaning of word
13. <u>Tell me about it</u> **Security**: Hey, no cameras! Get outta here! **Kori**: We're here in victory lane, awaiting the race results. Macqueen that was quite a risky move, not taking tires. **Mcqueen crew**: <u>Tell me about it.</u> **Kori**: Are you sorry you don't have a crew chief out there? **Macqueen**: Ha.. **Macqueen**: oh Kori! There is a lot more to racing than just wining. I mean, taking the race by a full lap…where's the entertain is that? No…I want to give folks a little sizzle.	บอกฉันมา	Pragmatic Error/Meaning of idiom/slang

5. Movie Title: Pirates of the Caribbean :Dead Man's Chest

Year: 2006 **Time:** 2 hours 21 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>My Lord</u>! **Soldier**: <u>My lord</u>! We have to prepare the weapons! **Captain**: they arrive? **Soldier**: yes, my lord.	ตายล่ะ	Pragmatic Error/meaning of word
2. <u>Did he know</u>? **Elizerberth**: What is all about? <u>Did he know</u>? **Old captain**: I don't know anything (run…)	งั้นหรือ	Pragmatic Error/meaning of sentence
3. <u>The rest have moved on</u>. **Devy Jone**: What about them? **Ghost**: <u>The rest have moved on</u>. **Devy Jone**: Um.. move forward everyone we need to hurry.	ที่เหลือตายหมด	Semantic Error/meaning of verb
4. <u>Let's them test the triple gun</u>. **Ghost**: Here they are! **Devy Jone**: <u>Let's them test the triple gun</u>. **Ghost**: Ready one two three…	ให้พวกมันลองชิมปืนตราสามแม่ครัว	Semantic Error/Meaning of noun

6. Movie Title: Night at Museum

Year: 2006 **Time:** 1 hours 44 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Can't do it son</u> **Son**: Can I jump on it? **Larry**: <u>Can't do it son</u>. **Son**: Hur…	ไม่ได้หรอก	Pragmatic Error/meaning of phrase
2. <u>Yeah thanks</u> **Sesle**: I will show you where things are in the library. Larry: <u>Yeah, thanks.</u> Sesle: This way.	เยี่ยม	Semantic Error/meaning of noun
3. <u>Thanks</u> **Mr. President**: <u>Thanks</u> for safe my life. **Larry**: My pleasure.	ขอบคุณ	Pragmatic Error/ Meaning of word

7. Movie Title: Shrek the Third

Year: 2007 **Time:** 1 hours 23 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>Play pool every day</u>? **Sharming**: <u>Play pool every day?</u> **Cartoon**: Yes, I love it.	เล่นพูลไปวันๆ	Semantic Error/Meaning of adverb
2. <u>my dad in law</u> **King**: You will be a king, promise me? **Shrek**: Yes, <u>my dad in law</u>.	ท่านพ่อราชากบ	Semantic Error/meaning of noun
3. <u>I don't think it is such a good idea.</u> **Shrek**: I can't do it. <u>I don't think it is such a good idea.</u> **Sharming**: You have to believe in yourself.	คนเขาจะโห่เอาได้	Pragmatic Error/meaning of sentence
4. <u>Do you mind</u>? **Boy**: We have to help them. **Princess**: <u>Do you mind?</u> **Girl**: No! we will help them, let's go.	ซะใจรึยัง	Pragmatic Error/meaning of sentence
5. <u>What did you expect?</u> **Deer**: We lost them, <u>what did you expect?</u> **Shrek**: No don't listen to him people!	คิดว่ายักษ์จะใจดีเหรอ	Pragmatic Error/meaning of sentence

8. Movie Title: Spider Man 3

Year: 2007 **Time:** 1 hours 23 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>I will be there</u> **Peter**: Don't worry, <u>I will be there</u>. **MJ**: I will wait for you.	ฉันจะคอยดูคุณ	Pragmatic Error/meaning of sentence
2. <u>Who are you</u>? **Man**: Here you are. I am looking for you. **MJ**: <u>Who are you?</u> **Man**: Believe me, You don't want to know.	คุณเป็นอะไรไปแล้ว	Pragmatic Error/meaning of sentence
3. <u>Been better</u> **MJ**: How are you? **Harry**: <u>Been better</u>.	โทรมกว่าเก่า	Pragmatic Error/meaning of phrase

9. Movie Title: Transformer

Year: 2007 **Time:** 2 hours 13 minutes

English dialogues	Thai subtitles	Type of errors
1. <u>I have just paused it!</u> **Sam Witwicky**: What are you doing? **Mikaela**: <u>I have just paused it.</u> **Sam Witwicky**: Let's go.	ฉันเพิ่งพอสมัน	Lexical Error/Lexical choice
2. <u>People responsibility!</u> **Students**: (All students are laughing at Sam Witwicky.) **Teacher**: <u>People Responsibility!</u> **Sam Witwicky**: That's ok, but please listen to what I will say.	โตแล้ว ขออย่าให้เตือน	Semantic Error/meaning of noun
3. <u>Who know?</u> **Teacher**: <u>Who know?</u> **Sam Witwicky**: Let me try sir.	จะรู้มั้ย	Pragmatic Error/meaning of sentence
4. I'm really <u>glad</u> I got in that car with you. **Mikaela**: I'm really <u>glad</u> I got in that car with you. **Sam Witwicky**: I'm glad you are happy.	ฉันไม่เคยเสียใจที่ได้นั่งรถคันนั้นกับคุณ	Lexical Error/ Lexical choice

Appendix D: The comments of learning materials from three inter-raters

Research instrument Evaluation Form (for translation tasks)

Directions: Please indicate how you evaluate (Excellent, Good, Adequate, Poor, Totally Lacking, Mandatory, Optional, and Not Applicable) each of these statements by writing in the box to indicate what you think and give your comments or suggestions for the improvement of the translation tasks for upper intermediate class, university students.

Items	Excellent	Good	Adequate	Poor	Lacking
	4	3	2	1	0
1. The task is consistent with its objectives.	✓				
2. The task reflects both content validity and construct validity.			✓		
3. The tasks can reflect students' translation achievement according to the task objectives.		✓			
4. The tasks scoring criteria are clear and appropriate for the tasks of translation.	✓				
5. The length of the tasks is appropriate.		✓			
6. The language used in the task is precise and clear.	✓				
7. The time given is appropriate.		✓			

Additional comments or suggestions

 Overall tasks are related to the stated objectives which focusing on measuring students' achievement in translation from English language to Thai language. In order to meet the requirement, students need to be fluent in both English and Thai language. Therefore, it is recommended that these translation tasks should be used with students who have undergone some basic English and Thai translation courses.

Research instrument Evaluation Form (for translation tasks)

Directions: Please indicate how you evaluate (Excellent, Good, Adequate, Poor, Totally Lacking, Mandatory, Optional, and Not Applicable) each of these statements by writing in the box to indicate what you think and give your comments or suggestions for the improvement of the translation tasks for upper intermediate class, university students.

Items	Excellent	Good	Adequate	Poor	Lacking
	4	3	2	1	0
1. The task is consistent with its objectives.		✓			
2. The task reflects both content validity and construct validity.			✓		
3. The tasks can reflect students' translation achievement according to the task objectives.		✓			
4. The tasks scoring criteria are clear and appropriate for the tasks of translation.		✓			
5. The length of the tasks is appropriate.		✓			
6. The language used in the task is precise and clear.			✓		
7. The time given is appropriate.			✓		

Additional comments or suggestions

I can see that one objective is to practice students' translation skill. In my opinion,. I think all activities should be related to each other in the aspect that they help students improve their English skill. This means that all objective must be related. Language used is sometime difficult. For the activity that asks students to check the meaning of the word, teacher should provide the context. I think time provided is not enough since some passages that students have to translate is quite long comparing to the time that is given.

Research instrument Evaluation Form (for translation tasks)

Directions: Please indicate how you evaluate (Excellent, Good, Adequate, Poor, Totally Lacking, Mandatory, Optional, and Not Applicable) each of these statements by writing in the box to indicate what you think and give your comments or suggestions for the improvement of the translation tasks for upper intermediate class, university students.

Items	Excellent	Good	Adequate	Poor	Lacking
	4	3	2	1	0
1. The task is consistent with its objectives.		/			
2. The task reflects both content validity and construct validity.		/			
3. The tasks can reflect students' translation achievement according to the task objectives.			/		
4. The tasks scoring criteria are clear and appropriate for the tasks of translation.			/		
5. The length of the tasks is appropriate.		/			
6. The language used in the task is precise and clear.		/			
7. The time given is appropriate.			/		

Additional comments or suggestions

 In terms of teaching, there should have only one "learning behavior" in each objective.

Moreover, it would be better if you indicate the learning condition so that others would be able to picture that your students are going to complete the task individually or in group.

BIOGRAPHY

Soranee Boonyarut was born on the 16th August 1984 in Nakhon Si Thammarat. She obtained her Bachelor degree of Arts (English for Business) in 2006. After graduating, she worked as an international coordinator at CPF training company before continuing her studies in English as an International language program, Chulalongkorn University.