

**AN ANALYSIS OF THE ENGLISH-THAI TRANSLATION OF DIARY
OF A WIMPY KID**

**SUBMITTED TO
ASSISTANT PROFESSOR DR. ORA-ONG CHAKORN**

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ABSTRACT

Analysis of the English-Thai translation of the Diary of a Wimpy Kid

By

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The purpose of this study was to investigate the translation techniques used in the Thai translation of the children's literature, *Diary of a Wimpy Kid*. The book, which was written by Jeff Kinney, has recently been translated to Thai by R.K. This study used a qualitative method. Data collection and analysis were conducted between the original English text and the translated Thai. The analysis was guided by the framework set forth in the book *Meaning-based Translation: A Guide to Cross-language Equivalence* by Mildred L. Larson (1998). The translator's techniques were divided into 20 categories and problems found in the translation were included. Finally, the researcher gives suggestions and recommendations for translators and future researchers.

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CHAPTER 1

INTRODUCTION

According to Ryan and Cooper (2000), there are several types of children's books. This implies that there are titles that address young readers in very different ways: there are books that furnish information and transfer knowledge on the world around us; others present an image of children's everyday life, or an image of their feelings and their conflicts, and propose how to solve them. There are books that talk about new experiences, such as other cultures or other customs, while there are books about diverse cultural patrimonies. Each of these books carries a message and a specific perspective. Giving children access to all varieties of literature is extremely important for their success. Therefore, educators, parents, and community members should help students develop a love and passion for reading. Not only is reading literature important in developing cognitive skills to be able to succeed in a school or work setting, but it is valuable for other reasons as well.

Out of all the types of interesting children books, "*Diary of a Wimpy Kid*" attracted me for many reasons. Its writing style is as a diary, which differs from others, and this is the first reason. Secondly, this book reflects a secondary school student very well through a humorous way of writing. The book was written by Jeff Kinney in 1998. Moreover, it has been a best seller in many countries. There are now more than 75 million copies of *Diary of a Wimpy Kid* books in print in 41 different languages and, definitely, it has been translated into many languages. Lastly, it was also made into a very popular movie. For all these mentioned reasons, I found it interesting to study how it was translated into Thai by analyzing the method and the technique of the translator. How the translator adjust its original content to the Thai social context without destroying the feel of the original.

1.1 Rationale and Significance of the Study

Diary of a Wimpy kid was selected to be the text for analysis for many reasons. The first reason is that the *Diary of a Wimpy Kid* is a world famous children's book with a unique style of writing as a diary, and it has also been translated into many

languages. Furthermore, it is a series of books, the first book in the series, a novel in cartoons, was chosen to study because it described the main character, rough story, and sceneries. The content in this book was also challenging for the translator. How the translator will make it attractive and interesting along with cohering to Thai culture. Apart from that, the first volume is the best seller in the series.

This study will give the reader insights into the complicated world of translation and its problems. Translation is not a word-by-word exchange, but it involves crossing cultures, understanding idioms, practices, religions, humor, sports, and politics. Within a large society there is also a further blending of cultures. It will be useful for any readers to apply this paper to help their understanding of the theory of translation as well.

1.2 Purpose of the Study

The objective of this study was to investigate the English-Thai translation techniques used in the Thai translated book, *ไดอารี่ของเด็กไม่เอาถ่าน*, translated by R.K. compared with the original book, *Diary of a Wimpy Kid*, written by Jeff Kinney and reissued in 2010. This study used a qualitative method by analyzing the translation techniques that R.K employed when translating the English text to Thai. The book *Meaning-Based Translation: A Guide to Cross-language Equivalence* by Mildred L. Larson (1998) was used as the primary reference to guide the analysis.

The expectation of this study is that it will provide a simple guideline for students who are beginning the study of translation and are interested in the children's literature genre. It is also hoped that it will inform the public about the English and Thai translation theory, which will be useful for any person who is interested in translation.

1.3 Scope of the Study

The analysis was divided into two parts. The first part focused on analyzing the translation techniques applied by R.K. in his translation of the book *ไดอารี่ของเด็กไม่เอาถ่าน*. The theoretical framework of the analysis is mostly based on *Meaning-Based*

Translation: A Guide to Cross-language Equivalence by Mildred L. Larson (1998). The second part is an analysis of inappropriate translations.

1.4 Research Questions

1. What the translation techniques does the translator use in translating the book “*Diary of a Wimpy Kid*”?
2. Are there any errors or problems found in the receptor language?

1.5 Limitation of the Study

This study focuses on only the translation techniques cited in *Meaning-Based Translation: A Guide to Cross-language Equivalence* by Mildred L. Larson (1998). The research did not delve into an analysis of any other particular translation techniques because of the limited study period of five-months. Therefore, this study emphasizes only the techniques that the translators used to convey the meaning to Thai readers of the *Diary of a Wimpy Kid* book.

1.6 Context of the Study

Chapter One of this study provides an overview of translation and the subject matter, including the introduction, rationale, significance, purpose, scope of the study, and definitions of key terms. Chapter Two is a review of the literature related to translation theories and semantic theory. Chapter Three describes the methodology used in the study. Chapter Four analyzes the translation techniques discovered during the study. Chapter Five is a discussion of the outstanding translation techniques used in the translated book, which is followed by the conclusion derived from the findings. Finally, the last part of Chapter Five includes the researcher’s recommendations for the field of translation.

1.7 Definition of Key Terms

There are many terms used in this study. Below is the list of these terms and their meanings based on Larson (1998, p.71-281):

Addition	- words, phrases, or sentences added in the RL that have not been stated or implied in the SL.
Antonym	- a word that has an opposite meaning.
Attribute	- a lexical item which magnifies a THING or EVENT, such as an adjective and adverb.
Borrowed Word	- a word, which is from another language but is known to the speaker of the RL and is employed as a part of RL.
Collocation	- words which join together in phrases or sentences to form semantically unified expressions, such as “get up”.
Creativity	- the translation of SL words into RL words which are creative, poetic, and idiomatic.
Cultural Substitute	- a word used in translation which is not exactly the same equivalent word used by the source language due to cultural differences between the SL and RL.
Doublet	- a fixed combination of near synonymous words or expressions which occur together as a unit.
Elaborating Translation	- translation where sophisticated and elegant RL words are used to keep the same meaning as in the SL text.
Equivalent	- a word or expression in RL that conveys a similar or equal concept to the one in the SL and/or possesses the same or similar denotative and connotative meanings.
Errors	- overtranslation, undertranslation, mistranslation, and inappropriate translation.

Euphemism	- a figurative expression used to avoid a literal one which is offensive or unacceptable in the receptor culture.
EVENT	- all actions, processes, and experiences.
Explicit	- the meaning which is openly expressed by lexical items and grammatical forms.
Figurative Sense	- a word which is based on associative relations with its primary sense and may probably be translated with a different word in the RL.
Fixed Collocation	- a certain combination of words which occurs together and adds a more complete meaning.
Free Variation	- a key word in the SL that is translated into many key words without changing the meaning in the RL.
Generic Word	- a word which is categorized in a group or general class such as สัตว์ (generic word) แมว (specific word).
Hyperbole	- an exaggerated expression that the author used to reinforce understanding.
Idiom	- a group of at least two words, which cannot be understood literally, but which have a different meaning when used together.
Idiomatic Translation	- translation in receptor language which is naturally translated from the source.
Image	- words that give reader image.
Implicit	- the meaning which is implied rather than openly expressed.

Inappropriate Translation	- the process of mistranslating certain meanings of words or phrases in the SL resulting in meaning distortion.
Literal Translation	- a word-for-word translation of the text.
Loan Word	- a word, which is from another language and is unknown to the speaker of the source language.
Metonymy	- a use of words in figurative sense involving association of meaning rather than using the direct lexical meaning.
Misinterpretation	- a phrase, words, or phrases that are explained wrongly because a translator does not comprehend the correct meaning of SL text.
Mistranslation	- the process of transferring the wrong meaning of the SL by using words or expressions which have a different meaning in the RL.
Negating Antonym	- a sentence or clause that has a negative form of meaning.
Negation	- a statement, question, or command that is a denial of something or which makes an idea ineffective or invalid.
Omission	- words, phrases, or sentences in the SL which are not translated into the RL.
Overtranslation	- an error where the translator adds extraneous information which does not appear in the translation.
Personification	- a figure of speech in which an inanimate thing can act like human being.

Poetic	- rhetoric words that translators used in translation into the RL.
Primary Sense	- a meaning of a word which can be interpreted from the word when it is used alone.
Pronominal System	- a system of pronouns used to refer to a person; the pronoun for a speaker, the one spoken to and about other persons.
Proper Name	- a noun that is the name of a single particular thing or person and is spelt with a capital letter.
Receptor Language (RL)	- the language in which a book is translated. Thai language is the receptor language of this study.
Remarks	- the translation techniques the researcher analyzed in this study.
Secondary sense	- a meaning of a word that may have several meanings other than that which most readily comes to mind. A translator needs to rely on contexts to choose the most appropriate word.
Simile	- an expression which describes one thing by comparing to another and using the word <u>like</u> or <u>as</u> .
Skewing	- a technique used in natural translation by adjusting the grammatical structure or semantic structure of the SL when translating into the RL.
Source Language (SL)	- the language used in the original text, English is the source language of this study.
Specific Word	- a word which has more additional components of meaning than a generic word such as เสื้อกั๊ก (specific word) เสื้อ (generic word).

Substitute Word	- a word which is used to refer to something or someone already introduced in the text.
Symbolic System	- the use of a word or phrase to symbolize its exact meaning.
Synecdoche	- a figure of speech or methphor that is based on a part-to-whole relationship.
Synonym	- a set of words which are the same in nuclear meaning, but have certain additional positive or negative overtones.

CHAPTER 2

REVIEW OF LITERATURE

This chapter provides a literature review of translation studies and consists of eleven parts: definition of translation, translation equivalence, formal equivalence, dynamic equivalence, characteristics of a good translation, translation process, semantic theory, translation and culture, previous research studies, problems of translation, and children's literature.

2.1 Definition of Translation

Describing translation, which itself is a complicated activity, is a very difficult task. Up to now, many different kinds of definitions have been written to describe the term, some of which are mentioned below.

Translation was explained by Newmark (1988, p. 5) as "*rendering the meaning of a text into another language in the way that the author intended the text.*" Nida and Charles (1982, p. 12) also elaborated that "*translation is the reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style.*" Bell (1991, p. 13) also provides the traditional definition which is "*the process of transfer of message expressed in a source language into a message expressed in a target language....*"

In conclusion, translation is a sum of various different ideas that include it is a process, the product or the theoretical idea of translation. The main purpose of translation focuses on how the translator turns the language of the source text (ST) into a target text (TT). The main emphasis is on the text that is generated during the translating process. The sense of the abstract idea of the general phenomenon is in the general subject field.

2.2 Translation Equivalence

The main idea in Western translation theory is translation equivalence. It is the guiding principle and the constitutive characteristic of translation. According to Catford (1965, p. 5), *"the central problem of translation-practice is that of finding TL equivalents. A central task of translation theory is that of defining the nature and conditions of translation equivalence"*. Many translation theorists, since the fifties of the twentieth century, have explained and discussed translation equivalence in their theories. However, because of the misrepresentation of the concept of translation equivalence, many people deny the necessity and validity of this concept. There is a need to explain the characteristics of translation equivalence before a discussion of its necessity. We need to understand the term "equivalence" at first before getting a clear meaning of translation equivalence. With regards to languages, any language pair does not contain two accurate synonyms. Certainly, there is not the existence of two words that have exact similar meanings in two languages.

Bell (1991) indicates that translation, which involves two different languages having their own distinctiveness in phonology, vocabulary, grammar, and ways of narrating incidents and representing different cultures, may contain certain degrees of loss and twisting the meaning of the source text. This means that creating an absolute identity between the source text and the target text is very difficult. Larson (1998) also states that the focus of translation should not be on creating the exact target text but to create a text that is based on similarity or approximation while keeping in view the source text, and this shows that equivalence between the source text and the target text can be achieved in different degrees and linguistic levels. It can be said that different types of translation equivalence between the source text and the target text can be accomplished.

Translation, which is a way of interaction, must focus on creating equivalence of the source text in the language that it is translated into during the translation-practice. Larson (1998, p.16) also suggests that differently, translation of any kind

needs to create equivalence between the source text and the target text, because if the translated text lacks equivalence of certain aspects or degrees, then that text may not be considered a translation of the source text.

2.3 Formal Equivalence

According to Lederer (2003), formal equivalence in terms of translation theory means to translate the text by using the most appropriate and equivalent words and phrases while closely following the forms of the source text. Furthermore, Larson (1998) asserts that it is also called "literal translation". The main emphasis of formal equivalence is to focus on the content and the form present in the message. Formal equivalence means that the message present in the target text should be related to the different parts present in the source text.

Bell (1991) suggested that formal equivalence tries to show the linguistic features like grammar, syntax, vocabulary, and structure of the original text, and this has a great influence on the exactness and accuracy by achieving equivalence between the source text and the target text. "Gloss translations", one of the best and most accurate translations of texts includes comments providing the readers with a better understanding of the customs and culture.

2.4 Dynamic Equivalence

As Hatim and Munday (2004) demonstrate, the dynamic equivalence theory of Nida from 1964 includes many different theories in many disciplines, mainly linguistics, cultural studies, and anthropology. In her theory, she has clearly discussed all the difficulties that a translator faces at the word or phrases level and provided various solutions to the problems that-if implemented by the translator-can help them in solving practical translating problems. Such theories prove to be very helpful for the translators in analyzing meaning, especially, regarding translation equivalence at the level of individual words and phrases.

The focus of dynamic equivalence is to create the equivalent effect on the target text. According to dynamic translation, *“the individual is not concerned in finding similarities between the receptor-language message and the source-language message, but because of the dynamic relationship, the connection between the receptor and the message should be identical keeping in view the relationship of the original receptors and the message”* (Nida, 1964 p. 159). Dynamic equivalence can be described in terms of the degree to which the responses of the receptors of the message in the receptor language are identical to the receptors in the source language (Nida and Taber, 1969). Although Nida (1964) knows that the response of the receptors can never be identical because of different cultures, to create the closest natural equivalent in the receptor language, a higher degree of equivalence response should be attained. The response of the receptors in the target text is informative, positive, and also helpful for interaction (Nida and Taber, 1969).

2.5 Characteristics of a Good Translation

According to Larson (1998, p.25), *“The translator will know the translated text is successful if the receptor language readers do not recognize the text as a translation at all, but simply as text written in the receptor language for their information and enjoyment.”*

Rose (1997) states that to avoid the text from sounding like it is translated, the key factor is to keep the naturalness in the text. Normally, after proofreading the translation for correctness and comprehensiveness, the editor reads the document to ensure that the text flows smoothly and looks as if it was originally created in the target language.

According to Toury (1980), the mood of the translator is one of the important factors that can be easily looked over. There is no definitive tone of the author in normal texts, but there is a strong attitude of the author in editorials and literary texts. For conveying similar feelings to the readers, the translated document must include words and phrases that can communicate a similar mood. Translated texts can easily deceive the readers if the feelings of the writer are not rightly expressed to the readers.

As Shuttleworth and Cowie (1997) claim, the last important factor that needs to be considered is the audience. Mostly, the audience is a small targeted group, but at times it extends to a larger number of people. A text needs to be of higher reading quality when it is written for scientists compared to written text in consent forms written for the new immigrants.

Furthermore, Alvarez and Vidal (1996) elaborate that a text that is especially written for a country should be translated by a native of that country to make sure that the text contains the phrases and moods of that particular country.

2.6 Translation Process

Translation, a written document in a target language, is the outcome of the source language during the translation process.

According to Nord (1991), the ‘message conveyor’ of the translated text is mainly the translator. Therefore, to understand what exactly the translation process is, we can define it as a process through which the source language is translated into the target language to make it understandable for the target audience. Normally, the role of the translator is to express the meaning of the original writer in a similar way so that the reader gets a translated text that has an accurate meaning like the original text.

The purpose of translation is to transfer meaning from the source language to the receptor language. The process of translation is conducted by going from the form of the first language to the form of the second language by way of semantic structure (Larson, 1998, p.3). Larson says that the process of translation consists of the study of the lexicon and phrases, grammatical structures, and communication and cultural contexts of the source language text, which is analysed to determine its meaning. Then the same meaning is reorganized into the form of the receptor language by using appropriate words and grammatical structures that are understandable and acceptable to readers of the receptor language. To clarify the process of translation proposed by Larson, her model is shown in Diagram 1.

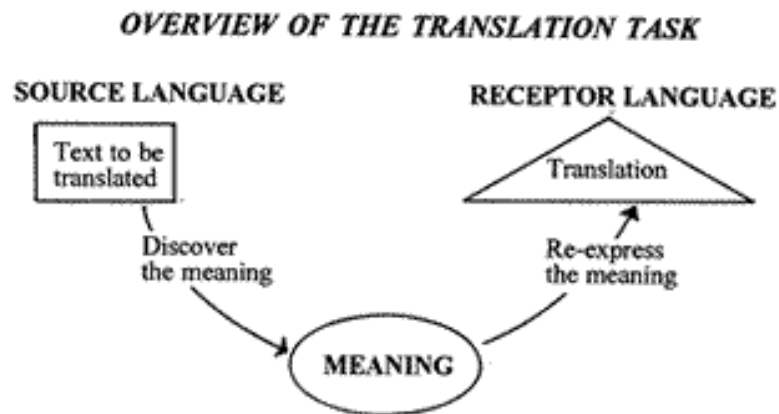


Diagram 1: Larson's translation process.

According to Bell (1991, p.20), the translation process is like memory and consists of two steps. In the first step, the source language is analyzed by translators as a universal semantic representation. In the second step, translators transform the universal semantic representation into the receptor text. Bell's translation process is shown in Diagram 2.

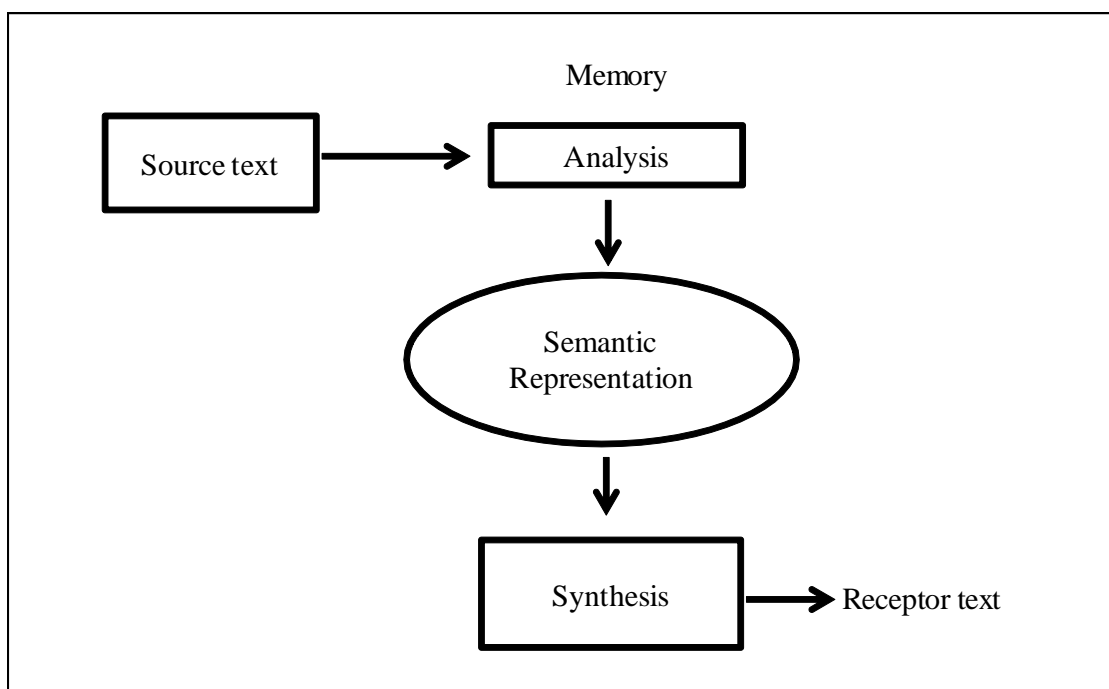


Diagram 2: Bell's translation process.

Based on Larson's (1998) translation concept, it can be assumed that in the current study of the *Diary of Wimpy Kid*, the product of the translation will have an accurate and clear meaning that was produced using the natural forms of the receptor language, including the usage of idiomatic translations that retain the original meaning conveyed in the source language.

2.7 Semantic Theory

According to Bell (1991), the study of meaning in language is called semantics. It includes the communication of linguistic pieces, such as words, phrases, and sentences. It does not focus on the pronunciation or the syntactical arrangement of the text. Vennuti (2000) also explains that the study of linguistic meaning is known as semantics. It deals with the expression of the sentences and other linguistic pieces, but not with the alignment and pronunciation of the text.

As Hewson and Jacky (1991) also state, there are several meanings of linguistic objects. Every individual may have a different way of describing it because there is no general agreement related to its nature and as to how the meaning of linguistics should be explained.

Baker (1992) demonstrates that the meaning of language can be studied in at least two important methodologies, each of which is very important in defining which facts of meaning are suitable for semantics. The first method is the linguistic approach that deals in the structuring of the meaning in the language. The other methodology is the philosophical approach that analyzes the relation between linguistic objects including the words of the language, and things, person, and events in the world that these words indicate.

According to Gentzler (2001), semantics theory normally deals with the semantic structure of natural language. It is a theory that deals with the individual's meaning and does not focus on the semantic format of any specific language.

Therefore, the main focus of semantics comes down to the understanding of the meaning of the sentence as a part of a linguistic system instead of utterance meaning.

Furthermore, Larson (1998) proposed that semantic structure is more nearly universal than grammatical structure because meaning components, the smallest unit of the semantic structure, are essentially the same for all languages. Meaning components group together to form concepts. In addition, meaning components and concepts are classified semantically into four principle groups – THINGS, EVENTS, ATTRIBUTES, and RELATIONS. THINGS include all animate beings, natural, and supernatural and all inanimate entities. EVENTS include all actions, changes of state (process), and experiences. ATTRIBUTES include all those attributes of quality and quantity ascribed to any THING or EVENT. Finally, RELATIONS include all those relations posited between any two of the above semantic units. If there is no change of form or surface structure, the relationship will be as follows:

THINGS-----nouns, pronouns

EVENTS-----verbs

ATTRIBUTES-----adjectives, adverbs

RELATIONS-----conjunctions, prepositions, particles, enclitics, etc.

In conclusion, the study of semantics is crucial for translators, so that they can become more capable at analyzing the intended meaning of the source text and transfer it faithfully to the natural form or style of the receptor language and produce a good work of translation. Besides understanding semantic theory, translators should employ linguistic, cultural, and social knowledge to become a skilful translator.

2.8 Translation and Culture

According to Hardwick (2000), “Culture” is a word that possesses three significant classes of human endeavor. First is the ‘personal’, which denotes individuality that each person thinks and acts on his or her own behalf; second is the ‘collective’, which denotes collectivism that everyone thinks and acts on community behalf; and the third one is the ‘expressive’, which denotes the voice of a community itself.

Many translation theorists therefore have tried to define culture. Newmark (1998, p.94) sees culture as *“the way of life and its manifestations that use a particular language as its means of expression.”* Meanwhile, Larson (1998, p. 470) defines culture as *“a complex of belief, attitudes, values, and rules which a group of people share.”* Different cultures thus influence the different manners in which their social members perceive the world. Each language group has its own culturally specific features. This principle is important to translation practice because translation is *“a take-and-give process from one culture to the other”* (Miremedi, 1993, p.23 as cited in Davtalab, 2011).

Translators therefore should possess strategies to deal with translating language to different cultures. Finding the best equivalent between two cultures is important because the goal of translation is to convey the message of the source text in an understandable and natural way to readers of the receptor language.

In a nutshell, it can be said that the main focus during the transcoding process should not only be on language transfer but more importantly it should be on exchange of cultures. It is important to have translators who are bilingual and bicultural, if they are not multicultural.

2.9 Previous Research Studies

According to the study of Bunrod (2001) entitled *“Linguistic and Culture Problems in Translating the Thai Short Stories ‘At the Western Battle Front: The So-So War’ into English,”* she analysed the cultural and linguistic problems in translation from Thai into English. Five short stories were studied. According to the researcher, there are no perfect matches between two languages, especially those that originate from different language families. Through translation, the culture along with the meaning of the text is conveyed.

According to the researcher, cultural problems were divided into the following two groups: words and phrases. According to the study, equivalence on the basis of cultural meaning cannot be created in the translated text because some of the SL text

cannot be translated into the TL, but this problem can be reduced by translation techniques.

There is also research by Yuttiwat (2000, p.86) who studied the topic of “*A Study of the Use of Reduplicatives as a Technique in Translation of Children Literature: Case of Sukhontarod’s Translated Work of The Little House Books by Laura Ingalls Wilder.*” The main objective of this research was to determine the technique the translator used in reduplicating words. The findings revealed that nine types of words were used as reduplicative and translating consisted of eight techniques. According to Yuttiwat the techniques used in translation are very interesting, especially the techniques used in the translation of children’s literature. Reduplication is not only suitable for children, but it also makes the translation interesting. Using reduplication is based on the skill, experiences, and knowledge of the decoder. According to Yuttiwat, this technique is not suitable for all kinds of translation because it may not match the tone of the other texts.

Besides, Kaewsuwan (1998) has studied the topic of “*The Analysis of Culture-based Text Translation from Thai into English.*” The main objective of this research was to analyze the strategies used by the translator in decoding a cultural-based text from Thai to English. The study included fourteen articles. The study revealed 31 forms of translation. According to Kaewsuwan, some of the unsuitable translations in her research did not result because of the lack of knowledge or experience of the translator, but they revealed the ability and understanding of the translator. This shows that, at times, minor details need to be skipped to facilitate the flow of the language. In contrast, the main focus of the translator was not on the beauty of the language but on the meaning of the message in the translated document. Therefore, the attitude of the translator and the researcher was different.

2.10 Problems of Translation

Transferring the meaning of the SL into the RL, translators normally encounter many problems in this process. For this reason, Nida and Taber (1982) suggest that translations should be more concerned with the RL than the SL.

Petrey (as cited in Fram-Cohen, 1985) describes the problems of translation as follows:

“Translation is of course an impossible task. No version of any sentence in one language can possibly capture the semantic richness, phonic structure, syntactic form and connotative allusiveness of a sentence in another language... the stylistic differences between languages are emphasized, whereas the similarities between languages, which underline the possibility of translation, are not dealt with.”

Due to the complexity of language in both the SL and RL, problems and errors in translation are found. Samovar (1998) states that the difficulties in translation are linguistic equivalence, including vocabulary, idiomatic, grammatical syntactical experiential-cultural, and conceptual equivalence. Suphol (1988) indicates that the problem in translation are divided into three levels—culture, language structure, and semantics.

In addition, Wimonchaloa (1990) states that problems of translation are caused by two factors: first, translators do not fully understand the SL and second, translators cannot find equivalent words in the RL to transfer the meaning in the SL appropriately.

Wimolchaloa (1990) further explains that the reasons why most translators are not successful in translating the SL into the RL are as follow: (1) translators do not understand clearly the terms in the SL, (2) translators have an incomplete knowledge of the systematic and grammatical structure of sentences in the SL, (3) they do not have background knowledge of the SL, and (4) translators do not understand clearly the relationship between sentences. Furthermore, translating problems can be considered in terms of perception of culture, language structure, and semantics between the SL and RL.

Additionally, Pinchuck (1997) states that the language barrier results from the fact that each language is an individual and distinctive system. There are differences in structure between one language and another. Although some parts of the structure, such as grammar or vocabulary, may be shared by more than one language, there is never complete parallelism between any two languages, no matter how closely related they are. To sum up, one-to-one correspondence on all levels is a rare occurrence.

2.11 Children's Literature

According to Landers (2001, p.79), as a complex term to apply, children's literature is a body of texts that do not have a thing in common other than the audience age. Children's reading is not impounded on the intention of them and the term 'child' in itself is defined with no complication. Collectively, children's books have formed a body of literature that is quite varied and broad. We should look at them in total since there are some different features that apply to most of the children's books. The literature here is a subject of interest for many experts: the children's text articles can be seen to be about anything, for instance, education reviews to theologically discursive journals; however, we do not always look at children's literature in the same way as other literature. We consider its readership as needing protection. As a result, most of the questions asked in common about children's texts seem to concern the content suitability and the ideological stance.

Furthermore, Bassnett (1988, p.32) suggests that children's literature is adult experiences communicated to an inexperienced child. The relationship here is that the children's books will form a powerful and crucial literature. Despite this, the significance of children's literature is similar to the importance of any other literature, that of accounting for a huge and crucial contribution to the total of English literature. The value of which shall not be underestimated and neglected.

Erwin (1983) demonstrates that there are a wide range of genres in children's literature, such as fantasy (folk tales, fables, myths, and legends), fiction (science fiction and historical fiction), informational books, picture books, biography, and poetry.

Landers (2001) also asserts that in language development, children's literature has been applied as well as for the creative of literacy and thinking skills. It also works as a tool for character development, for behaviour, and attitudes shaping. Understanding every aspect in children's literature for parents is quite critical as well as, for the educators and librarians that assume the key role to choose the reading material to influence the children's behaviour, reading habits, and attitudes. Too often, the term children's literature is referred to as a 'genre', this is possibly because it is treated as a genre for the ease of terminology, however, it should not be. Children's literature is a study to group the necessary for the publishers that target toward young readers; this term refers to the books that belong to a particular library or bookshop area. A brief description of each genre of children's literature is presented in table 1 below.

Table 1: Genres of children's literature.

Category	Brief Description: Genres in children's and Young Adult Literature
Picture Books	Interdependence of art and text. Story of Concept presented through combination of text and illustration. Classification based on format, not genre. All genres appear in picture books.
Poetry & Verse	Condensed language, imagery. Distilled, rhythmic expression of imaginative thoughts and perceptions.
Folklore	Literary heritage of humankind. Traditional stories, myths, legends, nursery rhymes, and songs from the past. Oral tradition; no known author.
Fantasy	Imaginative worlds, make-believe. Stories set in places that do not exist, about people and creatures that could not exist, or events that could not happen.
Science Fiction	Based on extending physical laws and scientific principles to their logical outcomes. Stories about what might occur in the future.
Realistic Fiction	"What if" stories, illusion of reality. Events could happen in real world, characters seem real; contemporary setting.
Historical Fiction	Set in the past, could have happened. Story reconstructs events of past age, things that could have or did occur.
Biography	Plot and theme based on person's life. An account of a person's life, or part of a life history; letters, memoirs, diaries, journals, autobiographies.
Nonfiction	Facts about the real world. Informational books that explain a subject or concept.

Source: Erwin (1983, p.69)

According to Bassnett (1988, p.115), this term is used by teachers and parents in pointing out the books for the certain age students with levels of reading ability. Children's literature can be considered as a literary grouping rather than 'a genre', and this is crucial since in reference to a genre, it can be assumed to all have the same subject matter for children. As many genres as those that comprise the groupings of 'adult literature'.

Kendall (2011, p.37) states that children's literature should not be criticized as the isolation from other literature and its accounting as intertextuality despite few comparisons. Criticizing children's literature can become a problem as it is for children, and we can see more emotional involvement with childhood literature, which leads to the intellectual distance.

The unwillingness to criticize is thoughtful because of a fear that “*the spell will be broken...*” (Hunt, 1990, p. 2). It is hard to criticize the literary capacity since it is seen differently from other literature’s perspective with an almost sacred or mystical idealism and faultlessness (May, 1995, p.69).

Conclusion

The literature review in this study was concerned with eleven major aspects: definition of translation, translation equivalence, formal equivalence, dynamic equivalence, characteristics of a good translation, translation process, semantic theory, translation and culture, previous research studies, problems of translation, and children’s literature.

It can be seen that translation is one of the areas studied by linguists and there are many definitions given by several theorists. Although theorists define translation in different ways, these definitions have one thing in common- that it is the transfer of meaning from one language to another without changing the meaning of the original information.

Translation is the transformation of a message from one language to another language. A translator’s primary goal is to maintain the style, mood, flavour, and feeling of the original text. It is also the process of changing the written or spoken text of one language into another language or changing it into a different form. This textual activity attempts to reproduce in the receptor language the closest natural equivalent of the source-language message, both in terms of meaning and style. Translators try to maintain close semantic likeness to the source text. The best translation does not sound like a translation.

CHAPTER 3

METHODOLOGY

This chapter is divided into four parts: data, research methodology, data collection, and data analysis. Each part provides the details of the method for conducting this study.

3.1 Data

The data of this study is the translation techniques used in the Thai version of *Diary of a Wimpy Kid*, which was translated by R.K. and published in April 2010. Therefore, the English version of *Diary of a Wimpy Kid* that was written by Jeff Kinney and reissued in 2010 is the source text, whereas the Thai version of the book is the receptor language. The *Diary of a Wimpy Kid* is classified as children's literature.

3.2 Methodology

This study is a qualitative and descriptive analysis of the English and Thai versions of *Diary of a Wimpy Kid*. Most of the theories and translation techniques described by Larson (1998) in *Meaning-based Translation: A Guide to Cross-language Equivalence* are used as a guide for analyzing the data. Each technique identified in the analysis is listed and presented in a table. Tables are divided into three parts: the source language (SL), the receptor language (RL), and remarks or analysis. An explanation of the findings is included below each table. Then, the identified translation techniques and problem found are discussed to demonstrate how the techniques were used to produce a good translation. Finally, a general conclusion and recommendation are offered.

3.3 Data Collection

To analyse the translation techniques in the book *Diary of a Wimpy Kid*, the source language was taken from an English version and the receptor language was

taken from a Thai version of the book. During the data collection, the researcher reviewed theories of translation mainly from Larson's book, *Meaning-based Translation: A Guide to Cross-language Equivalence* published in 1998. Moreover, the researcher studied further translation techniques from other books and websites. Previous studies and relevant theories are noted in the literature review.

3.4 Data Analysis

Prior to analyzing the data, two versions of *Diary of a Wimpy Kid* were read by skimming and scanning. After reading, the Thai version was compared with the English version, carefully looking for the techniques employed. The researcher analyzed how techniques were used and what techniques made the book successful and a good translation. After analyzing the texts, the data was recorded in a three-column table. The first column is for the source language and the second column is for the receptor language. Lastly, the third column is for the remarks that identify the techniques used in the English-Thai translation of *Diary of a Wimpy Kid*. The second part is a presentation of problems found in the translated book. An example of the data presentation is shown in item 3.5.

3.5 Example of Data Presentation

Example

Table 13: Common expressions to idioms

The source language	The receptor language	Remarks
On the first day of school, you've got to be <u>real careful</u> where you sit.	วันแรกที่เปิดเทอมเนี่ย จะนั่งลงไป ตรงไหนต้องดูตาม้าตาเรือให้ดีก่อนละ	The phrase <u>real careful</u> is translated to ดูตาม้าตาเรือ, which means <u>giving a lot of attention to what you are doing so that you do not have an accident, make a mistake or damage</u>

		<u>something.</u>
Mom came in and started <u>dancing.</u>	แม่อีกเข้ามา <u>เต้นแรง</u> เต้นกาใหญ่	The word <u>dancing</u> is translated to <u>เต้นแรง</u> เต้นกา, which means <u>to move the body and feet very quickly and cheerfully.</u>
Mom has a TOTALLY <u>different style</u> when it comes to punishment.	เรื่องลงโทษนี่ แม่จะต่างกับพ่อ <u>หน้ามือ</u> เป็นหลังหูเลยละ	The phrase <u>different style</u> is translated to <u>หน้ามือ</u> เป็นหลังหู, which means <u>it is very completely different.</u>
But <u>there was no way</u> I was going to raise my hand.	แต่ <u>หัวเด็ดตีนขาด</u> ฉันก็ไม่ยอมยกมือหรือ	The phrase <u>there was no way</u> is translated to <u>หัวเด็ดตีนขาด</u> , which means <u>to continue to do or say something in a determined way.</u>
As soon as, I <u>heard</u> the news, I knew I had to try out.	ทันทีที่ได้ยินประกาศนี้ <u>ฉันก็หูฟัง</u> ทันที	The word <u>heard</u> is translated to <u>หูฟัง</u> , which means <u>a feeling of wanting to know about something.</u>
There was a pretty obvious <u>drop in quality</u> once Rowley started doing the writing.	พอให้โรวลีย์เขียนบรรยาย การ์ตูนมันก็ <u>ห่วย</u> ไม่เป็นสับปะรดเลย	The phrase <u>drop in quality</u> is translated to <u>ไม่เป็นสับปะรด</u> , which means <u>to be bad.</u>
And that right there was enough to make me <u>keep quiet</u> for the time being.	แค่เรื่องนั้นเรื่องเดียวก็ทำให้ฉัน <u>ปิดปาก</u> เงียบได้แล้ว	The phrase <u>keep quiet</u> is translated to <u>ปิดปาก</u> เงียบ, which means <u>to close</u>

		<u>one's mouth and keep silent.</u>
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Findings: Table 13 shows the translation technique of common expressions to idioms. The way that translator uses Thai idioms to represent common expressions in the SL makes the translated text more vivid and interesting. The language will flow naturally, which is the goal of the translator, so that young readers may feel that it is original text that was written in Thai. For example, the common expression heard is translated into the RL idiom รู้จริง, which means a feeling of wanting to know about something. This technique is used to make the reading more enjoyable for RL readers without changing the intended meaning of the source text.

CHAPTER 4

DATA ANALYSIS

This chapter provides the data analysis and the findings of the study. The findings are divided into 20 techniques, followed by problem of translation. The translation techniques found under the study are as follows:

Part I: Translation techniques used in *Diary of a Wimpy Kid*

1. Direct One to One lexicon

One form in the SL is matched with an identical or near-identical form in the RL that shares the same meaning (Larson, 1998, p.10)

Table1: Direct one to one lexicon

The source language	The receptor language	Remarks
I <u>remember</u> how Bryce used to act back in elementary school.	ฉันยังจำได้ว่าสมัยเรียนประถมโบรซ์ทำกับเด็กผู้หญิงยังไง	The word <u>remember</u> in the SL has the same meaning as the RL, which means to be able to bring to one's mind an awareness of someone or something from the past.
I had to <u>explain</u> that you need a game system and a TV to play Twisted Wizard, so the game was totally useless to him.	ฉันต้องอธิบายว่าต้องมีเครื่องเกมกับทีวีถึงจะเล่นได้ ไม่งั้นเกมก็จะมีประโยชน์อะไรกับเขา	The word <u>explain</u> in the SL has the same meaning as the RL, which means to make an idea or situation clear to someone by describing it in more detail or revealing relevant facts.

Let me <u>tell</u> you, it's not easy writing thank-you notes for stuff you didn't want in the first place.	จะบอกให้ว่า การเขียนขอบคุณที่ได้ของที่ไม่อยากได้นั้นยากกว่าดู	The word <u>tell</u> in the SL has the same meaning as the RL, which means to communicate information to someone.
I <u>started</u> with the non-clothes item, because I thought they'd be easiest	ฉันเริ่มจากของที่ไม่ใช่เสื้อผ้าก่อน เพราะคิดว่ามันน่าจะง่ายที่สุด	The word <u>started</u> in the SL has the same meaning as the RL, which means to begin from a particular point in time or space.

Findings: Table 1 shows the translation technique of direct one to one lexical. As can be seen in table 1, the meaning of word ‘remember’ is shared by the Thai word for ‘remember’ in the RL. Thus ‘remember’ is translated equivalently into an RL term with the same meaning. Likewise, the meaning of the SL sample words in Table 1 (such as explain, tell and started) share the same meaning with the translated RL terms and thus are equivalents with similar concepts.

2. Loan Words

A loan word refers to a word from the source language which is known the most of speakers of the receptor language (Larson, 1998, p.186)

2.1 Proper names

Proper names refer to nouns that are the names of particular things or persons and are spelt with a capital letter.

Table 2: The names of Characters

The source language	The receptor language	Remarks
<u>Gregory!</u> Tell us about your childhood!	เกรกอรี! ช่วยเล่าเรื่องสมัยเด็กให้เราฟังหน่อย!	The name <u>Gregory</u> is transferred into Thai as the loan word เกรกอรี
And in the fifth grade, the fastest runner was <u>Ronnie McCoy</u> .	และตอนป.5 คนที่วิ่งเร็วที่สุดคือ รอนนี่แมคคอย	The name <u>Ronnie McCoy</u> transferred into Thai as the loan word รอนนี่แมคคอย
The most popular boy in my grade is <u>Bryce Anderson</u> .	เด็กผู้ชายที่ผู้หญิงชอบมากที่สุดในชั้นคือ ไบรซ์ แอนเดอร์สัน	The name <u>Bryce Anderson</u> transferred into Thai as the loan word ไบรซ์ แอนเดอร์สัน
<u>Rowley</u> is technically my best friend.	โรวลีย์ถือว่าเป็นเพื่อนสนิทที่สุดของฉัน	The name Rowley transferred into Thai as the loan word โรวลีย์

Findings: The name of Characters, which do not exist in Thai, are translated into the RL as loan words.

3. Loan words with classifiers

The translators make the loan words clearer for the RL readers' better understanding by placing classifiers in front of the names.

Table 3: Names of festival

The source language	The receptor language	Remarks
Well, it's finally October, and there are only thirty days left until <u>Halloween</u> .	ในที่สุดก็ถึงเดือนตุลาคม อีกแค่สามสิบวันก็จะถึงวันฮาโลวีนแล้ว	The name <u>Halloween</u> transferred into Thai word

		as the loan word ฮาโลวีน
On <u>Christmas</u> , when uncle Charlie gave me my gift, it was NOT what I ask for.	แต่พอถึงวันคริสต์มาส ของขวัญที่ลุงชาร์ลีให้ฉันกลับไม่ใช่บ้านในฝันของบาร์บี้อะ	The name <u>Christmas</u> transferred into Thai word as the loan word คริสต์มาส

Findings: As can see in Table 3, a classifier is included to ensure that the readers will know whether a word is the name of festival. Thus, it is included to avoid ambiguity. For example, the name Christmas in this context refers to a day. Thus, the classifier วัน which means day is added to ensure that the readers will not misunderstand the meaning of the name.

Table 4: Names of Foods

The source language	The receptor language	Remarks
I think next Halloween I'll just stay home and mooch some <u>Butterfingers</u> from the bowl Mom keeps on top of the refrigerator.	ช่วย เติ้งเป็นบ้า ฮัลโลวีนปีหน้านอนตีพุง อยู่ที่บ้าน แล้วเอาช็อกโกแลตบัตเตอร์ฟิงเกอร์ที่แม่วางไว้บนหลังตู้เย็นมากินก็พอ	The word <u>Butterfingers</u> is translated into ช็อกโกแลตบัตเตอร์ฟิงเกอร์ modified by the word ช็อกโกแลต, which is a borrowed word, means <u>chocolate</u> , in order to give more information to the loan word.

Findings: Some loan words are likely to be unknown and unfamiliar to the RL readers because some words, such as Butterfingers, do not exist in the Thai language, Classifiers can help the readers have an idea what those things are; the readers' flow of thought will not be interrupted by guessing unknown words.

4. Borrowed Words

A borrowed word refers to a word from the source language which has become part of the receptor language and is known by most receptor speakers (Larson, 1998, p.187)

Table 5: Borrowed Words

The source language	The receptor language	Remarks
First of all, let me get something straight: this is a JOURNAL, not a <u>diary</u> .	ก่อนอื่นฉันต้องขอออกให้ชัดเจนไปเลยว่านี่เป็นบันทึกประจำวัน ไม่ใช่ไดอารี่	The word ' <u>diary</u> ' is borrowed as ไดอารี่.
That piece of <u>Cheese</u> has been sitting on the court since last spring.	แผ่นชีสนี้อยู่ที่สนามมาตั้งแต่เทอมก่อนโน้น	The word ' <u>cheese</u> ' is borrowed as ชีส.
I guess it must've dropped out or someone's <u>sandwich</u> or something.	มันคงหล่นมาจากแซนด์วิชของใครสักคน	The word ' <u>sandwich</u> ' is borrowed as แซนด์วิช.
“C” is for <u>cookie</u> and <u>cookie</u> is for me!	“ค” คือ คุกกี้ และคุกกี้เป็นของฉัน!	The word ' <u>cookie</u> ' is borrowed as คุกกี้.
But if she had to scrape <u>cornflakes</u> out of the bottom of a <u>plastic</u> potty every morning, she wouldn't have much of an appetite either.	แต่ถ้าแม่ต้องมานั่งขูดคอร์นเฟลก ออกจากกระโถนพลาสติกทุกเช้า ก็คงจะกินอะไรไม่ค่อยลงเหมือนกันแหละ	The words ' <u>conflakes</u> ' and ' <u>plastic</u> ' are borrowed as คอร์นเฟลก and พลาสติก.
Yesterday Rodrick got a new heavy metal <u>CD</u> , and it had one of those “Parental Warning”	เมื่อวานรีดดิคก็ซื้อซีดีเพลงเฮฟวี่มาใหม่ มีสติ๊กเกอร์ “ผู้ปกครองควรแนะนำ” อยู่บนหน้ากล่องด้วย	The words ' <u>CD</u> ' and ' <u>stickers</u> ' are borrowed as ซีดี and สติ๊กเกอร์.

<u>stickers</u> on it.		
We <u>cheerleaders</u> are tired of riding to games in the same bus as the nerds in the band!	เชียร์ลีดเดอร์อย่างพวกเราจะแข่งเซง เวลาจะไปเชียร์กีฬาที่ไร ต้องนั่งรถไปกับ พวกน่าเบื่อในทีมเชียร์ทุกทีเลยอะ	The word ' <u>cheerleaders</u> ' is borrowed as เชียร์ลีดเดอร์.
Dad dug through some old boxes in the basement and found one of his campaign <u>posters</u> .	พ่อหรือกล่องเก่าๆ ในห้องใต้ดินหลายใบ และเจอโปสเตอร์หาเสียงเข้าใบนึง	The word ' <u>posters</u> ' is borrowed as โปสเตอร์.
Well, I found out today that the kind of wrestling Mr. Underwood is teaching is COMPLETELY different from the kind they do on <u>TV</u> .	ในที่สุดวันนี้ฉันก็รู้ว่ามวยปล้ำ แบบที่ ครูอันเดอร์วูดสอน มันคนละเรื่องกับที่ เห็นในทีวีเลย	The word ' <u>TV</u> ' is borrowed as ทีวี.
I am super good at <u>video games</u> .	ฉันนะเล่นวิดีโอเกมเก่งสุดๆ	The word ' <u>video games</u> ' is borrowed as วิดีโอเกม.

Findings: Table 5 shows the translation technique of borrowed word. When borrowed words are widely accepted by RL speakers, the translators translate them literally. Some word such as sandwich and cookie are fully assimilated into the Thai language. Therefore, translator can translate them without any classifiers and the translated words are still well understood. For example, instead of saying ขนมคุกกี้, the word cookie or คุกกี้ alone is easily understood. In addition, the translator can directly translate CD into ซีดี instead of แผ่นเสียง.

5. Generic to Specific

A generic term is a class of words which embraces two or more different words that are more specific. Specific words have additional components of meaning, as well as the meaning of the generic term (Larson, 1998, p.72). The process of translation by generic to specific is the process of translation generic text in the SL to be more specific in the RL.

Table 6: Generic to Specific

The source language	The receptor language	Remarks
Like I said, Bryce is the most popular kid in our grade, so that leaves all the rest of us guys <u>scrambling</u> for the other spots.	ก็อย่างทีบอก ไบรซ์เป็นที่ที่รักใคร่มากที่สุด ที่สุดในชั้นเรียน ส่วนเด็กผู้ชายคนอื่นๆ ที่เหลือก็ ตะลุมบอนแย่งชิงตำแหน่งอื่นกัน	The translator transfers <u>scrambling</u> to <u>ตะลุมบอนแย่งชิง</u> which means a <u>confused struggle or fight</u> , and is more specific than the original text.
I'm having a seriously hard time getting used to the fact that summer is over and I have to <u>get out of</u> bed every morning to go to school.	มันทำให้ลำบากเป็นบ้าที่ต้องยอมรับว่า หน้าร้อนจบลงแล้วและต้อง <u>ตะกายขึ้น</u> จากเตียงเพื่อไปโรงเรียนทุกเช้า	The translator transfers <u>get out of</u> to <u>ตะกายขึ้น</u> which means <u>to move hurriedly or clumsily from or into a particular place or position</u> , which is more specific than the SL word, <u>get out of</u> .
Unfortunately, Dad wakes up at 6:00 in the morning no matter <u>WHAT</u> day of <u>the week</u> it is	แม้เป็นบ้าที่พ่อตื่นแต่เช้าทุกวันไม่เว้น <u>วันหยุดราชการ</u>	The translator transfers noun clause <u>what day of the week it is</u> to <u>วันหยุดราชการ</u> which means <u>official holiday</u> , which is more specific than the SL word

		but makes the meaning clearer in this context.
I guess I kind of felt <u>sorry</u> for Rowley...	ฉันรู้สึกอนาถใจป็นสงสาร	The word <u>อนาถใจป็นสงสาร</u> in the RL means <u>the feeling of sorrow and compassion caused by the sufferings and misfortunes of others</u> , which is more specific than the word <u>sorry</u> in the SL.
Unfortunately, Dad does not exactly appreciate my <u>skills</u> .	แต่พ่อสิ ไม่คิดจะชื่นชมความเป็นอัจฉริยะของฉันเลย	The word <u>อัจฉริยะ</u> in the RL means <u>a very smart or talented person</u> , which is more specific than the word <u>skill</u> in the SL.

Findings: Table 6 shows the translation technique of generic to specific. It can be seen that the translator sometimes translates generic words into more specific words in the RL in order to clarify the text. A specific word can help the RL readers have a better understanding of meaning in context. For example, the generic word sorry in the SL is translated to the more specific word, which the RL readers are familiar with and helps them better understand the point of the situation.

6. Specific to Generic

The translator translates specific words in the SL into more generic words in the RL as shown in Table 7.

Table 7: Specific to Generic

The source language	The receptor language	Remarks
Unfortunately, Dad wakes up at <u>6:00</u> in the morning...	แม่เป็นบ้าที่พ่อตื่นแต่เช้าทุกวัน	The word <u>เช้า</u> in the RL is more generic than the time <u>6:00</u> in the SL.
And when it's time for him to go to <u>day care</u> , he gets up and dumps whatever he didn't eat right in the toilet.	พอถึงเวลาที่เขาต้องไปโรงเรียน เขาก็จะลุกขึ้นแล้วเทของที่กินไม่หมดลงในกระโถน	The word <u>day care</u> in the SL means <u>a place or program that takes care of children during the day usually while family members are at work</u> , which is more specific than the word <u>โรงเรียน</u> or <u>school</u> in the RL.
But as usual, Dad didn't see my <u>logic</u> .	แต่พ่อก็ไม่เข้าใจความคิดฉันอีกตามเคย	The word <u>logic</u> in the SL refers to <u>a particular way of thinking about something</u> , which is more specific than the word <u>ความคิด</u> or <u>idea</u> in the RL.

Findings: Table 7 shows the translation technique of specific to generic. It can be seen in the table that a specific word in the SL can also be translated to a more generic word in the translated text. When a specific word is replaced by the generic, the translator attempts to reduce complicated meaning and its context. For instance, the specific word day care in the SL is translated to the generic word โรงเรียน or school in the RL. It is because the word school enables the RL readers to understand better;

therefore, the translator chose a more generic word to provide RL readers with a less specific, more generic meaning.

7. Implicit and Explicit information

Implicit information refers to shared information that is already known between the writer and the addressee. While explicit information refers to that which is overtly stated by lexical items and grammatical forms (Larson, 1998, p.38)

Sometimes the information is not stated explicitly in the context, but has been left implicit because it is part of structure of that particular language; or because it has already been mentioned somewhere in the text. Different languages and cultures have different sets of assumptions and shared knowledge to decide what information should be implicit or explicit, It is not uncommon for a translator to switch from implicit to explicit or vice versa to render semantic equivalence and to attain naturalness in the RL. We have found change both from explicit to implicit information and implicit to explicit information.

Table 8: Explicit to Implicit Information

The source language	The receptor language	Remarks
You're not allowed to bring <u>personal</u> music players to school.	ที่โรงเรียนไม่อนุญาตให้เอาเครื่องเล่นเพลงไป	The translator omits the word <u>personal</u> because it is mentioned earlier in the SL text.

Findings: Table 8 shows examples of the explicit to implicit technique in translation. The method is used to avoid redundancy and abbreviate lengthy texts while maintaining the author's intended message. From the above example, the meaning of the text is complete without translating the word personal.

Table 9: Implicit to Explicit Information

The source language	The receptor language	Remarks
But Rowley forgot to put batteries in his CD player, <u>so it was pretty much worthless.</u>	แต่โรวเลียยลืมใส่ถ่านมาในเครื่องเล่น ซีดี หมดกัน อดฟังเลย	The translator makes the clause <u>so it was pretty much worthless</u> explicit by adding <u>อดฟังเลย</u> for readers' better understanding.
So I just waited until <u>she</u> was done, and then I said, "Yes, <u>ma'am.</u> "	ฉันก็เลยรอจนครูพูดจบ แล้วพูดคำว่า "ครับ คุณครู"	The translator makes implicit word <u>she</u> to explicit word <u>คุณครู</u> which means <u>teacher</u> .
<u>And while you're waiting,</u> you do all these nice things to try to get off easier.	และในช่วงที่กำลังรอรับโทษ ฉันก็ พยายามทำตัวดี ๆ จะได้ถูกทำโทษน้อย หน่อย	The translator makes the clause <u>And while you're waiting explicit</u> by adding <u>รอรับโทษ</u> which means <u>punishment</u> .
Anyway, I don't think mom was too happy about <u>getting that phone call.</u>	ฉันว่าแม่มคงไม่ปลื้มเท่าไรหรอก ที่ได้รับ โทรศัพท์จากคุณครู	The translator makes the gerund phrase <u>getting that phone call</u> explicit by adding <u>จากคุณครู</u> which means <u>from teacher</u> , for readers' better understanding.

Findings: Table 9 shows examples of the implicit to explicit translation technique. The information in the SL is made explicit in the RL in order to clarify the meaning. As a result, the RL readers will understand the translated text better. From the

examples above, the translator chooses the word *ดุ* to clarify the pronoun *she* to provide the reader with a clearer, more explicit and understanding of the texts.

8. Figurative Senses of Lexical Items

A figurative sense of a lexical item means a word which is based on associative relations with its primary sense (Larson 1998, p.121) and may probably be translated with a different word in the RL.

8.1 Hyperbole

Hyperbole is an exaggeration, a way of describe something in order to make it sound bigger, smaller, better, worse, etc. than it really is (Longman, dictionary of contemporary English, 1987)

Table 10: Hyperbole

The source language	The receptor language	Remarks
Tonight, Dad <u>yelled</u> at me for about ten minutes.	คืนนี้พ่ออละวาดพ่นไฟไล่ฉันอยู่สิบนาที	The word <u>yell</u> means to <u>make a loud noise because you are angry</u> . It is translated exaggeratedly to <u>อละวาดพ่นไฟ</u> , which means <u>to act madly in order to represent he is very angry</u> .
I realized getting elected treasurer could TOTALLY <u>change my situation</u> at school.	ถ้าฉันได้รับเลือกเป็นเหรียญกฐากี่ ฉันจะมีอำนาจยิ่งใหญ่คับโรงเรียนทันทีเลยละ	The phrase <u>change my situation</u> is translated exaggeratedly to <u>จะมีอำนาจยิ่งใหญ่</u> , which means <u>having a great power in order to represent he is very powerful</u> .

<p>Sure enough, Rowley <u>TOTALLY lost his concentration.</u></p>	<p>โรลลีย์ล้มปรมาณแตกซ่าน หมดสภาพไป ในทันที</p>	<p>The phrase <u>lost his concentration</u> is translated exaggeratedly to ลมปรมาณแตกซ่าน หมดสภาพไปในทันที, which means <u>he is out of control and feeling rather the worse for wear</u> in order to represent <u>he is very exhausted.</u></p>
<p>Unfortunately, Dad does not exactly appreciate my <u>skills.</u></p>	<p>แต่พ่อสิ ไม่คิดจะชื่นชมความเป็น อัจฉริยะของฉันเลย</p>	<p>The word <u>skill</u> is translated exaggeratedly to อัจฉริยะ which means <u>genius</u> in order to represent <u>he is very smart and intelligence.</u></p>

Findings: Table 10 shows the translation technique of hyperbole. The translator uses an exaggeration to make the translated version not to be understood as if it were a literal description. Although, the SL text is written in general expression, the translator uses hyperbole to emphasize the character's action. In the above example, โรลลีย์ล้มปรมาณแตกซ่าน หมดสภาพไปในทันที is translated from Rowley TOTALLY lost his concentration in order to emphasize how much tiredness the character has to suffer. Furthermore, hyperbole can be expressed in children's literature. It makes the translated text flow smoothly but does not distort the original meaning.

8.2 Synecdoche

A Synecdoche is a figurative expression that is based on a part-whole relationship (Larson, 1998, p.123)

Table 11: Synecdoche

The source language	The receptor language	Remarks
She started telling us how rock and roll is “evil” and how it’s going to ruin our <u>brains</u> .	ครูบอกเราว่าพวกเพลงร็อกนี่เป็น “สิ่งชั่วร้าย” มันจะทำลายสมองเรา	The translator uses <u>สมอง</u> , which means <u>brain</u> , to substitute for the <u>life</u> .
Well, Manny completely <u>lost his mind</u> .	แมนนี่ถึงกับสติแตก	The phrase <u>lost his mind</u> means <u>to be unable to keep control</u> , which is used as a figurative expression that refer to Manny as a whole, not just his mind.

Findings: Table 11 provides examples figurative sense translation using synecdoche. It can be seen from the table that the word mind in the RL is used to represent Character as a person. Both words show a part-whole relationship.

8.3 Idiom

An idiom is a class of figurative expression of at least two words which cannot be understood literally and which function semantically as a unit (Larson, 1998, p.125).

Table 12: Idioms to idioms

The source language	The receptor language	Remarks
Anyway, after I got done <u>mopping the floor with Rowley</u> today, I headed home.	หลังจากที่เอาชนะไรวอลีย์ได้อย่างราบคาบ แล้วฉันก็กลับบ้าน	The idiom <u>mop the floor up with someone</u> is translated to <u>เอาชนะได้อย่างราบคาบ</u> , which means <u>to beat</u>

		<u>someone tranquilly.</u>
Right in the middle of our game, Mrs.Craig came around the corner and caught us <u>red-handed</u> .	เรากำลังเล่นกันอยู่ดีๆ ครูครอกก็เดินเข้ามาจับเราได้ <u>คาหนังคาเขา</u>	The idiom <u>red-handed</u> is translated to <u>คาหนังคาเขา</u> , which means <u>in the act of committing something wrong</u> . In this case, the Thai and English idioms share the same concept which is well understood by the RL readers.
This wrestling unit has totally <u>turned our school upside down</u> .	เรื่องเรียนมวยปล้ำนี้ <u>เปลี่ยนโรงเรียนเรา</u> จากหน้ามือเป็นหลังมือเลย	The idiom <u>turn something upside down</u> is translated to <u>เปลี่ยนจากหน้ามือเป็นหลังมือ</u> , which means <u>to change something completely</u> . It shares the similar meaning in the RL context.
All the capitals are written in big red print, so I knew I had this one <u>in the bag</u> .	บนแผนที่ที่มีชื่อเมืองหลวงของทุกรัฐเขียนไว้ด้วยตัวพิมพ์ใหญ่สีแดง <u>งานนี้หวานฉ่ำแน่นอน</u>	The idiom <u>in the bag</u> is translated to <u>งานนี้หวานฉ่ำแน่นอน</u> , which means <u>to get or to achieve something</u> .
I didn't know what to do, so when the time came to start singing, I just <u>kept my mouth shut</u> .	ฉันไม่รู้จะทำยังไง พอถึงตอนที่ <u>ต้องเริ่มร้องฉันก็เลยปิดปากเงียบ</u>	The idiom <u>kept my mouth shut</u> is translated to <u>ปิดปากเงียบ</u> , which means to keep quiet about someone or something. It shares the similar meaning in the RL context.

<p>I think it just <u>goes in one ear and out of other</u> with him.</p>	<p>แต่สงสัยจะเข้าหูซ้ายทะลุหูขวาแฮะ</p>	<p>The idiom <u>goes in one ear and out of other</u> is translated to เข้าหูซ้ายทะลุหูขวา, which means <u>the person who is told information forgets it immediately because they do not listen carefully enough</u>, which has similar meaning in this context.</p>
<p>He's always <u>getting on me</u> about going out and doing something "active".</p>	<p>พ่อจะคอยจ้ำจี้จ้ำไชให้ฉันออกไปข้างนอก แล้วทำอะไรที่มัน "ขยับแข้งขยับขา" บ้าง</p>	<p>The idiom <u>getting on me</u> is translated to จ้ำจี้จ้ำไช, which means <u>to pester or to pressure someone</u>.</p>
<p>But I guess he <u>had his heart set on</u> rolling that snowball down the hill.</p>	<p>แต่สงสัยเขาจะหมายมั่นปั้นมือไว้มากกว่าจะได้กลิ้งก้อนหิมะนั้นลงเนิน</p>	<p>The idiom <u>had heart set on</u> is translated to หมายมั่นปั้นมือ, which means to be desiring and expecting something. In this case, the Thai and English idioms share the same concept which is well understood by the RL readers.</p>
<p>And then when you pass Rowley's car, he just <u>falls to pieces</u>.</p>	<p>พอถึงตอนที่แซงรถของไรวลีย์ได้ เขาก็จะสติแตก</p>	<p>The idiom <u>falls to piece</u> is translated to สติแตก, which means <u>to become emotionally upset</u>.</p>
<p>So we had to <u>cut</u> some <u>corners</u> from our original</p>	<p>งั้นเราต้องทำอะไรแก้ขัดไปก่อนละ</p>	<p>The idiom <u>cut corners</u> is translated to แก้ขัด, which</p>

plan.		means <u>to do something in the fastest or easiest way.</u>
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Findings: Table 12 shows examples of idiom to idiom translation. Some English and Thai idioms may share the same concept. For example, the idiom I just kept my mouth shut can be literally translated into ฉันก็เลยปิดปากเงียบ. So, most of idiom translation is idiomatic translation.

Table 13: Common Expressions to Idioms

The source language	The receptor language	Remarks
On the first day of school, you've got to be <u>real careful</u> where you sit.	วันแรกที่เปิดเทอมเนี่ย จะนั่งลงไป ตรงไหนต้องดูตาม้าตาเรือให้ดีกว่านละ	The phrase <u>real careful</u> is translated to <u>ดูตาม้าตาเรือ</u> , which means <u>giving a lot of attention to what you are doing so that you do not have an accident, make a mistake or damage something.</u>
Mom came in and started <u>dancing</u> .	แม่อีกเข้ามาเต้นแรงเต้นกาใหญ่	The word <u>dancing</u> is translated to <u>เต้นแรงเต้นกา</u> , which means <u>to move the body and feet very quickly and cheerfully.</u>
Mom has a <u>TOTALLY different style</u> when it comes to punishment.	เรื่องลงโทษนี่ แม่จะต่างกับพ่อหน้ามือ เป็นหลังนุเลยละ	The phrase <u>different style</u> is translated to <u>หน้ามือเป็นหลังนุ</u> , which means <u>it very completely different.</u>

But <u>there was no way</u> I was going to raise my hand.	แต่หัวเด็ดตีนขาดฉันก็ไม่ยอมยกมือหรือก	The phrase <u>there was no way</u> is translated to หัวเด็ดตีนขาด, which means to <u>continue to do or say something in a determined way</u> .
As soon as, I <u>heard</u> the news, I knew I had to try out.	ทันทีที่ได้ยินประกาศนี้ ฉันก็หูผึ่งทันที	The word <u>heard</u> is translated to หูผึ่ง, which means <u>a feeling of wanting to know about something</u> .
There was a pretty obvious <u>drop in quality</u> once Rowley started doing the writing.	พอให้โจวลีย์เขียนบรรยาย การ์ตูนมันก็ห่วยไม่เป็น सबปะรดเลย	The phrase <u>drop in quality</u> is translated to ไม่เป็น सबปะรด, which means <u>to be bad</u> .
And that right there was enough to make me <u>keep quiet</u> for the time being.	แค่เรื่องนั้นเรื่องเดียวก็ทำให้ฉันปิดปากเงียบได้แล้ว	The phrase <u>keep quiet</u> is translated to ปิดปากเงียบ, which means <u>to close one's mouth and keep silent</u> .

Findings: Table 13 shows the translation technique of common expression to idioms. The way that translator uses Thai idioms to represent common expression in the SL, it makes the translated text more vivid and interesting. The language will flow naturally, which is the goal of translator, so that young readers may feel that it is original text which is written in Thai. For example, the common expression heard is translated into the RL idiom หูผึ่ง, which means a feeling of wanting to know about something. This technique is used to make the reading more enjoyable for RL readers without changing the intended meaning of the source text.

Table 14: Idioms to Common Expressions

The source language	The receptor language	Remarks
Next period, I should just sit in the middle of a bunch of <u>hot girls</u> as soon as I step in the room.	ในวิชาต่อมา พอเข้าห้องปุ๊ป ฉันก็ควรจะต้องปรี๊ดเข้าไปนั่งอยู่กลางกลุ่ม เด็กผู้หญิงสวยๆ ไซ่มั้ยละ	The idiom <u>hot girls</u> is translated to <u>เด็กผู้หญิงสวยๆ</u> , which means <u>a group of beautiful girls</u> .
But I guess I must have made a pretty big <u>racket</u> .	ฉันคงจะทำเสียงดังจนพอดีน	The idiom <u>racket</u> is translated to <u>เสียงดัง</u> , which means <u>a loud distressing noise</u> .
And to this day, I'm sure Dad thinks I've got a <u>screw loose</u> or something.	จนถึงวันนี้ฉันยังแน่ใจอยู่เลยว่าพ่อต้องคิดว่าฉันประสาทไปเองแน่ๆ	The idiom <u>have a screw loose</u> is translated to <u>ประสาท</u> , which means <u>to be silly or eccentric</u> .
I guess I kind of felt sorry to Rowley, and I decided to <u>take him under my wing</u> .	ฉันรู้สึกอนาถใจจนสงสาร เลยตัดสินใจรับไววลีัยมาเป็นลูกน้อง	The idiom <u>take under wing</u> is translated to <u>รับมาเป็นลูกน้อง</u> , which means <u>to help and protect someone, especially someone who is younger than you or has less experience than you</u> .
Rodrick's <u>in some hot water</u> with Mom right now, too.	ร็อดดริกก็กำลังมีปัญหากับแม่เหมือนกัน	The idiom <u>in some hot water</u> is translated to <u>มีปัญหา</u> , which means <u>if someone is in hot water, people are angry with them and they are likely to be punished</u> .

Dad and Mom argued for a few minutes, but Dad was <u>no match for</u> Mom.	พ่อกับแม่เถียงกันอยู่แป๊บหนึ่ง แต่พ่อเราจะสู้แม่ได้	The idiom <u>no match for someone</u> is translated to <u>จะสู้ได้</u> , which means <u>to be less powerful or effective than someone</u> .
Dad was against the idea of Rodrick starting a band, but Mom was <u>all for</u> it.	พ่อไม่เห็นด้วยที่ริคคอร์ดริคคิดจะตั้งวง แต่แม่สนับสนุนเต็มที่	The idiom <u>all for</u> is translated to <u>สนับสนุน</u> , which means <u>in support of something</u> .
I figure if I bulk up now, it could actually <u>come in handy down the road</u> .	ฉันว่าถ้าฉันทำให้ตัวเองบึกบึนซะตั้งแต่ตอนนี้ ก็จะมีประโยชน์อีกหลายอย่างในภายภาคหน้า	The idiom <u>come in handy down the road</u> is translated to <u>ก็จะมีประโยชน์อีกหลายอย่างในภายภาคหน้า</u> , which means <u>to be useful in the future</u> .

Findings: Table 14 shows the translation technique of idioms to common expressions. In general, idioms in one language cannot be literally translated to another language. In this case, this technique can be applied when the translator cannot find idiom equivalents in the RL. For example, the SL idiom come in handy down the road is translated to the common Thai expression ก็จะมีประโยชน์อีกหลายอย่างในภายภาคหน้า, which means to be useful in the future that has a similar meaning. This method is applied to maintain accurate meaning in the translated text.

9. Doublets

A doublet refers to a pair of near synonymous words or phrases which occur as a unit (Larson, 1998, p.172). Two kinds of doublets are doublets of alliteration and doublets of close-meaning words. Doublets of alliteration refer to repetition of consonant sounds at the beginning of two or more words which appear close together

in speech. Doublets of close-meaning words refer to synonymous words which are used together as a unit in order to emphasize their meaning.

Table 15: Doublets

The source language	The receptor language	Remarks
Jason Brill came in late and almost sat to my right, but luckily I stopped that from happening <u>at the last second</u> .	เจสัน บริลล์มาสายและเกือบจะมานั่งทางขวาของฉันอยู่แล้วเชียว แต่โชคดีที่ฉันกันไว้ได้อย่างหวุดหวิด	The phrase <u>at the last second</u> is translated by using the RL doublet <u>หวุดหวิด</u> , which means <u>in time</u> , which is equivalent to the SL.
Nowadays, it's a whole lot more <u>complicated</u> .	เดี๋ยวนี้มันยุ่งยากกว่านั้นเยอะ	The word <u>complicated</u> is translated by using the RL doublet <u>ยุ่งยาก</u> , which means <u>difficult to do, deal with or understand, especially because of involving a lot of different processes or aspects</u> , which is equivalent to the SL.
Like I said, Bryce is the most <u>popular</u> kid in our grade.	ก็อย่างที่บอก ไบรซ์เป็นที่กรี๊ดกร๊าดมากที่สุด ^{ที่} ในชั้นเรียน	The word <u>popular</u> is translated by using the RL doublet <u>กรี๊ดกร๊าด</u> , which means <u>to make a shrill noise when meeting a popular person</u> .
Wanna see my " <u>secret</u> freckle"?	อยากเห็น "ปานแดงลึกลับ" ของฉัน ป่าว	The word <u>secret</u> is translated by using the RL doublet <u>ลึกลับ</u> , which means

		<u>a hidden object or place is not easy to find.</u>
Whenever Dad says <u>“friend”</u> that way, you know you are in trouble.	เมื่อไหร่ก็ตามที่พ่อพูดว่า “พรรคพวก” อย่างนั้น ก็แสดงว่าถึงคราวช่วยแล้ว	The word <u>friend</u> is translated by using the RL doublet พรรคพวก, which means <u>someone you know well and like a lot, but who is not a member of your family</u> , which is equivalent to the SL.
Fregley is always <u>hanging out</u> in his front yard.	เฟรกลีย์ชอบเตร็ดเตร่อยู่แถวสนามหน้าบ้าน	The word <u>hanging out</u> is translated by using the RL doublet <u>เตร็ดเตร่</u> , which means <u>to spend time in a place waiting or doing nothing</u> .

Findings: Table 15 shows the use of doublet. The doublets used in the text create a natural flow in the RL and make text more interesting, colorful, and sometimes rhythmic. For example, the word complicated is translated into ยุ่งยาก. The words ยุ่ง and ยาก have the same consonant sound. The word hanging out is translated into เตร็ดเตร่. The word เตร็ดเตร่ rhymes with เตร่. It can be seen that doublets can be an efficient way to serve the aesthetic function, especially in the RL.

10. Synonyms

The synonym of a word is a word which has the same or almost the same meaning as another word in the same language (Larson, 1998, p.78).

Table 16: Synonyms

The source language	The receptor language	Remarks
<p>Their this <u>weird</u> kid named Fregley who lives halfway between my house and Rowley's.</p>	<p>ไปบ้านโรวลีย์ที่โรว์ต้องเจอเจ้าเด็กพิลึกที่ชื่อเฟรกลีย์ ทุกที่ บ้านเฟรกลีย์อยู่กึ่งกลางทางระหว่างบ้านฉันกับโรวลีย์</p>	<p>The meaning of <u>weird</u> is <u>strange and usual, sometimes in a way that upsets you</u>. In this context, the translator uses พิลึก, which is equivalent to <u>unusual or unexpected, especially in a way that surprises or worries you</u>, to carry the meaning from the SL word.</p>
<p>But Mom sound really <u>mad</u> on the phone.</p>	<p>แต่ฟังจากน้ำเสียงแล้ว ท่าทางแม่จะพิโรธมาก</p>	<p>The meaning of <u>mad</u> is to <u>become extremely angry, unable to behave in a reasonable way</u>. In this context, the translator uses พิโรธ, which is equivalent to <u>having a strong feeling against someone who has behave badly</u>, to carry the meaning from the SL word.</p>
<p>And plus, we were going to be on Snack Road, which is way too dangerous for a <u>little</u> kid like Manny.</p>	<p>นอกจากนี้เราจะต้องผ่านถนนสแนค ซึ่งอันตรายเกินไปสำหรับเด็กเปี้ยกอย่างแมนนี่</p>	<p>The meaning of <u>a little</u> is a <u>small of something</u>. In this context, the translator uses เปี้ยก, which is equivalent to <u>tiny, which is extremely</u></p>

		<u>small</u> to carry the meaning from the SL word.
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Findings: Table 16 demonstrates the translation technique of using synonyms. Substitution with words of a similar meaning can draw readers' attention. Sometimes using synonyms may make the translated text more enjoyable than translating the words' primary meaning. In addition, RL synonyms can express different levels of emotive action and politeness. For instance, the meaning of a little is a small of something. In this context, the translator uses the informal RL word with a similar meaning: ฝึ่ยง, which means tiny to carry the meaning from the SL word.

11. Negating Antonym

A statement, question, or command can be negated. However, a negative in the source language will not always be translated with a negative in the receptor language. Some languages employ “a double negative which will be translated into some receptor languages by an affirmative statement” (Larson, 1998, p.264)

Table 17: Negating Antonym

The source language	The receptor language	Remarks
I met Rowley <u>a few years</u> ago when he moved into my neighbourhood.	ฉันรู้จักกับโรวลีย์ไม่กี่ปีก่อน ตอนที่เขาย้ายมาอยู่แถวบ้าน	The word <u>a few</u> which means <u>น้อย</u> is translated into Thai as <u>not too many</u> . <u>Many</u> is the opposite of <u>few</u> and is preceded by not which is a prefix in the RL. <u>ไม่กี่ปี</u> is equivalent of <u>a few</u> .
Dad was <u>against</u> the idea of Rodrick starting a band,	พ่อไม่เห็นด้วยที่รอดริคคิดจะตั้งวง แต่	The word <u>against</u> is translated into Thai as <u>ไม่</u>

but Mom was all for it.	แม่สนับสนุนเต็มที่	เห็นด้วย, which means <u>disagree</u> . The word เห็นด้วย or <u>agree</u> is the opposite of <u>against</u> and is preceded by <u>ไม่</u> or <u>dis</u> which is a prefix in the RL. <u>ไม่เห็นด้วย</u> is equivalent of <u>against</u> .
Tryouts went on <u>forever</u> .	การทดสอบไม่จบไม่สิ้นสักที	The word <u>forever</u> is translated into Thai as <u>ไม่จบไม่สิ้น</u> , which means <u>not the end</u> . The word <u>จบสิ้น</u> or <u>end</u> is the opposite of <u>forever</u> and is preceded by <u>ไม่</u> or <u>not</u> . <u>ไม่จบไม่สิ้น</u> is equivalent of <u>forever</u> .

Findings: Table 17 illustrates the translation technique of using negating antonyms. They are used in translating in order to make the translated text sound more natural. Negating antonyms such as ไม่กี่ปี, ไม่เห็นด้วย, and ไม่จบไม่สิ้น which are used to represent a few years, against and forever respectively are more preferred than their literal translation for Thai readers.

12. Slang to Slang

Slang terms are very informal words and expressions that are more common in spoken language. They are sometimes used by a particular group of people (Oxford, 1996, p.586).

Table 18: Slang to Slang

The source language	The receptor language	Remarks
And kids like Ronnie McCoy are scratching their heads wondering <u>what the heck happened</u> .	แล้วเด็กอย่างรอนนี่ แมคคอย ก็ได้แต่นั่งเกาหัวแกรกๆ สงสัยว่ามันเกิดบ้าอะไรขึ้นมา	The slang <u>what the heck happened</u> is translated to Thai slang expression <u>มันเกิดบ้าอะไรขึ้นมา</u> , which uses to say in a situation that is extremely unpleasant.
Girls are <u>stinky poos</u> !	พวกผู้หญิง อี้เหม็นสาบ!	The slang <u>stinky poos</u> is translated to Thai slang expression <u>อี้เหม็นสาบ</u> , which means <u>a very unpleasant smell</u> .
That's not a box, it's a brick, you <u>dumb moron</u> !	นั่นไม่ใช่กล่องพี่ย เจ้าชื้อบื้อ นั่นมันก้อนอิฐ !	The slang <u>dumb moron</u> is translated to Thai slang expression <u>ชื้อบื้อ</u> , which means <u>an insulting word for someone who behaves in a stupid way</u> .
All I need is for some <u>jerk</u> to catch me carrying this book around and get the wrong idea.	ถ้าเกิดมีเจ้าโง่งที่โหดมาเห็นฉันถือสมุดเล่มนี้เดินไปเดินมา แล้วเข้าใจผิดล่ะก็..	The slang <u>jerk</u> is translated to Thai slang expression <u>เจ้าโง่ง</u> , which means <u>stupid person</u> .

Findings: Table 18 shows the technique of slang to slang translation. When slang is translated to slang, the translator attempts to keep the flavor of the original text. For example, the slang dumb moron is translated to Thai slang expression ชื้อบื้อ, which

means an insulting word for someone who behaves in a stupid way. When slangs are translated to slangs, not only the flavor of original text is kept, but the translator also communicates the usual style of language uses by a particular person or group.

13. Cultural Substitutes

The source language terms are translated by employing the target language terms that have a comparable sense but which are not exactly the same because the terms are from different cultures. This technique involves the distortion of meaning, so it should not be used unless the other techniques have proven insufficient (Larson, 1998: 170-172).

Table 19: Cultural Substitutes

The source language	The receptor language	Remarks
That's when <u>I thanked my lucky stars</u> the girls were on the other side of the gym.	ตอนนั้นฉันนึกขอบคุณ <u>สิ่งศักดิ์สิทธิ์</u> ที่พวกผู้หญิงอยู่อีกฝั่งหนึ่งของโรงยิม	The clause <u>I thanked my lucky stars</u> means <u>to be grateful for having a good luck</u> while the word <u>สิ่งศักดิ์สิทธิ์</u> means <u>holy thing or sacred item</u> . The translator uses <u>สิ่งศักดิ์สิทธิ์</u> , which appropriates for Thai culture, to substitute for <u>lucky stars</u> .
And if Mrs. Levine, my English teacher, was there, I'm sure she would have said the whole situation was " <u>ironic</u> ".	นี่ถ้าคุณครูเลวีนที่สอนวิชาหลักภาษาของฉันมาเห็นเข้าละก็ ฉันมั่นใจว่าคุณครูจะต้องพูดว่า " <u>ให้ทุกข์แก่ท่าน ทุกข์นั้นถึงตัว</u> "	The word <u>ironic</u> means a <u>strange, funny or sad situation in which things happen in the opposite way to what you would expect</u> is translated as <u>ให้ทุกข์แก่ท่าน ทุกข์นั้นถึงตัว</u> means <u>if</u>

		<u>you are bad and not kind, bad things will happen to you</u> , which appropriates for Thai culture. This also could be Common Expression to Idiom.
Mom and Dad <u>protect</u> Manny like he's a prince or something.	พ่อกับแม่ <u>โอบุ้</u> แมนนี่ซะยังกับเป็นเทวดาลงมาเกิด	The verb <u>protect</u> means to <u>keep someone from being harmed</u> is translated to <u>โอบุ้</u> means to <u>console or to cherish</u> , which appropriates for Thai culture.

Findings: Table 19 illustrates the technique of cultural substitutes. It can be seen that Thai culture and English culture are different. As a result, for the better understanding of readers, the translator chooses to use cultural substitutes when translating. For example, the word lucky stars in the SL is translated to สิ่งศักดิ์สิทธิ์ or holy thing in Thai because this term is more acceptable and widely spoken in the RL culture.

14. Substitute Word

A substitute word refers to a word, such as pronoun, which is used to refer to something that has already been introduced in the text (Larson, 1998).

Table 20: Substitute Words

The source language	The receptor language	Remarks
This one kid <u>named Abe Hall</u> got the Cheese Touch in April, and nobody	มีเด็กคนหนึ่งชื่อเอ็บ ฮอลล์ถูกเสนียดซีตในเดือนเมษายน ไม่มีใครเข้าใกล้หมอนั้น	In the SL, pronoun <u>him</u> is used as an object to refer to <u>Abe Hall</u> . In the RL, the

<p>would even come near <u>him</u> for the rest of the year.</p>	<p>ตลอดทั้งปี</p>	<p>translator uses Thai pronoun <u>หมอนั้น</u>, which refers to a boy or a man.</p>
<p>Tonight, dad yelled at <u>me</u>¹ for about ten minutes, and then <u>I</u>² guess <u>he</u>³ decided <u>he</u>⁴ d rather be in bed than standing in <u>my</u>⁵ room in <u>his</u>⁶ underwear.</p>	<p>คืนนี้พ่ออาละวาดพ่นไฟใส่ฉัน อยู่สิบนาที่ แล้วพอ ก็คงคิดว่า เขา น่าจะได้นอนหลับสบายอยู่บนเตียงแทนที่จะมา ยืนอยู่ในห้องฉัน ในชุดนอนอย่างนี้</p>	<ol style="list-style-type: none"> 1. The pronoun <u>me</u> in the SL refers to <u>Gregory</u> and the translator uses the Thai pronoun <u>ฉัน</u> as an object to refer to speaker (Gregory). 2. The pronoun <u>I</u> in the SL refer to <u>Gregory</u> and the translator omits the Thai pronoun because it is mentioned before and can be known by the RL readers. 3. The pronoun <u>he</u> in the SL refers to <u>Dad</u> and the translator uses the Thai word <u>พ่อ</u> to refer to Gregory's Dad. 4. The pronoun <u>he</u> in the SL refers to <u>Dad</u> and the translator omits the Thai pronoun because it is mentioned before and can be known by the RL readers. 5. The pronoun <u>my</u> in the SL refers to <u>Gregory</u> and

		the translator uses the Thai pronoun <u>ฉัน</u> to refer to speaker (Gregory).
But today, <u>the kid's mom</u> came in and said <u>she</u> ¹ wanted <u>her</u> ² child to walk around on two legs...	แต่วันนี้แม่ของเด็กคนนั้นมาบอกครูว่า อยากให้ลูกตัวเองเดินสองขา...	1. The pronoun <u>she</u> in the SL refers to <u>the kid's mom</u> and the translator uses the Thai pronoun <u>แม่ของเด็กคนนั้น</u> to emphasize the relationship between mom and kid. 2. The pronoun <u>her</u> in the SL refer to <u>the kid's mom</u> and the translator uses the Thai word <u>ลูกตัวเอง</u> , which means <u>her child</u> in the RL.

Findings: Since a substitute word refers to the same thing that has been mentioned by several different terms, the author and the translator use substitute words to avoid boring repetition. As seen in table 20, RL Thai pronouns are more complicated than those in the SL, in that some pronouns in the RL are used to express the feeling, attitude and politeness of the speaker or writer towards the person being discussed or mentioned. For example, pronoun him is used as an object to refer to Abe Hall. In the RL, the translator uses Thai pronoun หมอนั้น, which refers to a boy or a man.

15. Skewing

Skewing refers to some kinds of adjustments that are made in a translation- for example, changes in grammatical functions. The translated text is sometimes expressed by using different grammatical forms because each language has its own system for arranging concepts into different parts of speech (Larson, 1998, p. 62).

Table 21: Skewing

The source language	The receptor language	Remarks
Mom didn't really say anything at first, but dad was pretty <u>enthusiastic</u> .	ตอนแรกแม่ก็ไม่ได้พูดอะไร แต่พ่อ สนับสนุนเต็มที่	The adjective <u>enthusiastic</u> means <u>a feeling of energetic interest in a particular subject or activity</u> and is skewed to become a verb สนับสนุน, which means <u>to agree with someone because you want them to succeed in the RL</u> .
Today at school we <u>got assigned</u> to reading groups.	วันนี้ที่โรงเรียนแบ่งนักเรียนออกเป็นกลุ่ม เพื่ออ่านหนังสือ	The SL sentence is written in a passive form whereas the RL sentence is translated into an active form and can keep the meaning of the SL.

Findings: Table 21 illustrates the translation technique of skewing. It can be seen that it is not unusual in translating that one form can be transferred to different parts of speech. Therefore, skewing between semantic classes and parts of speech makes the translation flow smoothly. It is one of the translation techniques that helps translated text to get closer to the preference of speakers of the RL.

16. Free Variation

Free variation refers to a key word in the SL that is translated into many key words without changing the meaning in the RL (Larson, 1998).

16.1 Same lexical item but different translations

Some SL concepts may have various semantic equivalences in the RL. For example, the word turn can be translated into หมุน, หัน, ไป, เบือน, บิด, งอ, พลิก, เลี้ยว, อ้อม, etc.

Table 22: Same lexical item but different translations

The source language	The receptor language	Remarks
Dad <u>dug</u> through some old boxes in the basement and found one of his campaign posters.	พ่อ <u>รีอ</u> กล่องเก่าๆในห้องใต้ดินหลายใบ และเจอโปสเตอร์หาเสียงเข้าไปหนึ่ง	The word <u>dug</u> is translated into <u>รีอ</u> which means to <u>try to find out something</u> but it has a similar concept to the SL word.
But when I started <u>digging</u> around, there were hardly any gifts with my name on them.	แต่พอฉันไป <u>คุ้ย</u> ดูก็แทบจะไม่เจอของขวัญที่มีชื่อฉันบนกล่องเลย	The word <u>digging</u> is translated into <u>คุ้ย</u> which has the same meaning as the SL word.

Findings: As can be seen in table 22, sometimes translator translates one form of word in the SL into different forms which share the same concepts in the RL to avoid boring repetition of vocabulary and make the text flow naturally. One word in the SL text can be translated into the RL in various ways and the meaning is not distorted. For example, the word dig is transferred into รีอ and คุ้ย.

16.2 Different lexical items but same translation

Different forms of the SL words can also be translated into one form of word in the RL.

Table 23: Different lexical items but same translation

The source language	The receptor language	Remarks
I have <u>told</u> Rowley at least a billion times that now that we're in middle school, you're supposed to say "hang out", not "play".	ฉันบอกโจวลิย์เป็นพันล้านหนแล้วว่า ตอนนี้เราเรียนอยู่โรงเรียนมัธยมแล้ว จะ มาหม่อมแน่นมอย่างนั้นไม่ได้ เราต้องพูด ว่า "โจ" ไม่ใช่ "เล่น"	The word <u>told</u> is translated to <u>บอก</u> , which means <u>to say something to someone, often giving them information</u> , which has the similar meaning in the SL.
I don't know if I <u>mentioned</u> this before, but I am super good at video games.	ไม่รู้ว่าจะเคยบอกไปรึยังว่าฉันนะเล่นเกมวิดีโอ เกมเก่งสุดๆ	The word <u>mentioned</u> means <u>to refer to something on someone</u> , which is translated to <u>บอก</u> or <u>tell</u> in the RL.
In case you're wondering what I'm doing in my room at 9:00 p.m. on New Year's Eve, let me <u>fill you in</u> .	ถ้าใครสงสัยว่าทำไมฉันถึงได้มาหมกตัว อยู่ในห้องตอนสามทุ่มของคืนวันส่งท้าย ปีเก่า ฉันก็จะบอกให้	The phrase <u>fill you in</u> means <u>to inform someone more fully of a matter</u> , which is translated to <u>บอก</u> or <u>tell</u> in the RL.
Mom <u>said</u> she used the same kind of wrapping paper for both our gifts, so she must've written the wrong names on the tags.	แม่บอกว่าของขวัญทั้งสองชิ้นใช้กระดาษ ห่อของขวัญคล้ายเดียวกัน ตอนเขียนชื่อ บนป้ายแม่คงเขียนสลับกัน	The word <u>said</u> means <u>to express with words</u> , which is translated to <u>บอก</u> or <u>tell</u> in the RL.

Findings: As can be seen in table 23, sometimes translator translates many SL words which share the same concept into one word in the RL to emphasize that thing. In this context, words like to tell, to mention, to fill someone in and to say all mean to say

something to someone, often giving them information in the RL concept and the translator chooses to translate them into บอก or to tell.

17. Symbolic System

Symbolic system refers to the use of a word or phrase to symbolize its exact meaning (Larson, 1998, p.199). For example, a “dove” symbolizes “freedom” and etc.

17.1 Symbolic words

Table 24: Symbolic words

The source language	The receptor language	Remarks
You've got kids like me who haven't hit their growth spurt yet mixed in with these <u>gorillas</u> who need to shave twice a day.	ดูซี เด็กๆอย่างพวกฉันต้องมาอยู่รวมกับพวก <u>ลิงกอริลล่า</u> ที่ต้องโกนหนวดวันละสองหน	The word <u>gorilla</u> is literally translated into <u>ลิงกอริลล่า</u> . The <u>gorillas</u> in this context symbolize <u>a super senior student who causes trouble in a playful way</u> .
You can kind of tell because that's when they start coming to the door in their pyjamas and giving you the <u>evil</u> eye.	แล้วก็เป็นไปตามคาด พวกเขามาที่หน้าต่างในชุดนอน แล้วแฉ้าม่านมองเราด้วยสายตา <u>อำมหิต</u>	The word <u>evil</u> is translated into <u>อำมหิต</u> , which means <u>extremely bad</u> . The <u>evil eye</u> in this context symbolizes <u>anger</u> .

Findings: Table 24 illustrates the technique of Symbolic words. Because Symbolic words are not universal, the translator needs to explicitly describe the real meaning of them. For example, the word evil eye is translated to สายตาอำมหิต to symbolize a strong feeling of displeasure for better understanding of young RL readers.

17.2 Symbolic action

Table 25: Symbolic action

The source language	The receptor language	Remarks
I have no idea what a soprano is, but from the way some of girl were <u>giggling</u> , I knew it wasn't a good thing.	ฉันไม่รู้ว่่า “โซปราโน” คืออะไร แต่จากที่พวกเด็กผู้หญิงหัวเราะคิกคักกัน ฉันก็รู้ว่ามันต้องไม่ดีแหรงๆ	The word <u>giggling</u> is literally translated to หัวเราะคิกคัก, which symbolizes <u>amusement</u> in this context.

Findings: As can be seen in table 25, there will be certain action which is symbolic. In this case, for example, the word giggling can be literally translated to หัวเราะคิกคัก because these words share the similar meaning of amusement. Nevertheless, literal translation may cause misunderstanding or wrong meaning. It is translator's duty to indicate the meaning of this symbolic action, especially when the RL readers are very young.

18. Creativity

The translator expresses creativity in translating children's literature in several ways as follows:

18.1 Image

Image refers to a word or phrase that describes something in an imaginative way. (Oxford Advanced Learner's Dictionary, 2000)

Table 26: Images

The source language	The receptor language	Remarks
He marched right out carrying a snow shovel, and I thought I was going	พ่อถือพลั่วตักหิมะเดินตุ้มๆ ตรงมาหาฉัน ตอนนั้นฉันเกือบจะ <u>แผ่นแนบ</u> อยู่แล้ว	The phrase <u>a run for it</u> in the SL is translated into the RL <u>แผ่นแนบ</u> , which has

to have to make <u>a run for it</u> .		the similar meaning in the SL to describe the image of a kid who wants to move swiftly to escape his Dad.
I <u>walked into</u> my History class today, ready to execute my plan.	วันนี้ฉันเดินเข้าห้องเรียนวิชาประวัติศาสตร์อย่างครื้นครื้นใจเตรียมจะทำตามแผน	The phrase <u>walked into</u> in the SL is translated into <u>เดินเข้า</u> but the translator adds <u>อย่างครื้นครื้นใจ</u> which means <u>pleasure</u> to give an image of the action, <u>walk</u> .
As soon as, I <u>heard</u> the news, I knew I had to try out.	ทันทีที่ได้ยินประกาศนี้ ฉันก็หูฟังทันที	The word <u>heard</u> in the SL is translated into <u>ได้ยิน</u> but the translator adds <u>หูฟัง</u> which means <u>very interested</u> to give an image of the action, <u>heard</u> .

Findings: Table 26 shows examples of using image in the translation. The translator may choose a word from many word choices, find an equivalent idiom in the RL, and add some information, which does not distort the meaning of the SL text, to give an image of those words to the RL readers. Reading will be more enjoyable and exciting. For example, the phrase a run for it in the SL is translated into the RL เดินแบบ, which has the similar meaning in the SL to describe the image of a kid who wants to move swiftly to escape his Dad.

18.2 Idiomatic Translation

Idiomatic Translation refers to the use of natural forms in the receptor language, including grammatical constructions and choice of words. This technique is

employed in the translation text in order to deliver natural meaning as it is originally written in the receptor language (Larson, 1998, p. 18-19).

Table 27: Idiomatic Translation

The source language	The receptor language	Remarks
I'm having a serious hard time getting used to the fact that summer is over and I have to <u>get out of</u> bed every morning to go to school.	มันทำให้ลำบากเป็นบ้าที่ต้องยอมรับว่าหน้าร้อนจบลงแล้วและต้องตะกายขึ้นจากเตียง เพื่อไปโรงเรียนทุกเช้า	The phrase <u>get out of</u> in the SL is translated idiomatically to ตะกายขึ้น means <u>to move or climb quickly but difficultly</u> . The RL readers are likely to be more accustomed to this translated sentence than its literal translation.
The winner was who ever <u>could shake</u> the headphones off in the shortest amount of time.	ใครที่สะบัดหูฟังออกได้เร็วที่สุดจะเป็นผู้ชนะ	The phrase <u>could shake</u> in the SL is translated naturally to สะบัด means <u>to move backwards and forwards or up and down in quick</u> , which is widely spoken in the RL.
I finally came up with a <u>good solution</u> .	แล้วฉันก็คิดหาทางออกสุดเจ๋งขึ้นมาได้	The phrase <u>good solution</u> is transferred idiomatically to ทางออกสุดเจ๋ง which is widely spoken in the RL.
Mom and Dad <u>were not happy</u> with me for getting them out of bed at 2:00 in the morning.	พอกับแม่ทำหน้าหงิกที่ถูกฉันปลุกเขาตอนตีสอง	The phrase <u>were not happy</u> in the SL is translated idiomatically to ทำหน้าหงิก means <u>to bring your</u>

		<p><u>eyebrows together so that there are lines on your face above your eyes to show that you are annoyed or worried.</u> The RL readers are likely to be more accustomed to this translated sentence than its literal translation.</p>
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Finding: Table 27 shows examples of idiomatic translation. As idiomatic translation is every translator's goal, the preference of RL speakers can override the words that are semantically correct and the translators have to translate these words without changing the intended meaning of the author as well. As seen in the table, the translator also rearranges word order and sentences in order to produce a natural form in the RL. This method enables RL readers to feel like the text is not a translation but one originally written in their language.

19. Simile

Simile is a comparison of figures of speech always using the word 'like' or 'as' (Larson, 1998, p.271).

Table 28: Simile

The source language	The receptor language	Remarks
Mom and Dad protect Many <u>like</u> he's a prince or something.	พอกับแม่ไฉ่แมนนี่ชะยังกับเป็นเทวดาลงมาเกิด	The word <u>like</u> in the SL is used to draw a comparison between different things.
And plus, we were going to be on Snack Road, which is way too	นอกจากนี้เราจะต้องผ่านถนนสนนค ซึ่งอันตรายเกินไปสำหรับเด็กเป็ยกอย่าง	The word <u>like</u> in the SL is used to draw a comparison

dangerous for a little kid <u>like</u> Manny.	แมนนี่	between different things.
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Findings: Table 28 presents the simile technique in translation; simile is used to produce a clear translated text because makes an obvious description by comparing one thing with another know thing. A comparison of figures of speech can be employed to retain the flavor of the original text.

20. Fixed Collocations

‘Collocation’ is concerned with how words go together and the way in which words occur in constructions with other words. Fixed collocations are combinations of words that occur in a certain order. If the order is changed, the result will sound unnatural to the native speaker of the language (Larson, 1998, p.155-156).

Table 29: Fixed Collocations

The source language	The receptor language	Remarks
But when Mom went out to buy this thing I <u>SPECIFICALLY</u> told her to get one that didn't say “diary” on it.	เมื่อตอนที่แม่ออกไปซื้อมันมานะ ฉันก็ย้ำ ย้ำย้ำหนาแล้วว่า อย่าเอาเล่มที่เขียนว่า “ไดอารี่” มา	The phrase <u>SPECIFICALLY</u> told is translated by using the fixed RL collocation <u>ย้ำย้ำ</u> <u>หนา</u> means <u>to inform repeatedly</u> , which is more understandable to RL readers.
He's always getting on me about going out and doing something “ <u>active</u> ”.	พ่อจะคอยจ้ำจี้จ้ำไชให้ฉันออกไปข้าง นอก แล้วทำอะไรที่มัน “ <u>ขยับขยับ</u> <u>ขา</u> ” บ้าง	The word <u>active</u> is translated by using the fixed RL collocation <u>ขยับขยับ</u> <u>ขา</u> means to <u>do some activity</u> , which is more

		understandable to RL readers.
I just <u>dusted</u> the dining room for the heck of it!	แม่ก็บบบ ผม <u>ปัดกวาดเช็ดถู</u> ห้องกินข้าวซะเดี๋ยมไปเลย!	The word <u>dusted</u> is translated by using the fixed RL collocation <u>ปัดกวาดเช็ดถู</u> means <u>cleaning</u> , which is equivalent to SL.

Finding: Table 29 illustrates the use of fixed collocation in translation. As shown in the table, certain ordering and word combinations were used in the RL in order to create more emphatic meanings. For example, the word dusted is translated by using the fixed RL collocation ปัดกวาดเช็ดถู means cleaning, which is equivalent to SL. This technique is employed to produce natural forms in the RL and give greater emphasis to the meaning of words.

Part II: Problems found in Translation

1. Inappropriate Translations

Table 30: Adjective addition

The source language	The receptor language	Remarks
I have told Rowley at least a billion times that now that we're in middle school, you're supposed to say "hang out", not "play".	ฉันบอกไรลีย์เป็นพันล้านหนแล้วว่า ตอนนี้เราเรียนอยู่โรงเรียนมัธยมแล้ว จะมา <u>ห้อยมแน้ม</u> อย่างนั้นไม่ได้ เราต้องพูดว่า "โจ้" ไม่ใช่ "เล่น"	The word <u>ห้อยมแน้ม</u> means childish, which is added in the RL.
Tonight after dinner, I got Mom and Dad together and told them my plan.	คืนนี้หลังอาหารเย็น ฉันก็เล่า <u>ความคิดอันอันบรรเจิด</u> ให้พอกับแม่ฟัง	The phrase <u>ความคิดอันอันบรรเจิด</u> means <u>bright idea</u> , which is added in the RL.

Findings: As can be seen in table 30, sometimes the translators translate the text by putting their own feeling and interpretation on it. They may add some more information in the RL text in which they believe that the added information can help readers understand the translated text better.

In conclusion, based on the study, it can be concluded that the translator used at least 20 techniques followed by inappropriate translation. It can be seen that to complete the translation, the translator has to illustrate the most appropriate and understandable image to RL readers who have different experience and cultures. Translation needs both science and art to transfer meaning accurately from one language to another. The translator must be accomplished in both source language and the receptor language. The original text must be understood clearly by the translator; then the translated text should be written in the natural form of receptor language in order to convey clearly an accurate meaning to RL readers.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the results of the text analysis. According to Larson (1998), an idiomatic translation is to use the natural forms of the receptor language, both in grammatical constructions and in the choice of lexical terms to transfer the meaning from SL text to RL text. After analyzing the collected data as stated in Chapter Four, the research finds that as *Diary of a Wimpy Kid* is written for children between the ages of about 10-14, the vocabulary chosen from translator is appropriate for this age-level and the grammatical constructions in Thai are also well understandable. In this section, I discuss the answers to the two research questions, as follows:

RQ1: What the translation techniques does the translator use in translating the book “*Diary of a Wimpy Kid*”?

As shown in Chapter 4, the researcher discovered about 20 techniques and some problems in translated book. These techniques mainly base on Larson’s Meaning-Based Translation (1998). These categories are: 1) Direct One to One lexicon, 2) Loan Words (Proper names), 3) Loan words with classifiers, 4) Borrowed Words, 5) Generic to Specific, 6) Specific to Generic, 7) Implicit and Explicit information (Explicit to Implicit Information, Implicit to Explicit Information), 8) Figurative Senses of Lexical Items (Hyperbole, Synecdoche, idiom), 9) Doublets, 10) Synonyms, 11) Negating Antonym, 12) Slang, 13) Cultural Substitutes, 14) Substitute Word, 15) Skewing, 16) Free Variation (Same lexical item but different translations, Different lexical items but same translation), 17) Symbolic System, 18) Creativity (Images, Idiomatic Translation), 19) Simile, 20) Fixed Collocations.

RQ2: Are there any errors or problems found in the receptor language?

The researcher also discovers some problem in translation that may be from translator’s misunderstanding or carelessness. Such inappropriate translation is found

in the area of inappropriate translation of addition of adjectives. The translator may interpret the SL text and adds some information which they think will help readers understand the translated text better.

To complete this study, the findings must be discussed to explain various aspects and a salient theme regarding the translation techniques that were identified in the study. Therefore, the outstanding techniques (borrowed words, figurative senses of lexical items, image and fixed collocations) will be discussed along with the rest of the techniques that were identified. Finally, a conclusion and recommendation are included at the end of this chapter to round out the study.

The very first words of the book that come to young readers' mind are the names of characters or proper names. The translator directly transliterates the SL proper names to RL such as from Gregory to เกรกอรี. Levere (1992) states that writers sometimes use names not just to name characters in a poem, story, novel or play but also to describe those characters. As a result, a translator considers that sometimes seeking for any other equivalences is more appropriate and young reader will understand the nature of the characters better. In addition, the translator also modifies loan words with classifiers because loan words alone may not be comprehended by young reader. For example in table 5, readers will understand the word butterfingers is a kind of food because of a classifier ช็อกโกแลต or chocolate.

Second, borrowed Words are foreign words that are used widely and accepted by the speakers of the RL. One language may possess words for which there are no equivalents in the other language. There may be words for objects, social, political, and cultural institutions and events or abstract concepts which are not found in the culture of the other language. It has borrowed words for cultural institutions, and also has borrowed words for political concepts. It often happens that one culture borrows from the language of another culture words or phrases to express technological, social or cultural innovations. As a result, the translator can translate these words literally and the words have their own versions. For instance in table 6, video game is translated as วีดีโอเกม.

The most basic techniques are generic and specific words. Translator uses more generic and specific terms instead of the equivalent SL words. For example in table 7, the translator uses a more specific term อนาถใจปนสงสาร or pity to refer to sorry in order to emphasize the feeling of character (Gregory). However, the researcher finds that this technique can distort the intended meaning from the author. Furthermore, translator translates specific terms into more generic terms in the RL. For example in table 8, day care is transferred into โรงเรียน. It is possible that the translator may consider that it can understandable for the RL readers.

Next, the translator applies the implicit technique when the concept has previously been mentioned. The technique also creates a natural flow in the RL because Thai people are likely to omit an object when it already introduced. For example in table 10, in the clause And while you're waiting, the word waiting is left implicit when translated into Thai. In addition, explicit technique is also used for more understanding of the reader. For instance, the word ma'am is made explicit to the word คุณครู or teacher. Young readers will be able to understand the text.

Besides the primary and secondary senses, words also may have figurative senses and the figurative senses of lexical items cannot be translated with a literal form of the word. There are three types of the figurative senses of lexical items found in this children's book: hyperbole, synecdoche and idiom. All of them will convey no meaning in the RL if they translated literally and they need interpretation from the translator because the concepts of these figurative senses of lexical items in the SL hardly match the concepts of those in the RL. For instance, the idiom red-handed in the SL is translated to คาหนังคาเขา means in the act of committing something wrong, which is well understood by the RL readers, as show in table 13.

Later, doublet can be used in translating the SL text into Thai as it makes the RL text sound natural, interesting, and even rhythmic. For example in table 16, the word complicated is translated into ยุ่งยาก. The words ยุ่ง and ยาก have the same

consonant sound. The word hanging out is translated into เตร็ดเตร่. The word เตร็ด rhymes with เตร่.

Substituting synonym and negating antonym in the RL rather than translating words' primary meaning makes the text more interesting, enjoyable, and sometimes more preferable for Thai readers. For example in table 18, the word a few is translated by using negating antonym technique into ไม่กี่ปี or not too many by the translator. The words look very unnatural in the RL if it is translated literally into น้อยมาก.

Although cultural substitute technique should be chosen as the last solution according to Larson (1998), for a full understanding of the RL text for young readers, this technique is very useful in translating children's literature. For example in table 20, the word lucky stars means to be grateful for having a good luck while the word สิ่งศักดิ์สิทธิ์ means holy thing or sacred item. The translator uses สิ่งศักดิ์สิทธิ์, which appropriates for Thai culture, to substitute for lucky stars. The words translator uses in cultural substitution are more preferable to Thai readers than translating them in generic terms or translating them literally with modification.

In English, when a thing is mentioned once, it will be replaced by a pronoun or other names which mean the same thing to avoid boring repetition. On the contrary, the pronoun can be omitted in Thai and that thing can be repeatedly stated to avoid ambiguity. For example in table 21, in the SL, pronoun him is used as an object to refer to kid named Abe Hall. In the RL, the translator uses Thai pronoun หมอนั่น, which refers to a boy or a man instead of its literal translation in the RL.

Furthermore, two styles of free variation are found in both translated versions: one is same lexical item but different translation, and the other is different lexical items but the same translation. For the same lexical item the translator can transfer it into many meaningful words that have the same concept in the RL in order to avoid boring repetition. For instance in table 23, the word dig is translated into ขุด and คุ้ย. As for different lexical items which share the same concept, the translator transfers them

into one word in order to emphasize it. The translator picks the word บอก to translate four words: to tell, to mention, to fill someone in and to say. In this case, the translator aims to emphasize Gregory's action. Thus, the meaning of the SL words is not distorted.

Additionally, skewing can be regarded as another good technique to render the meaning from the SL text to RL while the form of the SL is changed to the form or the structure of the RL. Skewing can occur in many forms such as from object to verb, and from passive to active form but the transfer of meaning is still complete because one-to-one correlation rarely occurs. This technique makes the text flow naturally in the RL. For example in table 22, the SL sentence we got assigned to reading groups is written in a passive form whereas the RL sentence is translated into an active form and can keep the meaning of the SL. The skewing technique in this case makes the text sound natural to the RL readers.

Next, symbolic actions and words are examples of culture-specificity. The same action can have different meanings in different cultures and the same word can be perceived as positive in one culture but negative in another culture. It can be difficult for the RL readers to clearly understand the deep meaning of the symbolic action and word if the translation is literal. As a consequence, it is the translator's duty to be engaged in research to discover the cultural differences and accurately interpret these symbols in the SL text to be easily understandable in the RL text. As for the symbolic word in table 25, the word evil eye is translated to สายตาอำมหิต to symbolize a strong feeling of displeasure. However, it is possible to Thai readers will misunderstand that evil is the representative of ghost and can be distorted the meaning of the SL word. Similarly in table 26, giggling is symbolic action of amusement. Without the description, young readers may not realize that the action is symbolic and the comprehension in the story will be decreased.

In translating children's literature, creativity can be found in many forms, which are image and idiomatic. As for image, it is a word that gives a mental picture to readers. This technique is found throughout the translated book and it makes the

RL vivid and colorful. For example in table 27, ผ่านหน้า can give an image of the action make a run for it to the RL readers. Next, idiomatic translation can also be found throughout the translated book. It makes the translated text as natural as the original text and the reader will feel that the book they are reading is not a translated version. For instance, the phrase could shake in the SL is translated naturally to สั่น, which is widely spoken in the RL, as shown in table 28.

Simile, an expression in which two things are compared by using the word “like” or “as”, is another technique that can give an image of a thing, a person, or an event to readers as well as long description. Translator translates similes in the SL text in a natural form of the RL and in Thai idiom and the translated text flows naturally.

Fixed collocation (which is a combination of words that always occur together in a certain order) is used importantly by translator to retain the naturalness of the language, because when order is changed, the resulting meaning is changed and the style made unfamiliar. For example, the SL sentence dusted is translated by using the fixed RL collocation ปัดกวาดเช็ดถู means cleaning, which is equivalent to SL. This translation method was employed not only to emphasize greater the meaning of the message, but also in order to select the best word choices to convey an accurate meaning in the RL, as show in table 30. Furthermore, the collocation technique also can be applied with idiom translations because idioms are kind of special fixed collocations and a class of figurative expression that possesses meaning as a whole rather than being individually word specific (Larson, 1998).

Lastly, the researcher also discovers some problem in translation that may be from translator’s misunderstanding or carelessness. Such inappropriate translation is found in the area of inappropriate translation of addition of adjectives. The translator may interpret the SL text and adds some information which they think will help readers understand the translated text better. In fact, they should respect the content of the original SL text and realize that the addition may lead misunderstanding and confusion. Furthermore, inappropriate translation can distort the intended meaning of the author or change tone of the context.

Conclusion

Based on the study, it can be concluded that the translator used at least 20 techniques followed by inappropriate translation, to produce the bestselling Thai version of *Diary of a Wimpy kid*. The four dominant techniques of translation found were: borrowed words, figurative senses of lexical items, image, and collocations. Firstly, borrowed words technique was often use in order to preserve the flavor and atmosphere of the original text. Secondly, a figurative sense of lexical item means a word which is based on associative relations with its primary sense and may probably be translated with a different word in the RL. It cannot be translated with a literal form of the word. The type of the figurative senses of lexical items that most found in this translated book is idiom. Furthermore, image, and fixed collocations were the dominant methods used to provide natural forms of language in the RL. The limitation of this study is that the study focused on the translation techniques (as based on Larson's model) of *Diary of a Wimpy Kid*.

Recommendations for Further Research

To analyze the translation techniques, principles other than Larson (1998)'s need to be researched. They might offer other aspects of analysis. Currently, there are many published books translated from other languages into Thai. They need to be analyzed as well to evaluate their quality and then ways can be explored in which to upgrade the quality of translated work in Thailand.

Moreover, the differences of culture and language existing between English and Thai still need to be studied further because they can guide methods of interpretation of the source language and how to make a translated text more fluently and comprehensibly readable.

Recommendations for Translators

- Culture always plays an important role in translation. In general, the target readers of children's literature are children who may not be aware of the differences between cultures. When encountering words

which do not exist in Thai such as loan words and proper names, translators should make the concepts of these words clear for readers by adding classifiers to modify the words because young readers may not have an idea what a proper name stated in the text is.

- Seeking a lexical equivalence of SL words should be considered before substituting words with more generic or specific words in order to correctly transfer intended information from the author.
- A theoretical knowledge is necessary for the translator to avoid inappropriate translation; this way, translator will reduce mistakes and readers will receive accurate data and a smoothly transferred text.
- Translation is an important tool to allow people unable to read foreign languages to gain useful information; thus translator should pay careful attention to the details of the source text and study the background or general information thoroughly.

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Qualifications

PhD. Pass – Epidemiology and sustainable control of *Podosphaera aphanis* (strawberry powdery mildew)

MSc. Pass – Plant Breeding and Biotechnology

BSc. 2.2 Hons. – Ecology with Biology

TEFL Pass – TEFL course and extra grammar certificate

A Level B grade – Geography
C grade – Biology, Physics

GCSE A grade – Biology, Geography, Physics
B grade – Chemistry, Art, French, Maths
C grade – English Literature, English Language, History

Work 2011 - Present – Excellent Proofreading and Writing, Online

Experience Owner and head proofreader

(www.excellent-proofreading-and-writing.com)

- Specializing in academic proofreading and correcting ESL writing.
- Correcting manuscripts, papers and theses.
- Corrected documents from the fields of biology, chemistry, mathematics, physics, engineering, nursing, pharmacy, technology, tourism and business.

2009 - Present – Mahasarakham University, Thailand

Special Lecturer in Faculty of Science

- Proofread and copy edit all the manuscripts, papers, abstracts and theses from all four departments (biology, chemistry, mathematics and physics).

- Develop English for Science course.
- Teach ESL to all students in the faculty.
- Conduct research in the department of biology.

2007 - 2008 – University of Hertfordshire, UK

Post Doctoral Researcher

- Conduct research in plant pathology.
- Advise and help MSc and BSc students working with my supervisor and myself.
- Demonstrate/teach laboratory classes.

2004 - 2006 – University of Hertfordshire, UK

Research Assistant (part-time)

- Conduct research in plant pathology.
- Advise and help MSc and BSc students working with my supervisor and myself.
- Demonstrate/teach laboratory classes.

- Publications**
- Papers**
- **Dodgson J**, Hall A and Parker S. 2005. Overwintering *Podosphaera aphanis* as main source of inoculum in a second year Elsanta strawberry crop under Spanish tunnels and relative resistance of seven varieties. The BCPC International Congress - Crop Science and Technology, 2005, 475-478. 31st October - 2nd November 2005, Glasgow, BCPC.
 - **Dodgson J**, Hall A and Parker S. 2005. Targeting applications of fungicides effectively to control *Podosphaera aphanis*. Proceedings of BSPP presidential meeting 2005, 28. 19th-21st December 2005, University of Nottingham, UK.
 - **Dodgson J**, Hall A and Parker S. 2006. Epidemiological studies leading to the sustainable control of strawberry powdery mildew.

Proceedings 8th conference of the European foundation for plant pathology and British society for plant pathology presidential meeting 2006, 56. 13th-17th August 2006, KVL, Frederiksberg, Denmark.

- **Dodgson J**, Hall A and Parker S. 2007. System to predict high risk periods for *Podosphaera aphanis* infection of strawberries grown in polythene tunnels. Aspects of Applied Biology 83, 59-63.

- Farooq M, **Dodgson J** and Hall A. 2007. Examination of the morphology of *Podosphaera aphanis* cleistothecia and their role in over wintering of the fungus. Aspects of Applied Biology 83, 55-58.

- Siriwatanamethanon J, Buatee S and **Dodgson J**. 2011. Effects of swine flu A (H1N1) 2009 prevention program in primary school students. Journal of Nursing Science and Health 34(2) 92-100.

**Posters
presented at
conferences**

- Overwintering *Podosphaera aphanis* as main source of inoculum in a second year Elsanta strawberry crop under Spanish tunnels and relative resistance of seven varieties, BCPC International Congress Nov 2005, 2nd place in student poster competition

- Control of *Podosphaera aphanis* in response to disease risk, BSPP Presidential Meeting Dec 2005

- System to predict high risk periods for *Podosphaera aphanis* infection of strawberries grown in polythene tunnels, AAB Crop Protection in Southern Britain, 2007

- Examination of the morphology of *Podosphaera aphanis* cleistothecia and their role in over wintering of the fungus, AAB Crop Protection in Southern Britain, 2007

- Rule based system to optimise fungicide applications controlling strawberry powdery mildew, International strawberry symposium 2008

- Integrated control of *Podosphaera aphanis* within polythene tunnels in the united kingdom, ICPP 2008

- A comparison of *Podosphaera macularis* and *P. aphanis* and the role of chasmothecia on strawberries, ICPP 2008

Presentations

- Presentation to NSA (nuclear stock association) Feb 04

at

conferences

- Short presentation at the BSPP Molecular Biology of Plant Pathogens conference

- PH Gregory Competition at BSPP and EFPP conference Aug 06

Jolyon Dodgson PhD – Professional Profile

Academic Proofreader and owner of Excellent Proofreading and Writing (<http://www.excellent-proofreading-and-writing.com/>) with five years experience of proofreading and copyediting academic writing from students and staff. Who has experience of correcting MSc theses, PhD theses, manuscripts for publication in academic journals, abstracts for conference proceedings, posters and book chapters. With extensive experience of correcting work from the fields of Biology, chemistry, physics, mathematics, nursing, tourism, business studies, technology, international studies and development studies.

English as second language teacher who specializes in academic ESL teaching with four years experience of teaching in Thailand. Developed and wrote the English for Science course for second year students at a Northeastern Thai University.

Academic researcher who specializes in the culture and growth of medicinal mushrooms and plant pathology.

Experience

- Four years experience of proofreading all academic papers written by Thai staff from a Faculty of Science.
- Owner and proofreader at Excellent Proofreading and Writing.
- Supervision MSc by research students in UK university while working as a post doc researcher.
- Four years experience of teaching English for Science course.
- Experience of general English language teaching.

Qualifications

- TEFL certificate with extra grammar section
- PhD in Plant Pathology from University of Hertfordshire, UK
- MSc in Plant Breeding and Biotechnology from University of East Anglia, UK

- BSc in Ecology with Biology from the University of East Anglia, UK