



Translation Strategies at Word Level Applied by 4th-Year English Majors, Rangsit University

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Abstract

This study aimed to explore translation strategies at word level applied by fourth-year English majors, Rangsit University. The samples were four short stories translated from English into Thai by four 4th-year students who enrolled in ENG491 Independent Study (I.S) and completed their independent study in the academic year 2018. Four short stories included *Take is Sake*, *The Wise Old Weaver*, *The Magic Forest*, and *The Bremen Town Musicians* collected in *Elder Tales: Stories of Wisdom and Courage from Around the World* authored by Keding (2008). Among four stories, a total of 90 data were found to use Baker (1992)'s translation strategies. The data were analyzed based on eight translation strategies suggested by Baker (1992). The results revealed that the strategy that displayed the highest frequency was translation by omission (25.55%), followed by translation by paraphrase using a related word (21.11%), translation by paraphrase using an unrelated word (16.67%), and translation by using a more general word (13.33%). The frequencies of translation by cultural substitution, translation by using a more neutral/ less expressive word, and translation by using a loanword or loanword plus explanation were not much different, 8.89%, 6.67%, and 6.67%, respectively. Translation by illustration was hardly used by the students (1.11%).

Keywords: *Translation, Translation Strategies, Word Level, English Majors, Rangsit University*

1. Introduction

It is undeniable that, nowadays, life may be in difficulty if one cannot communicate further than one's mother tongue. We all live in the globalized world as well as the era of technological advancement where a number of changes are daily seen. Globalisation implies an interactive society where interpersonal exchange is a normal phenomenon. Living in the same sphere, people do not share the same language and culture. According to Hantrais (1989), culture is considered as a set of beliefs and practices while language is considered. Therefore, language and culture influence the way people live. Each subgroup (country) of this globalised society has its own unique culture, tradition, living styles, and of course, language. Learning the language used by those in another subgroup is considered a necessity. More and more people are interested in learning or studying a foreign language, believing that knowing more than their mother tongues can give them a number of benefits in return.

This trend is supported by Gunesch (2009) who stated that people find knowledge of languages can facilitate a broader world view; consequently, many languages have become popular choices for them to learn. One of them is English universally used in cross-cultural communication in the globalised world. Furthermore, as one of the world's most popular second language choices as evidenced by all educational institutions including schools, colleges, and universities, English is categorised as a compulsory course in their curricula due to its necessity.

Thailand is a country where English is the number one second language choice. Hirunburana (2017) considered English as a vital medium required for professional advancement in Thailand. That is why English language programmes in Thai universities are very popular among Thai school students who desire to further their study in the undergraduate level. Having decided to choose English language as a major, a student needs to complete all the courses required by the programme he enrolls in. English courses available in English programmes in Thai university are aimed at having English majors equipped with four skills – listening, speaking, reading, and writing – and enabling them to use English effectively in their future careers. Despite their different focuses caused by surrounding factors, undergraduate English programmes available in Thailand still offer a number of English courses similar to each other. One of the most popular English courses offered is translation.

[1423]



Translation is vital for today's communication as it is a tool for intercultural communication. In order to achieve the goal of communication in which a person cannot communicate in the language used by the other, translation is mandatory. Due to such necessity to the world of globalisation, English majors in Thai universities are expected to be skilled at translating apart from listening, speaking, reading, and writing. Nowadays, translation courses are generally found in undergraduate programmes in English language, and English majors are required to always take English-Thai translation courses prior to Thai-English translation ones. The reason is that Thai-English translation requires more advanced writing skills. In English-Thai translation, a student needs to master English reading skills to understand the meaning intended by the author of the source text as well as Thai writing skills to express the author's intention in the target text. Thai fourth-year students are considered as graduates-to-be who have passed at least three quarters of the courses required by their programmes and are supposed to have satisfactory language skills. Fourth-year English majors are expected to understand an English text as well as its author's intention. Translation is a matter of science and art, so many translation scholars view translation as a process of thinking and a product that reflects the translator's analytical skill.

Hence, this study was meant to explore translation strategies applied by fourth-year English majors since a translation work produced by a student then can disclose the way the student analyses the source text and expresses the meaning intended by the source text in the target language as well as translation strategies he uses to come up with the equivalent or compensate what does not exist in either the SL or TL culture. The findings can mirror their linguistic ability as well as process of thinking and can lead to the improvement of English language and translation teaching in Thailand.

1.1 Definitions and Significance of Translation

Translation is considered as a tool for international communication where one cannot communicate in the language of another but wishes to understand the message sent. According to Newmark (1988), translation is the expression of the meaning of a message intended by its owner in one language into another. Likewise, Catford (1965) defined it as a process and a product as it is the substitution of a text in one language by an equivalent text in another language. Not much different from Larson (1998), translation is the transfer of meaning of the source language into the language of the receiver. Translation, then, is composed of two linguistic forms: the language to be translated – the source language (SL) and the language to be translated into – the target language (TL). It is noticeable that those three theorists similarly define the term.

Many theorists consider translation as the change of the form not meaning. In translation, meaning does not change but the form does. Larson (1998) discussed meaning and form in translation and stated that meaning is transferred into another language (form) but must be held constant by the translator. That is, a translator needs to always be concerned with the meaning and confident that the form in the target text provides the meaning as intended by the source text. That is why a well-qualified translator is expected to have knowledge of the source language and the target language as well as analytical and interpretive skills.

As translation is considered to be a process, a translator needs to pass through a number of steps. Larson (1998) pointed out that a translator needs to begin by studying and analysing the meaning intended by the source text. The translator then reconstructs that meaning into appropriate forms of the target language, substituting the source text with an equivalent receptor language text. To pass through those steps, a translator needs to apply a number of different translation strategies.

1.2 Translation Procedures, Methods, and Strategies

According to the process of translation proposed by Larson (1998), a translator transfers the meaning of the SL text to the target language. A translator needs to discover the SL grammatical structure and meaning and re-expresses the SL meaning through selected natural equivalent in the target language. Nida and Taber (1982) divided the process of translation into three steps: the analysis of the grammatical relationship and the lexical meaning as well as the combination of the words into target language, the transfer of SL meaning into the target text, and the restructuring of SL grammatical forms into acceptable and appropriate TL grammatical forms.



One of the major purposes of translation is to find a semantic equivalent for the target text. To reach this goal, many translation methods have been proposed by theorists of translation. One of the most well-known methods belongs to Newmark (1988) who categorised translation methods into 7 types:

- a) Word-for-word translation: the preservation of SL word order and translation of every single word by their most common meanings, out of context
- b) Literal translation: translation of every single word and the conversion of SL grammatical constructions to their nearest TL equivalents
- c) Faithful translation: the reproduction of the precise contextual meaning of the original within the constraints of the TL grammatical structures
- d) Semantic translation: the preservation of the aesthetic value, e.g. the beautiful and natural sounds of the SL text; use of culturally neutral third or functional terms not cultural equivalents to translate less important cultural words
- e) Adaptation: translation of plays where the themes, characters, and plots are usually preserved; the conversion of SL culture to the TL culture and the text rewritten.
- f) Free translation: the reproduction of the matter or the content without the form of the original.
- g) Idiomatic translation: the reproduction of the SL text with colloquialisms and idioms not existing in the original
- h) Communicative translation: the expression of the exact contextual meaning of the original in the way that both content and language are accepted and understood by the reader of the target text

Other well-known theorists proposed the methods they had invented. For instance, Larson (1984) proposed two methods: literal translation (form-based or translation that follows the SL form and grammatical structure) and idiomatic translation (meaning-based or translation that focuses on the rendering of SL meaning to TL meaning), which are similar to Newmark (1988)'s.

As previously discussed, translation is a process. That is, a translator needs to pass through translation steps and apply appropriate translation strategies to deal with different translation settings in each SL word, phrase, and sentence and to come up with the best equivalent in TL. Many translation strategies have been proposed by theorists and professional translators. One of the problems a translator always encounters is non-equivalence. Non-equivalence is a simple problem always found as translation deals with two languages (SL and TL). A well-known theorist of translation, Newmark (1988), proposed that in translation procedures, when a translator experiences non-equivalence, the only solution is to find the most possible word with the closest meaning in the target language. Whenever cultural differences between two different languages exist, it is a situation that a translator needs to pass through. Non-equivalence is also called zero equivalence. Mphahlele (2001) defined zero equivalence as a situation when a translation equivalent is not available in the target language. When zero equivalence is found, a translator cannot translate it directly from the source language to the target language. The strategies to deal with non-equivalence were also proposed by Saibua (1999) since translation adjustments or translation techniques are necessary for literal and free translation in existence of difference between the source text and the target text.

Baker (1992) is another theorist who recommended a translator apply translation strategies based on three main factors: the purpose of the translation, the target audience, and the text type. A translator should use an appropriate strategy when translating a work; no matter what obstacles are discovered, a translator must ensure that the meaning of the target text is grammatically acceptable in the target language and comprehensible to the target reader. Baker (1992) recommended eight translation strategies that are well-known and always used by translators to deal with non-equivalence. Eight strategies are detailed as follows:

- 1) Translation by using a more general word (superordinate)
e.g. Source text (Thai): แก้วไข่มุก (Back translation: Banana Khai)
Target text: a kind of banana

The SL text is a combination of two words: banana and “ไข่มุก” (a proper name meaning ‘egg’). The translator uses a more general term ‘a kind of’ for the proper name.



2) Translation by using a more neutral/ less expressive word

e.g. Source text (Thai): น้อง ไปถีบเบาะที่เค้าเล่นทำไมล่ะครับ (Back translation: Brother, go kick seat her play why.)

Target text: Sweetie, why did you kick her seat?

The word ‘ถีบ’ in the SL text is translated to ‘kick.’ ‘ถีบ’ is a less expressive and more neutral word compared to ‘kick’ (hit somebody/something with a foot).

3) Translation by cultural substitution

e.g. Source text (Thai): เป็นหมิกแดงหรือใจ ชิมอะไรอยู่นั่นแหละ (are McDang? Taste something always.)

Target text: Are you Martha Stewart or something?

‘หมิกแดง’ is a popular Thai chef in a cooking program on TV. Consequently, the translator uses Martha Stewart who hosts a cooking programme on TV to replace ‘หมิกแดง.’

4) Translation by using a loan word or loan word plus explanation

e.g. Source text (Thai): ครับ ผมชื่อดาร์ง (Back translation: Yes, I name Darng.)

Target text: Darng (it means puppy)

The TL text is a combination of the transliteration of a Thai proper name and its explanation.

5) Translation by paraphrase using a related word

e.g. Source text (Thai): สถาปัตยกรรมงดงามอย่างยิ่งหาที่เปรียบมิได้ (Back translation: architecture beautiful very incomparable)

Target text: incomparable sophistication of architecture

‘sophistication’ is used to show that the architecture is not simple.

6) Translation by paraphrase using unrelated words

e.g. Source text (Thai): ฝนตกหนัก (Back translation: Rain falls heavily)

Target text: It rains cats and dogs.

The phrase ‘cats and dogs’ is not a phrase appeared in the SL text, but it gives the meaning of ‘heavily.’

7) Translation by omission

e.g. Source text: Can I have your phone number?

Target text (Thai): ขอเบอร์หน่อยได้ไหมคะ (Back translation: Give your number can you?)

In the TL text, ‘phone’ is omitted as Thai people always omit the word. In daily conversation, Thai people always shorten ‘phone number’ to ‘number.’ Since the word ‘phone’ is not necessary and omitting it can make the TL text sounds natural, the translator omits it.

8) Translation by illustration

e.g. Source text: chain hotels

Target text (Thai): โรงแรมที่มีสาขาทั่วโลกเช่น Hyatt, Marriott และ Hilton เป็นต้น (Back translation: Hotels that have branches around the world such as Hyatt, Marriott, and Hilton, etc.)

In the TL text, an explanation is given to replace the word ‘chain’ since it is not understandable for the target reader.

These eight strategies are popularly applied by professional translators as they can solve translation limitations. After Baker, many theorists have continuously proposed translation strategies. Most strategies are not much different from those proposed by Baker (1992). A number of research studies on translation strategies based on Baker (1992)’s eight strategies have been conducted.

Khongbumpen (2008) analyzed Baker (1992)’s strategies in Thai-English translation found in an article in Focus Bangkok Magazine and discovered omission was the majority (43.81%) and the lowest used strategy was paraphrase using related words (4.76%).

The result of Khongbumpen (2008) was not consistent with a study on translation strategies used in English-Thai translation in contemporary American poetry conducted by Onsomboon (2007) who found translation by paraphrase using a related word and translation strategy by a more neutral / less expressive word was mostly used (31.82%).



The result of a study on Baker (1992)'s strategies in the English subtitles of the Thai movie, 'Hello Stranger,' conducted by Ngampradit and Boonmoh (2012) was also different from Khongbumpen (2008) and Onsomboon (2007). The study found that translation by a more neutral word/less expressive word was mostly found (28.57%) while translation by illustration was not found at all (0%).

Inconsistency in the results of those related research studies may be due to difference in genres of the source texts. Khongbumpen (2008) studies columns in a magazine while Onsomboon (2007) and Ngampradit and Boonmoh (2012) analyze poetry and a movie's subtitles, respectively. It is assumed that types of SL text can affect translators' selection of strategies since visuals are presented along with subtitles. Therefore, the translator needed no illustration.

This study, hence, was conducted to discover Baker (1992)'s translation strategies applied by 4th-year students enrolling in ENG491 Independent Study (I.S) and completing their independent study in the academic year 2018 to come up with pedagogical approaches to enhance students' translation skills.

2. Objective

To explore translation strategies applied by fourth-year English majors, Rangsit University

3. Methodology

3.1 Data Collection

Data were four short stories translated from English into Thai by four 4th-year students enrolling in ENG491 Independent Study (I.S) and completing their independent study in the academic year 2018. In data collection, the data were sampled from 4th-year students who chose to conduct their studies on translation. A student eligible to conduct a study on translation was required to earn a minimum GPA of 3.00. Each of the students was assigned to select short stories and translate them from English into Thai under the supervision of their I.S. advisors. The researcher sampled four short stories translated by four students: Take is Sake, The Wise Old Weaver, The Magic Forest, and The Bremen Town Musicians to be the data for the study. Selected four stories were collected in *Elder Tales: Stories of Wisdom and Courage from Around the World* authored by Keding (2008).

3.2 Data Analysis

The researcher selected four short stories, one student each. The study analysed four English short stories namely: Take is Sake, The Wise Old Weaver, The Magic Forest, and The Bremen Town Musicians. The meanings of the SL and TL texts were analyzed and compared to find out translation strategies applied by the translators based on Oxford Advanced Learner's Dictionary. A total of ninety translated texts were collected and analyzed based on theoretical framework of translation strategies concerning non-equivalence at word level suggested by Baker (1992) who outlined eight translation strategies, namely: translation by a general word based translation (superordinate), translation by a more neutral or less expressive word, translation by cultural substitution, translation by using a loanword or a loanword plus explanation, translation by paraphrase using an unrelated word, translation by paraphrase using a related word, translation by omission, and translation by illustration.

4. Results

The result revealed that the students were found to apply translation strategies as proposed by Baker (1992). Among four stories, a total of 90 texts were found to reflect the use of those translation strategies.

**Table 1** Frequency and percentage of each translation strategy found in the texts

Translation Strategies	Frequency	Percentage
1) Translation by using a more general word (superordinate)	12	13.33
2) Translation by using a more neutral/less expressive word	6	6.67
3) Translation by cultural substitution	8	8.89
4) Translation by using a loanword or loanword plus explanation	6	6.67
5) Translation by paraphrase using a related word	19	21.11
6) Translation by paraphrase using an unrelated word	15	16.67
7) Translation by omission	23	25.55
8) Translation by illustration	1	1.11
Total	90	100

Table 1 presents Baker (1992)'s eight translation strategies applied by the students. The strategy that displayed the highest frequency was translation by omissions (25.55%), followed by translation by paraphrase using a related word (21.11%), translation by paraphrase using an unrelated word (16.67%), and translation by using a more general word (13.33%). The frequencies of translation by cultural substitution, translation by using a more neutral/ less expressive word, and translation by using a loanword or loanword plus explanation were not much different, 8.89%, 6.67%, and 6.67%, respectively. Translation by illustration was hardly used by the students (1.11%).

Noticeably, all Baker (1992)'s translation strategies were used; however, some were much frequently used while some were hardly used. To illustrate how the students applied those strategies, some examples in each strategy are illustrated in the order of frequency.

Table 2 Examples of translation by omission

Source Text	Target Text	Back Translation
1) But I could fall climbing up that <u>steep</u> mountain (The Magic Forest)	แต่ข้าอาจพลัดตกจากการปีนเขาที่ไฉ่นะ	But I could fall climbing up the mountain
2) ...when he heard the farmer and his wife talking. <u>They were talking</u> about him. (The Bremen Town Musicians)	ตอนนั้นเองที่ฉันก็ได้ยินเสียงชาวสวนและภรรยา พูดคุยเกี่ยวกับตัวของมัน	That moment, he heard the voice of the farmer and wife talking about him
3) ...the wheat my wife <u>has placed</u> on the roof to dry (The Wise Old Weaver)	ข้าวสาลีที่ภรรยาข้าตากแห้งอยู่บนหลังคา	...the wheat that my wife dries on the roof

Table 2 shows examples of translation by omission. Obviously, some words or phrases in the source text were omitted in the target text. For instance, in example 2, 'They were talking' was not translated since the word 'talking' was used twice by the author. Translating and using it twice in the target text was unnecessary and it would cause redundancy, so it was omitted.

Table 3 Examples of translation by paraphrase using a related word

Source Text	Target Text	Back Translation
1) ...we'll <u>become a duet</u> (The Bremen Town Musicians)	พวกเราจะได้ร้องเพลงคู่กัน	...we'll sing together pair
2) "Good day, <u>old lady</u> ." (Take is Sake)	สวัสดีครับ คุณยาย	"Hello, Grandma."
3) ...looking out over his <u>capital city</u> (The Wise Old Weaver)	ทอดพระเนตรออกไปยังพระนคร	royal city

Table 3 displays examples of translation by paraphrase using a related word. For instance, in example 3, 'capital city' was translated to 'พระนคร' instead of its equivalent term, 'เมืองหลวง.' The meaning of 'พระนคร' in Thai is the city where the place is located the target text, so it was found to provide the meaning related to its source text.

**Table 4** Examples of translation by paraphrase using an unrelated word

Source Text	Target Text	Back Translation
1) <u>All he does</u> is sleep and eat. (The Bremen Town Musicians)	วันๆ มันก็เอาแต่กินกับนอน	Every day, it only eats and sleep
2) They <u>never</u> got to Bremen Town... (The Bremen Town Musicians)	พวกเขาก็ลืมเรื่องที่จะไปยังเมืองเบรเมนจนหมด	They forgot going to city Bremen completely
3) As soon as this happened... (The Wise Old Weaver)	หลังจากนั้น	after that

Table 4 shows examples of translation by paraphrase using an unrelated word. In example 1, 'All he does' was paraphrased to 'วันๆ...เอาแต่' instead of its equivalent term, 'ทั้งหมดที่มันทำ.' According to its back translation, 'every day' and 'only' that did not appear in the source text were used to substitute 'All he does.'

Table 5 Examples of translation by using a more general word (superordinate)

Source Text	Target Text	Back Translation
barrel (Take is Sake)	ถัง	tank
supper (The Magic Forest)	อาหารเย็น	food evening
pocket (The Wise Old Weaver)	กระเป๋	bag

Table 5 displays examples of translation by using a more general word. In example 1, 'barrel' was translated to 'ถัง' that sounded more general in the target text. The term 'barrel' is defined as a large round container, usually made of wood or metal, with flat ends and, usually, curved sides while 'ถัง' is a container in any shape. In example 3, 'pocket' was generalized to 'กระเป๋'. The meaning of 'pocket' is a small piece of material like a small bag sewn into or onto a piece of trousers, a shirt, a skirt, etc. Since, the SL text did not provide enough information of which clothing the pocket is sewn into, 'กระเป๋' was used to replace it.

Table 6 Examples of translation by cultural substitution

Source Text	Target Text	Back Translation
1) Bleat, bleat, bleat (The Bremen Town Musicians)	เบะๆ เบะๆ เบะๆ	Onomatopoeia (Goat sound)
2) <u>Oh</u> , so the sake isn't in the house. (Take is Sake)	เอ๊ะ เหล้าสาเกไม่ได้เก็บไว้ในบ้าน	Thai exclamation, alcohol sake not keep in the house

According to Table 6 displaying examples of translation by cultural substitution, 'Bleat, bleat, bleat' is the English onomatopoeia of goat sound was translated to its Thai counterpart 'เบะๆ เบะๆ เบะๆ' for the target reader. In example 2, both 'เอ๊ะ' and 'Oh' are used to express a feeling of surprise, so 'Oh' was translated to 'เอ๊ะ' since 'Oh' is not used by the target reader due to cultural difference.

Table 7 Examples of translation by using a more neutral/less expressive word

Source Text	Target Text	Back Translation
1) ...the young man <u>wandered</u> into the forest... (The Magic Forest)	ลูกชายของนางได้เดินเข้าไปในป่า	...her son walked into the forest...
2) ... <u>brew</u> sake (Take is Sake)	หมักเหล้าสาเก	make sake

Table 7 shows examples of translation by using a more neutral/less expressive word. The terms 'wandered' and 'เดิน' were partially different. 'wander' means walk slowly around or to a place, often without any particular sense of purpose or direction, but 'เดิน' means walk.

**Table 8** Examples of translation by using a loanword or loanword plus explanation

Source Text	Target Text	Back Translation
1) Bremen (The Bremen Town Musicians)	เมืองเบรเมน	city Bremen
2) Muscovite (The Wise Old Weaver)	ชาวมอสโกจากรัสเซีย	a person Moscow from Russia

According to Table 8, the two examples are the combination of loanwords and explanations. For example, ‘ชาว’ (a person) and ‘จากรัสเซีย’ (from Russia) were combined to ‘มอสโก’ (Moscow) which is the name of the capital city of Russia.

In this study, translation by illustration was found only once. It was used in the translation of The Bremen Town Musicians. The term ‘embers’ was translated and expanded into the phrase ‘อ่านในเตาผิงที่ยังไม่มอดดับ’ to give an illustration to the reader as only one word cannot give a complete meaning for ‘embers.’

5. Discussion and Conclusion

Fourth-year English majors applied a variety of translation strategies. When they needed to deal with non-equivalence at word level, they had to apply appropriate resolutions to ensure that their translation works were correct and could retain the meaning intended by the author as perfectly as possible. However, according to the results, it was found that they relied much on translation by omission. This may be due to their insufficient translation experience and linguistic limitations. According to the results presented along with examples in each translation strategies, it is noticeable that translation by omission was mostly applied by the students. This result is consistent with Khongbumpen (2008) who discovered omission was the majority. It is possible that the texts contained redundancy in words and phrases. In addition, omission, when compared to others, is easy in use. Whenever a problematic or unnecessary word is found, omission is a possible alternative. As supported by Baker (1992), in translation process, three factors a translator needs to be based on include the purpose of translation, the target audience, and the text type. It is possible for the students to omit a word when they considered that the problematic SL word had no equivalence in the target language or was not necessary to be translated. Therefore, when they could not manage to find a TL word that could match the SL word or considered an SL word unnecessary to be translated, they decided to omit it.

Another result found in this study is the least use of translation by illustration. Such finding is consistent with Ngampradit and Boonmoh (2012) who found no use of translation by illustration. Despite unavailability of equivalent target language, the meaning can be retained by using this strategy. This strategy considerably gives description to a thing not existing in the culture of the target language. Even though, for example, ‘ember’ exists in Thai culture, only ‘ถ่าน’ cannot retain the whole semantic features of the word. To enhance the reader’s understanding of the setting in the story, some descriptions were added to show more details in order respect to the ways of interpreting a thing in the source text.

English is a vital medium required for professional advancement in Thailand (Hirunburana, 2017). In addition, graduates with good English skills have better professional advancement than those who do not know English. As English in Thailand is considered to be a foreign language, translation is an important skill due to its necessity in intercultural communication. However, a number of English programmes opened in Thailand still put little emphasis on the practice of translation skills for their students. In Thailand, English is used as a foreign language, translation, then, plays an important role, especially for those who work in international settings.

Translation skills can reflect students’ linguistic ability and how well they comprehend the SL text they translate. If they do not understand the English text, they cannot translate it correctly. Studying translation works may hint the source of their English problems, such as grammar, vocabulary, etc. Knowing their English problems, teachers can find an appropriate solution to improve their English skills. Fourth-year English majors were going to step into their career path, but they still lack translation experience. Since fourth-year English majors are graduates-to-be, they should be equipped with translation skills apart from four communicative skills.

This study recommended undergraduate English teachers to enhance students’ translation skills, especially on translation strategies, apart from four communicative skills. Teachers of translation were recommended to assign them to work on more exercises concerning translation of non-equivalence and suggest



them to apply appropriate translation strategies to deal with non-equivalence that always causing trouble to translators.

This research was conducted to discover the use of translation strategies used by English majors, so further studies are possible to be conducted among other language majors to find out appropriate approaches for the enhancement of students' translation skills since each language has its own linguistic features and cultural identities. In addition, translation strategies suggested by other translation theorists were recommended for further studies for those interested in translation strategies.

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