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ของ

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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
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ABSTRACT

The purpose of this research was to analyze the strategies proposed by Saibua (2010) and to find out the frequency of Saibua's strategies used in the translation of the novel *A Walk to Remember* from English into Thai. The text composed of two versions: the English version named, *A Walk to Remember*, was written by Sparks, the American writer and Thai version, *Gao Rak Nai Roi Jam*, was translated by Pitpreecha, a well-known Thai Translator. The samples consisted of 1-3 chapters which were purposely selected. This study adopted both quantitative and qualitative methods. The quantitative method involved the calculation of frequency and percentage of each strategy found in the translation analysis and the calculation of Index of Item-Objective Congruence (IOC) while the qualitative method concerned the analysis of descriptive data and interpretive analysis. The texts of the two versions were analyzed to find what strategies were found in this fiction translation under the theoretical framework of Saibua. The results revealed that the five strategies at a lexical level were employed by the translator, i.e. adding explanation, using phrases or

sentences in preference to a single word, using a more generic word instead of a specific word, adding conjunction amongst phrases or sentence, and omission of words or idioms. The three main strategies were found at a syntactic level, i.e. sound and transliteration, using the structure of words, and using the structure of sentences.

มหาวิทยาลัยบูรพา Burapha University

ชื่อเรื่อง	การวิเคราะห์กลวิธีการแปลบันเทิงคดีจากภาษาอังกฤษเป็นภาษาไทย: กรณีศึกษาเรื่อง ก้าวรักในรอยจำ		
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บทคัดย่อ

วัตถุประสงค์ของการวิจัยในครั้งนี้คือวิเคราะห์และหาค่าความถี่ของแต่ละกลวิธีการแปลที่พบในนวนิยายเรื่องก้าวรักในรอยจำซึ่งทำการแปลจากภาษาอังกฤษเป็นภาษาไทยตามกรอบทฤษฎีการแปลของ สัญฉวี สายบัว (2553) นวนิยายเรื่องนี้ประกอบด้วยภาคภาษาอังกฤษและภาคภาษาไทย ภาคภาษาอังกฤษคือ *A Walk to Remember* เขียนโดยนิโคลัส สปาร์ค นักเขียนชาวอเมริกัน และภาคภาษาไทยคือ ก้าวรักในรอยจำ แปลโดยจิระนันท์ พิตรปรีชา นักแปลที่มีชื่อเสียงชาวไทย กลุ่มตัวอย่างของงานวิจัยนี้ได้มาโดยใช้วิธีการเลือกแบบเจาะจงประกอบด้วยบทที่ 1 ถึงบทที่ 3 ในการศึกษาวิจัยนี้ได้ใช้ระเบียบการวิจัยเชิงปริมาณและเชิงคุณภาพ ระเบียบวิจัยเชิงปริมาณใช้ในการคำนวณหาค่าความถี่และร้อยละของแต่ละกลวิธีการแปลที่พบในการวิจัย รวมทั้งการคำนวณหาค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ ส่วนระเบียบวิจัยเชิงคุณภาพเกี่ยวข้องกับกระบวนการวิเคราะห์ข้อมูลเชิงพรรณนาและการวิเคราะห์แบบตีความ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ได้นำมาทำการวิเคราะห์หากลวิธีการแปลโดยใช้กรอบทฤษฎีการแปลของสัญฉวี สายบัว ผลการวิจัยพบว่า ผู้แปลได้ใช้กลวิธีการแปลทั้ง 5 ประเภทในระดับคำดังนี้ คือ การเติมคำอธิบาย การใช้วลีหรือประโยคแทนคำ การใช้คำที่อ้างอิงถึงความหมายที่กว้างขึ้นแทนคำที่อ้างอิงถึงสิ่งที่เฉพาะกว่า การเติมตัวเชื่อมระหว่างกลุ่มความคิดต่างๆ การตัดคำหรือสำนวนทิ้งไป ส่วนการแปลในระดับโครงสร้างพบว่า ผู้แปลได้ใช้กลวิธีการแปลหลัก 3 ประเภทดังนี้ คือ ระดับเสียง ระดับโครงสร้างของคำ และระดับโครงสร้างประโยค

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LIST OF ABBREVIATIONS

SL	Source Language
RL	Receptor Language
ST	Source Text
RT	Receptor Text

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the age of globalization, English language has become a lingua franca or an official language in most countries in the world. Evidently, it has an effect on all aspects in social media such as in the press, advertising, broadcasting, cinema, music, international travel, international safety, education, and communication (Crystal. 2003). Novels are also counted as a part of printed media in which a large number of them are written in English. Watt (1987) says that the novel is literally in the form of literature which mostly reflects the individual matter and a change of attitudes and beliefs. Accordingly, it might be favorable for some people because its description is close to everyone's life.

Kennedy and Gioia (2007) classify the literature into three main types: fiction, poetry, and drama, with the smaller elements or sub-types for each kind. The novel, for instance, is partially counted as a kind of fiction. Additionally, Roberts and Jacobs (2007) state that novel is considered as a kind of prose fiction and it is broadly known as a long imaginative narrative generally written in prose with the fictitious characters and events. Likewise, Oxford Advanced Learner's Dictionary (1995 : 792) has defined the novel as "an invented story in prose, long enough to fill a complete book".

Nowadays, fictions have become a favorable choice for many readers. A number of them have been translated from the source languages into the receptor languages worldwide including translating fictions from English into Thai. The popularity of English fiction is rising in Thailand at present. As a result, there are more Thai translated fictions in a marketplace (Bunchutrakun. 2008). On that account, it is very likely that fictions might be originally written from the various sources and cultures and be portrayed in the individual distinctive language style which is rather different from the language style of non-fictional prose which is somewhat more formal. Having made this claim clear, Leech and Short (2007 : 48) refer to style as a way to use language and the language style in fiction is typically aesthetic, transparent and opaque. The differences of language style in fictions may cause the difficulty in translation for some Thai translators. Furthermore, it seems that the use of colloquialism is often found in most fiction works, so it should be taken upon translating the fiction consideration. Incidentally, the word used in fictions sometimes contains a figurative or secondary meaning which does not convey the primary meaning as it appears in the source text. Apart from that cultural mismatching among different languages is another factor in translation difficulties. First and foremost, regional dialects, strong language, humour, untranslatable words, and culture-specific references are much of the cases in translation failure (Paul. 2009). In addition, there are the three typical translation failures which are often found among the readers and translators: 1) the intended meaning of the original text is distorted in the translated text, 2) the flavor in the translated text is not maintained as in the original text, and

3) the message in the translated text is not conveyed naturally as in the original text (Saibua. 2010).

Thus, it is suggested that the use of form-based or literal translation is nonsense and inadequate in translation in this manner. On the contrary, meaning-based translation or idiomatic translation is more functional to communicate the complicated meaning of the source text into the natural form of the receptor language (Larson. 1984 : 17). It is practical to make those obstacles resolved. On the other hand, Saibua (2010) technically proposes translation strategies as ways to analyze and adjust problems in translation. Strategies are classified into two main levels: lexical level and syntactic level. Strategies at a lexical level involve the ways to make adjustment on the words or phrases of the source language which are not equivalent in the receptor language. Strategies at a syntactic level emphasize on the adjustment of language to be more acceptable in the context of receptor language. Logically, it is considered that those strategies are suitable in the Thai linguistic context because their functions are evidently practical in English-Thai translation or vice versa.

Regarding the roles of being a good translator, Larson (1984 : 12, 54) points out that in the process of translation, translators should be aware of keeping the meaning of the source text constant. Although the form of the receptor language is changed but the meaning of the source text should not be distorted. He also suggests that a good translation should rely on three main criteria of accuracy, clearness, and naturalness. In addition, Paul (2009) proposes that as a good translator, the creativity and imagination should be brought to translation works and more importantly, the style of the author, subject matter, and flavor must be retained in the receptor

language. Saibua (2010) says that a good translator should be qualified for four qualities: 1) translators must be skillful for both source and receptor languages; 2) translators must be knowledgeable and experienced for the original background; 3) translators must fully understand the intended meaning of the author of the original text; and 4) translators must be the artists in writing.

Moreover, translators should be fluent in both source and receptor languages in order to convey the intended meaning of the author in the original source text and communicate with the audience in the receptor language. At the first stage of translation, translators are suggested to study the various strategies used in translation in order to improve their translation works. Some studies on translation strategies analysis have been conducted, for instance, Sriyawong (2010) did a research on an analysis of translating strategies used in Aesop's Fables in English into Thai and Parnmeesup (2012) studied an analysis of the English-Thai translation techniques of young adult's fiction Coram Boy.

However, no research on an analysis of strategies of translating the fiction "A Walk to Remember" has been conducted. So the researcher decided to conduct a study on an analysis of the strategies for translating the fiction by considering that a fiction is suitable in this research criterion because it is considered as a major kind of literature works. It also contains a fine descriptive passage in which its content perhaps reflects everyone's life. Especially, a novel, which is defined as a kind of fiction, often describes a picture of real life which is likely to happen in the present day (Kenney & Gioia. 2007). Additionally, a fiction may have wider readers with a variety of age ranges. Not only does the fiction give a good entertainment value to

the readers but it also broadens the readers' knowledge in the other parts of the world. Although translating a fiction tends to be elaborate, it is worth for translators to study more on the use of strategies in translation in order to produce a good work of translation.

The reason to choose the fiction entitled *A Walk to Remember* because it is ranked as an international bestseller and translated into more than 40 languages. Moreover, this book is translated into Thai by a well-known translator, *Pitpreecha*, who was a former S.E.A. writer. In addition, it is originally written in English version by the famous American author, *Sparks* in 1999.

This study focuses on the analysis of the strategies used in fiction translation from English into Thai based on the translation theory of Saibua (2010). The research aims at studying the grammatical adjustment and meaning modification from English into Thai. Moreover, this theory is considered as the effective tool for this study because it emphasizes the adjustment of a lexical level and a syntactic level which involve not only on the grammatical adjustment but also the equivalent meaning between the source and the receptor languages (Saibua. 2010 : 63 - 64). It is also suitable for Thai context because it has been codified by the real experience of Saibua (2010).

Furthermore, the researcher decides on the theoretical framework of Saibua for this fiction because the language style and language structure of both the original and translated texts are simple and less complicated comparing to the rhetorical language style. It is therefore pertinent to the purpose of Saibua's theory which aims

to guide and suggest the ways to analyze the problems in translation and to have those problems resolved for the beginners. Also, it will be the basis for the intermediate translators and their proficiencies in further studies.

1.2 Research Objectives

1.2.1 To analyze the strategies proposed by Saibua in the translation of *A Walk to Remember* from English into Thai.

1.2.2 To find out the frequency of Saibua's strategies used in translation of *A Walk to Remember* from English into Thai.

1.3 Research Questions

1.3.1 What Saibua's strategies are used in the translation of *A Walk to Remember* from English into Thai?

1.3.2 What strategies are most frequently used in the translation of *A Walk to Remember* from English into Thai?

1.4 Significance of the Study

This research focuses on the analysis of what strategies are used in translating the fiction, *A Walk to Remember*, from English into Thai. The researcher expects that the results of this study will be beneficial to students, researchers, teachers, and individual translators as follows:

1.4.1 The results of this study explicitly contribute to the students or researchers who are studying in this subject area, and for those who are interested in translation.

1.4.2 The results of this study could be useful for individual translators or teachers who are working in the field of translation. It could also be beneficial to non-professionals to practice and develop their skills in translation and to learn how strategies are employed in translation. Furthermore, it could be advantageous to professionals as the case to enhance the quality and value of their work in translation.

1.5 Scope and Limitations of the Study

This study is the combination of qualitative and quantitative research. It aims to investigate the strategies in translation of Saibua (2010) found in the first three chapters from the total thirteen chapters of the novel *A Walk to Remember*. The researcher considers the first three chapters in analyzing the use of translation strategies for this study because the language style and the language structure of the entire books of both the source text and the receptor text are much distinctively presented in the same way. Therefore, those selected chapters are sufficient to reflect the overall problems in analyzing the use of translation strategies for the total 13 chapters.

A Walk to Remember is selected as a case study for this research because it has been written by a famous American writer, *Sparks,* in English version and translated into Thai version by an experienced and a well-known S.E.A. writer, *Pitpreecha*. Additionally, the description of the novel is natural and elegant which is suitable for a case study.

1.6 Definitions of Key Terms

1.6.1 **Translation** refers to the code-switching process between the source and the receptor languages which contain the differences of the lexicon item, the grammatical structure, the communication situation, and the cultural context. A sequence symbol of the source language is replaced with the different sequence symbols based on the grammatical rules of the receptor language. Significantly, the meaning and style of the receptor language should be retained as close as possible as in the source language.

1.6.2 **Translation Analysis** refers to an analytical study to investigate what strategies are used in translation from English into Thai of the novel, *A Walk to Remember*.

1.6.3 **Translation Strategies** refer to series of actions used in translation achievement based on the Principle of Translation which was written by Saibua (2010) and composed of two main levels: a lexical level and a syntactic level.

1.6.4 **Source Text** is abbreviated to ST. It refers to the text that is written in the source language of the novel *A Walk to Remember* which means English language in this study.

1.6.5 **Receptor Text** is abbreviated to RT. It refers to the text that the novel *A Walk to Remember* is translated into which means Thai language in this study.

1.6.6 **Table List Analysis** is the table used to analyze the strategies found in translating the novel *A Walk to Remember*. It comprises of the four main elements as follows:

1.6.6.1 **Source Language** refers to the original language that is written in *A Walk to Remember* by Sparks which means English language in this study.

1.6.6.2 **Receptor Language** refers to the language that *A Walk to Remember* is translated into which refers to Thai language in this study.

1.6.6.3 **Back Translation** refers to ways of checking translation's quality and verifying translation's accuracy by translating the translated text as literally as possible back into the source language text to compare if the meaning of the translated text is equivalent to the source text. According to the translation analysis of this study, the back translation has been made by the researcher and examined for the accuracy by the advisors and experts.

1.6.6.4 **Remarks** refer to comments or opinion givens by the researcher. They relate to the current analysis of strategies used in translation fiction, *A Walk to Remember*, from English into Thai based on the theoretical framework of Saibua (2010).

1.6.7 **Fiction** is a kind of major literal works in which its description describes imaginary or unreal events and characters; nonetheless, it could be inspired by the real situation but not presented as a fact.

1.6.8 **Novel** is a kind of fiction defined as a long narrative written in prose in which its characters and events are usually imaginary.

1.6.9 **A walk to remember** is the American romantic novel written by Sparks. It is the story about the true love of two teenagers, *Landon Carter* and *Jamie Sullivan*, who fall in love with each other although they don't have something in common. *Landon Carter* is the son of a rich family and his father is a congressman. He is a

popular high school senior while *Jamie Sullivan* is a religious girl. She is sweet, kind and religious. It is a kind of flashback story which *Landon Carter* acts as a narrator of the story. The story starts at his age of 17-year-old and ends with his 40 years later at the age of 57 years old.

1.7 Summary of the Chapter

This chapter presents the background of the study stating what the problems are derived from. It also states the research objectives and the research questions which are the core elements leading to the methodology and analysis. The significance of study shows the reasons and the expectations of conducting this research. The scope and limitation of the study indicates the framework of the study. The definitions of key terms relate to all items involved in the area of this study. The next chapter will present the literature review which explains theories and previous studies related to the present study.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the review of literature related to this study. The literature review is divided into seven parts as follows: 1) translation, 2) translation strategies, 3) fiction, 4) summary of a walk to remember, 5) author's and translator's profiles 6) previous studies related to the present study.

2.1 Translation

This part describes the ground knowledge of translation beginning with definition of translation, types of translation, translation process, and translation problems led to the solution in translation.

2.1.1 Definition of Translation

Generally, translation is known as the process of rendering words, phrases or idioms from a source language (SL) to a receptor language (RL) through translation methods.

According to Longman Dictionary of Contemporary English (2005 : 1767), gives the definition of the word *'translate (v)'* as "to change written or spoken words into another language."

Oxford Advanced Learner's Dictionary (1995 : 1270) also defines the similar meaning as "to change something spoken or especially written into another language." However, it is significant to mention the precise meaning of translations which are officially defined by the professional linguists who foresee the importance of

translation and have solemnly studied about translation theories, method, and strategies.

Larson (1984 : 3) defines translation as the process of analyzing the meaning of the source text with its basic elements combination (the lexicon item, the grammatical structure, the communication situation, and the cultural context), then making the adjustments by reconstructing the meaning equivalent to the cultural context of the receptor language.

Newmark (1988 : 5) points out another view of translation as the way of rendering the meaning of the text in the source language into the target language as the same way as the author of the source language intended as much as possible.

Nida & Taber (1982 : 12) note that translation is the method of reproducing the message in the receptor language natural and equivalent to the message of the source-language in terms of meaning and style.

Catford (1965 : 1) describes translation as the operational performance of languages concerning the process of text substitution of one language to another.

Therefore, translation is radically the code-switching process between languages which both contain the differences of the lexicon item, the grammatical structure, the communication situation and the cultural context that a sequence symbol of the source language is replaced with different sequence symbols of the receptor language based on correspondent grammatically rules and, more importantly, the receptor language should retain the same meaning and style of the source language.

2.1.2 Types of Translation

Types of translation have been proposed by many theorists in translation in order to make the translation possible in the receptor language. Translation can be roughly distinguished into two main types of literal and free translation. Since translators underline on the message rather than form, then, other types have been introduced.

Newmark (1988) divides translation into eight types and can be categorized into two main features of the first source language (SL) and the second target language (TL).

1. SL emphasis

1) Word-for-Word Translation is defined as interlinear translation in which word-order of the source language is preserved and translated immediately word by word to the target language with the equivalent grammatical structure and common meaning preserved to the source text.

2) Literal Translation is considered as a pre-translation process in which the source language grammatical constructions are rendered to the nearest target language equivalent. Nonetheless, the lexical words are literally translated out of context to the target language.

3) Faithful Translation emphasizes on reproducing in contextual meaning of the original source text with grammatical structures restriction of the target language. Especially, cultural words are transferred and the grammatical and lexical terms of abnormalities are preserved in translation, although, it may distort the normalization

of the source language. Remarkably, the aim of this translation is to be faithful to the writer's intention and text-realisation of the source language.

4) Semantic Translation aims at the contextual meaning of the source language translated within the grammatical restriction rule of the target language. Translators perhaps give their idea in order to make the translated text acceptable and understandable for the readers. The language should preserve the elegant and natural sounds of the source text. Moreover, cultural words may be translated by functional terms but not by cultural equivalence. However, semantic translation is far more flexible comparing to faithful translation.

2. TL emphasis

1) Adaption Translation is known as the freest form of translation. It is mostly employed in poetry and dramatic text translation, the culture of source language is converted to the culture of target language and the text is rewritten where the theme, characters and plots of the source text are importantly maintained when the text is translated in the target language.

2) Free Translation emphasizes on reproducing on the content rather than the form of the source text or the manner is not as important as the matter. Paraphrasing is employed to exaggerate the target language text which may cause the change in meaning of the source language text. However, it may be considered as a non-translation.

3) Idiomatic Translation focuses on the message of the source text is reproduced into the target text, thus, the meaning tend to be slightly distorted from the original because the translators prefer to employ colloquialism and idioms in

translation process where some words or idioms are not existed in the source language.

4) Communicative Translation emphasizes on the content of contextual meaning of the source text which must be translated exactly to the target text in order to make the text to be acceptable and conceivable to the readers in the target language.

Larson (1984) indicates that the translation can be divided into two main categories. First is the form-based or literal translation and the second is the meaning-based or idiomatic translation. For the form-based or literal translation emphasizes on preserving the original form of source language. On the other hand, the meaning-based or idiomatic translation focuses on the meaning of the source language conveyed naturally to the receptor language.

The interlinear translation or a very literal translation is a way to translate the lexical items literally which may result in the completely nonsense in the receptor language. Although, the modified literal translation is introduced to have this problem solved by modifying the order of the source language into the structure of the receptor language but the result does not sound natural and does not communicate well in the receptor language.

Then, the idiomatic translation is proposed in order to make the adjustments in translation by using the natural forms of the receptor language. However, it does not seem like a translation because the message in the source text is a kind of restatement in the receptor language. Translators should be aware of using unduly free translation because of its functions are unacceptable. The following actions are called unduly free, if the translators add extra information or change the meaning of the

source text, if the facts of historical and the cultural setting of the source text are distorted from the truth. However, there is the exception for the translators who desire to use the term for humor or to bring a special response from the receptor language, then, the unduly free is used. Nevertheless, this kind of translation is still unacceptable as a normal translation because the meaning in the receptor language is not the same as the original source language.

Very literal	Literal	Modified literal	Inconsistent mixture	Near idiomatic	Idiomatic	Unduly free

Figure 2.1 Larson's Translation Diagram

Source: Larson (1984 : 15)

Types of translation can be ranged from very literal, literal, modified literal, inconsistent mixture, near idiomatic, idiomatic to unduly free as shown in Larson's diagram. However, they can be succinct into four main translation methods.

1) Literal translation is sometime called interlinear translation. The form of lexical items and grammatical rules in the target language are preserved to the form of the source language as much as possible. Consequently, it may become nonsense in translated text. Moreover, it sometimes does not communicate well with the audience of the target language.

2) Modified literal translation is the translation of modifying the order and grammars of the source language which are considered to be acceptable in the target language sentence structure in order to avoid the words nonsense and improve

communication in the target language. Nevertheless, the lexical items of the source language are still translated literally. Yet the naturalness of the translated text remains unclear.

3) Idiomatic translation is the translation in which the natural forms of the target language are used in both grammatical constructions and the choice of lexical items. Perhaps, it is not a real translation but it is a kind of translation that the original source text is rewritten into translated text and the meaning of the source language is reproduced in the natural form of the target language.

4) The unduly free translation is the translation in which the extra information apart from the source text is added to the target text. However, this kind of translation is not acceptable as a normal translation because it apparently distorts the changes in meaning, historical and cultural setting of the source text.

Saibua (2010) briefly classifies translation into two main types: 1) literal translation and 2) free translation. Literal translation emphasizes maintaining the form and structure as much as possible to the source language such as word order, sentence structure and punctuation. On the other hand, free translation attempts to keep the meaning rather than the form of the source language and emphasizes making the audiences of the receptor language thoroughly understand the passage in the translated text in order to gain the successfulness in communication.

In short, the primary purpose of those kinds of translation aims for having the problems in translation resolved and making the translation possible in the receptor language. Newmark (1988) designs each type of translation on the concept of the spirit but not the letter, the sense but not the words, the message rather than the

the form which are favored by most translators because of its useful function. Similarly, Larson (1984) groups translation methods into two main categories of translation. First is the form-based translation and the second is the meaning-based translation. Those are split into various translation approaches which are expected to meet the individual complication in translation. Technically, the meaning-based translation is able to communicate well with the audience in the receptor language whereas the form-based translation is nonsense in most case.

2.1.3 Translation Process

Translation process can be seen as a series of actions which are sequenced in order and translators are allowed to follow those actions in order to make the translation adequate. The following are steps in the translation processes proposed by many theorists in translation.

Bell (1991) states the translation process as the process of transforming a source language text into a target language text in the concept of memory process which can be divided into two main steps: 1) the source language text is analyzed into the semantic representation and 2) the semantic representation is synthesized into the target language text. Look at the figure for demonstrating the translation process in the next page:

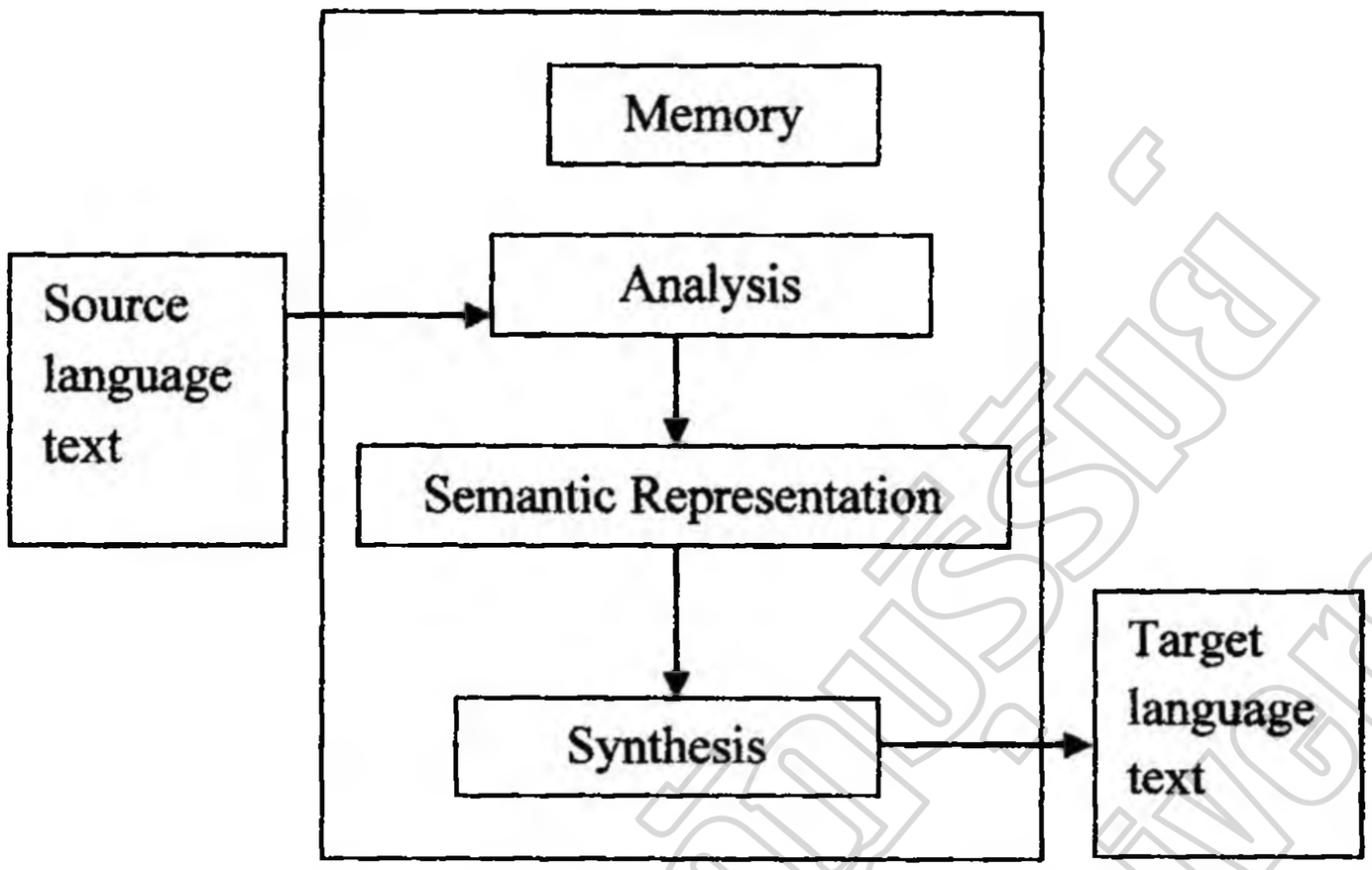

Figure 2.2 Bell's Translation Process Model

Source: Bell (1991 : 21)

Larson (1984) explains the concept of translation process as the transference of the meaning of the source language into the receptor language. Firstly, the source language is analyzed in the constraint of lexicon, grammatical structures, communication situation, and cultural contexts of the source language text to identify the meaning. Then, the text is reconstructed in the same meaning as the original source language by using the lexicon and grammatical structure which is suitable for the receptor language and its cultural context. Look at the figure representing Larson's concepts and translation process next page:

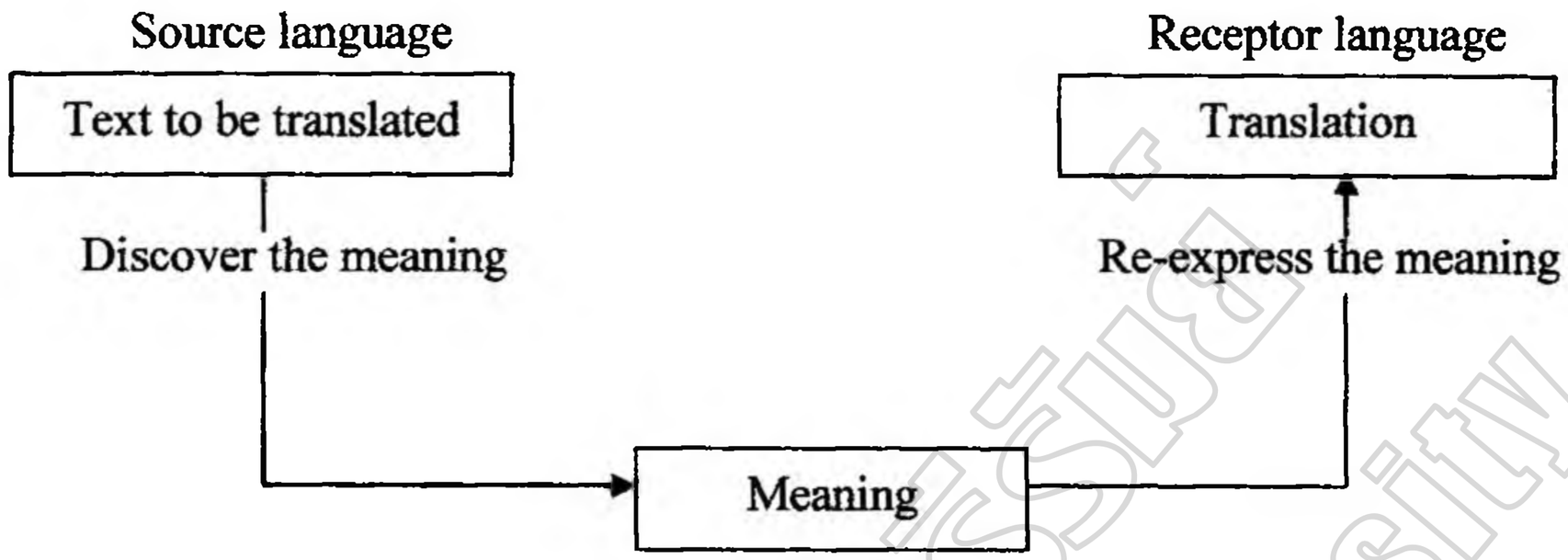

Figure 2.3 The Display of Larson's Diagram

Source: Larson (1984 : 4)

Nida and Taber (1982) categorize the translation process into three stages: analysis, transfer, and restructuring. Firstly the source text is analyzed in both terms of grammatical structure and meaning of words. Secondly, the text is transferred within the aspects of the translator from the source language to the target language. Lastly, the text is restructured to complete final messages in the target language which is considered to be truly accepted for the readers in the receptor language. Look at figure 4 below:

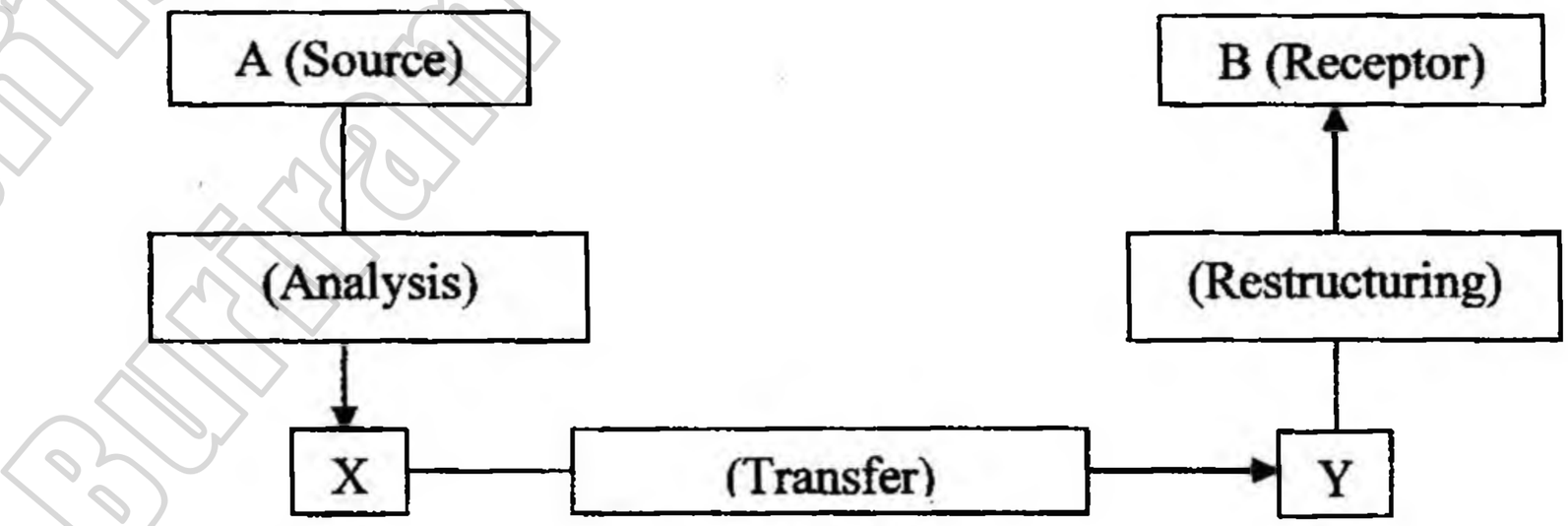

Figure 2.4 Nida & Taber's Diagram

Source: Nida & Taber (1982 : 33)

Newmark (1988) summarizes the translation process into three phrases: 1) selecting a method of translation, 2) translating with the referential of four levels: the SL text level, the referential level, the cohesive level and the level of naturalness, and 3) revising and reconstructing the text according to the author's intention and the audience's comprehension.

Thus, the translation process can be briefly summarized into three phases. First, the source text is analyzed. Then, the content of the source text is transferred to the target language. Finally, the text is reconstructed corresponding to the aim of the author and the perception of audiences in the target language.

2.1.4 Translation Problems

It seems that the translation problems which occurred between two languages mainly derived from the differences in lexical items and grammatical structures which could not be avoided in translation process. Many theorists in translation may have different or similar aspects in translation problems.

Baker (1992: 21-26) studies the translation problems of non-equivalence at a word level along with relevant strategies to address those problems. The following are described as the common problems of non-equivalence at a word level.

1. Culture-specific concepts: Some words in source language probably indicate the completely unknown words that are unavailable in the target language such as a religious belief, a social customs, and a type of food. The concept mentioned is called 'culture-specific' or 'privacy' for an abstract English concept which is hardly interpreted in other cultures.

2. The source language concept is not lexicalized in the target language: The words in the source language show the concept which is known in the target language but no words in the target language are lexicalized to the original language. In other word, no equivalent words are provided in the target language.

3. The source language word is semantically complex: The words in the source language sometimes give the semantic complexity which is difficult to find the equivalent word in the target language such as one word or a single morpheme may contain a complexity set of meaning.

4. The source and target language make different distinctions in meaning: The words in the target language sometimes express more or less distinction in meaning than in the source language which causes the difficulty to find the equivalent words with the same meaning.

5. The target language lacks a superordinate: The target language may provide a specific word (hyponyms) except a general word (superordinate) which is equivalent to the source language.

6. The target language lacks a specific term (hyponym): Typically, most languages tend to provide the general words (superordinate) rather than the specific words (hyponym). Since each has made a small distinction in meaning of words for specific purpose use. Then, it causes the difficulty in translation to find the words which provide the precise meaning in other languages.

7. Differences in physical or interpersonal perspective: In term of physical perspective, it is apparently important in one language but not for the others. Physical perspective refers to the relation of things or people. It is necessary to work together

such as *come/go, take/bring, arrive/depart* etc. Perspective also refers to the relationship between participants.

8. Differences in expressing meaning: A word in the source language may provide the same propositional meaning as the target language but different expressive meaning. It is a kind of problem in context translation. Translators may address this problem by adding an evaluative element such as a modifier, adverb, and so on in the text where necessary to express the similar meaning as the source language.

9. Difference in form: There is apparently no particular form of the source language which is equivalent to the target language. To clarify this claim, for instance, English language provides prefixes and suffixes which are not existed in several languages.

10. Differences in frequency and purpose of using specific form: Some particular forms of the source language can find the equivalent forms in the target language such as the continuous –ing form in English is equivalent to the form of some languages but when translating such a form may result in a formal and unnatural style in the target language.

11. The use of loan word in the source text: Using loan words in the source text often cause the lost in translation because it hardly finds the equivalent words in the target language.

The translation problems of culture-specific, non-lexicalized items, semantic structure complex, meaning distinction, superordinate, hyponym, interpersonal

perspective, expressive meaning, difference form, specific form, and loan word are often found in most translation works.

Larson (1984) categorizes theoretical framework into six parts. Each part indicates some problems and solutions. Part one is talking in general about the overview of translation task. Part two covers all areas of the lexicon. Part three emphasizes on propositional structure. Part four indicates the communication relation. Part five focuses on the text. And finally part six highlights on the translation program. Translation in Larson's aspect is involved a change of form of the source language into the form of the receptor language. The form of the source language is replaced by the form of the receptor language under the semantic structure concept. The different usages of basic elements between two languages including the lexicon item, grammatical structure, communication situation and cultural context can simply cause the problems in translation. Basically, the common expression is not a problem for translators but the different grammatical forms and the lexical choices should be taken into account. The errors of non-native speakers may reflect on the lexical and grammatical form of the source language if they translate by using the form-based translation. As a result, the unnatural speech is often occurred in the receptor language. The characteristic of meaning components in different languages may have an effect in translation, such as, the ambiguity of the secondary meaning or figurative meaning, the use of preposition with a variety of meaning, one form with various meaning or single meaning with various forms, and the lack of one-two-one correlation between the form and meaning.

Saibua (2010) classifies the translation problems faced by the commentators, the readers, and the translators into three aspects: 1) The intended meanings in the source text are misinterpreted in the receptor text, 2) The flavor and the stylized languages which are considered as the important components of the source text do not preserve in the translated text, 3) The language in the translated text is lacking of beautifulness and naturalness which sometimes make the readers confused. Consequently, they cannot catch the main ideas and the intended meaning of the source text. Those problems lead to the solution in translation by studying the translation strategies especially for the Thai translators.

Those mentioned problems are evidently the causes of complication in translation. Rationally, a language comprises complex elements which have a skewed relation between meaning and form. One form may represent one meaning in one language but the same meaning may represent in a different form in another language. Consequently, translating by using the form-based or literal translation would simply change the form and meaning in the receptor language unnatural and nonsense, and it is not the form of linguistic. Accordingly, most theorists in translation seriously study on how those problems are resolved by proposing various strategies relevant to each problem which are practical in translation.

2.2 Translation Strategies

Translation strategy is known as a series of actions used in translation achievement. The main purpose of most translation strategies is to adjust the form and meaning of the source language equivalent and sound natural in the receptor language so as to make the translation possible and acceptable. The translation strategies are proposed by some of the scholars as follows:

2.2.1 The Translation Strategies of Larson

Larson (1984) proposes the variety of translation strategies related to cross-language equivalence which emphasizes on the composition of text with the exercises to illustrate the syntax interplay, semantics and communication force and word orders as the details are given below.

1. Passive to active construction or vice versa concerns the grammatical choices in translation such as in Thai language active form is not common to present negative meaning but the passive form is much preferred.

2. Implicit and explicit information refers the existing information between the speaker and the addressee that the explicit information is clearly stated by lexical items and grammatical forms. On the contrary, the implicit information has no form but it is part of the entire communication which intended by the writer.

3. Skewing of classification is to reconstruct the form between the grammar structure and semantic structure of the source language in order to adjust the natural meaning in the receptor language. Such as skewing by nominalization is about the changing from an event into a noun form or it is called an abstract noun, skewing by

verbalization is to make a word particularly in a noun form into a verb and skewing by adjectivization is to convert a word into an adjective.

4. Restatement is the process of unpacking the semantic structure of a word in the source language and rewrite in the suitable form of the receptor language. Translator should be aware that the semantic components in the source language should be kept constant without adding extra meaning and deleting the intended meaning of the author.

5. Generic to Specific refers to the relationship of taxonomies which the meaning of one word is being generic than another which is being specific of that generic word. It often shows in the diagram of taxonomies. The concept of generic-specific is the way in which the generic word of the source language is translated to the specific word in the receptor language.

6. Specific to Generic refers to the way in which the specific word of the source language is translated to the generic word in the receptor language.

7. Descriptive phrases are the equivalent clause or phrases which are added in the receptor language in order to explain the meaning of restricting components of the source text more clearly. A single word in the source language can be translated by several words in the receptor language.

8. Borrowed word is used when the concept of a word in the source language contains the unfamiliar meaning in the receptor language, but the word is assimilated in the receptor language which is already a part of the receptor language. The speakers in the receptor language do not feel as a foreign word.

9. Loan word is a word in the source language which is completely unknown to the speakers in the receptor language. It contains no meaning and it is not a part of the lexical items in the receptor language. However, loan word can be modified the meaning equivalent in the receptor context with a classifier or a phrase.

10. Substitute word refers to a word which is already discussed in the text being referred in different terms. For example, "My old Plymouth broke down again. It has been a good car. But it is time to get rid of the old thing." Notice that Plymouth is referred by it, car and thing in the paragraph.

11. Synonyms refer to a set of words which contain similar meaning but their grammatical usages are not exactly the same such as the words often and frequently have a close synonymous meaning.

12. Antonyms refer to the words in the receptor language are constructed in a negative form of antonym to the words in the source language.

13. Reciprocal words refer to a set of words which have a reciprocal relation to one another which provide the same meaning, for instance, the word *give* and *receive* in the sentence "John gave Mary a book" can say in another way as "Mary received a book from John".

14. Vocative refers to a word which is used in the extended ways to address people.

15. Metonymy refers to the words or phrases of the source language which contain a figurative meaning and can be translated by using the substituted words or phrases in the receptor language which provide the associated meaning closely to words or phrases in the source language.

16. Synecdoche is a word or phrase which is a part of something but can be referred to as a whole of something, for instance, in the Lord's Prayer, "Give us this day our daily *bread*". The word *bread* in this sense refers to the class of food and can be substituted for food. *Bread* can be seen as one part of the whole class of food.

17. Idioms are expressions comprise of at least two words. Idioms do not convey the primary meaning as they display on the text so readers could not understand them literally. Idioms function as one semantic unit. Translators should not translate idioms literally but translate with a nonfigurative expression which is much more appropriate for this kind.

18. Euphemism is a figurative expression used in a polite or indirect way by the substitution of one word or one expression for another in order to avoid an unacceptable offensive expression.

19. Hyperbole is the use of exaggeration which is explained more than the intended meaning of the author written in the source language.

20. Connotation refers to words or phrases which reflect either the negative or positive attitudes or emotions.

21. Emotive meaning is a word or a phrase which evokes an emotional response or a strong feeling of the readers in a particular context.

22. Collocation refers to the way in which words go together in a particular combination.

23. Concordance refers to the consistent of the words between the source language and the receptor language. Real concordance refers to the same word or expression with the same concept and the same meaning which is used several times

in the text. Pseudo concordance is not a real concordance because the same word displayed in the text conveys different meaning.

24. Doublet is the two of near synonym words or phrases which are used together as a unit to reveal some ideas and slightly modify the meaning in order to develop the stylistic reasons.

25. Negating antonyms is the words or phrases which are translated with the opposite meaning in the receptor language in order to find the equivalent meaning of the words or phrases in the source language.

26. Cultural substitute is the substitution of the culture reference from the receptor language for the unknown reference of the source language culture.

27. Transliteration is the way to transcribe or to convert the exact word from the source language into the alphabets of the receptor language such as the name of a particular person, places, situation or event etc.

28. Abstract nouns represent the skewing of the grammatical structure and the semantic structure which need to be analyzed and restated the abstract nouns in the different grammatical forms of verbs, adjective, or adverbs.

29. Negation refers to ways in which the negative word is added in the sentence. In translation, translators should notice that a negative word in the source language is not necessary translated by a negative word in the receptor language, but a double negative is used in translation in some receptor languages by an affirmative statement.

30. Simile is a figure of speech used to describe one thing by comparing it with the other thing with the word 'like' or 'as'. The meaning is emphasized so as to make the language more clearly and descriptive.

31. Metaphor is also used in comparisons but without using the word 'like' and 'as'. The grammatical forms of metaphors often represent two meaning in the semantic structure.

The concept of Larson's theory emphasizes the meaning-based translation rather than the form-based translation because the use of form-based translation may be nonsense and provides a minimal communication value. Therefore, the translation strategies are proposed to communicate the meaning of the source language in the natural form of the receptor language (Larson. 1984).

2.2.2 The Translation Strategies of Baker

Baker (1992) proposes strategies in translation used by the professional translators to manage the non-equivalent problems at word level translation as follows:

1. Translating by using a more general word or superordinate: This strategy is typical for dealing with the various type of the non-equivalence of words among the source and receptor language translation, especially for propositional meaning. For instance, the use of the more general word, "wash" instead of "shampoo" as a verb in a sentence.

2. Translating by using a more neutral word or a less expressive word: This strategy is used when a word in the source text is not existed in the receptor text

so that a more neutral word or a less expressive word is well replaced. For instance, a more neutral or a less expressive word of "ancient" is used instead of "archaic" in Japanese language.

3. Translating by using cultural substitution: This strategy involves the solution of the non-equivalence of a culture-specific item or an expression among the source and the receptor languages by giving a concept to the readers which is conceivable in the receptor language context. For instance, "cream tea" is known as an afternoon meal in British culture but it is translated as "pastry" in the context of the receptor language.

4. Translating by using a loan word or a loan word with explanation: This strategy is used to manage the problem in culture-specific items, modern concepts and buzz words by translating the loan word along with explanation. For instance, a word "cap" is translated as a loan word with explanation (e.g. a 'cap', that is a plastic hat which covers the hair).

5. Translating by paraphrasing with a related word: This strategy is used when the concept in the source language is lexicalized in the receptor language but presents in a different form. For instance, a word "creamy" is paraphrased with a related word as "a product that resembles cream" in the receptor language.

6. Translating by paraphrasing with an unrelated word: This strategy is used when the concept in the source language is not lexicalized in the receptor language by paraphrasing with a superordinate or unpacking the meaning of the source item. For instance, a word "integrated" is paraphrased with an unrelated word as "carries out all steps of production in its factories".

7. Translating by omission: This strategy is used when the omission of particular message does not distort the crucial meaning in the source language.

8. Translating by illustration: This strategy is suitable for a physical entity which can be illustrated because it lacks of equivalent words in the receptor language. For instance, an illustration of a Lipton Yellow Label tagged teabags presents more clearly than using a paraphrase.

Baker studies the common problems of non-equivalence at a word level from various languages. She finds that the various kinds of non-equivalence need to be sorted out by the relevant strategies. Accordingly, those strategies are introduced to deal with such problems, for instance, cultural-specific concepts, semantic complex, differences in form, etc.

2.2.3 The Translation Strategies of Newmark

Newmark (1988) presents the translation strategies particularly used for sentences and smaller language elements as the explanation given below:

1. Transference: Transference or it is also known as transliteration. It refers to the process of transferring a loan word or a transcription of a word in the source language to the receptor language. This process is taken in translation when a word in the source language is considered as a source language cultural word and it belongs to the source language culture.

2. Naturalization: It is the process of transference of the words in the source language that is firstly adapted to the normal pronunciation, then modified to the normal morphology or the word-forms of the receptor language.

3. Cultural equivalence: This strategy can be called an approximate translation. Technically, a cultural word in the source language is translated into an equivalent cultural word in the receptor language.

4. Functional equivalence: This strategy is common in applying the cultural words in the source language with a new specific term. They are generalized and analyzed in the most accurate way in the receptor language.

5. Descriptive equivalence: This strategy concerns the way of adding the explanation by combining the description and function of the words in the source language so as to make the equivalent meaning to the receptor language.

6. Synonymy: Synonymy concerns the use of the synonym words in the receptor language which contain the equivalent meaning to the words in the source language. This strategy is applied when such the words in the source language cannot find the exact meaning in the receptor language.

7. Through-translation: This strategy is sometimes called a loan translation. It is the literal translation used for the common collocations, names of organizations, or the components of compounds. Notice that through-translation is used for the words that are universal and widely recognized by the readers.

8. Shifts or transpositions: A shift or transposition in translation involves the transformation of grammatical rules from the source language into the receptor language.

9. Modulation: The strategy of modulation concerns the variation of thought which can be expressed in different ways in the receptor language but the intended meaning of the source language is still preserved.

10. Recognized translation: Recognized translation is used for any institutional term. The use of an official language or the indirect agreement should be employed as the accepted translation for this official version.

11. Translation label: This strategy is a provisional translation, particularly for a new institutional term. It should be preserved in inverted commas or a quotation mark and then translated through the literal translation in the receptor language.

12. Compensation: This strategy is used when the loss of meaning occurs in one part of the sentence and it is compensated in another part of the sentence in the receptor language.

13. Componential analysis: This strategy is employed when there is no one to one equivalent meaning between the source and the receptor languages. Componential analysis is the way to split up or unpack a lexical item in the source language provided that the small components or the unpack word can make sense in the receptor language.

14. Reduction and expansion: This strategy is used for the poor writing text by reducing or expanding the lexical items where necessary.

15. Paraphrase: Paraphrase is used to amplify or explain the implicit meaning of the source language to be more explicit in the receptor language.

16. Couplets: Couplets, triplets, or quadruplets refers to the way of combining two or more than two translation strategies for dealing with a problem in translation in which sometimes cannot be done with only one strategy.

17. Notes, additions, glosses: This translation strategy refers to the way of adding information in the receptor language by adding with the text, adding notes at the bottom of page, adding notes at the end of chapter, or adding notes or glossary at the end of book.

Some ideas of Newmark in translation depend on a diversity of contextual factors across languages. Relevantly, the translation strategies are specially proposed for metaphor and metalanguage and functional in analyzing and transferring the meaning of one language to another.

2.2.4 The Translation Strategies of Saibua

This study focuses on the theoretical framework of Saibua (2010 : 64-78) on the study of strategies used in translation at a lexical level and a syntactic level which are listed and briefly summarized below.

2.2.4.1 Adjustment at a lexical level: Adjusting at this level is crucial when there are no words or idioms of the source language equivalent to the words or idioms in the receptor language. Particularly, the words or idioms in cultural terms, they often exist in the context of one language but not for the others. On that account, the following five strategies are suggested to make an adjustment for non-equivalent words or idioms which are found in the source language acceptable for the audiences in the receptor language:

1) Adding explanation: There are two alternative ways of adding explanation in the translated text: giving an explanation in the text or adding footnote. Giving explanation in the text seems to be more effective than adding footnote but

translator should be aware that it should be concise and short and not interrupt the mood of the readers. Particularly, the intended meaning of the source text should be preserved in the receptor text as. Adding explanation in the text can be described below:

1.1 Adding a classifier can make the meaning in the source language more clearly in the receptor language. Particularly, it is essential for the words in the source language which cannot find the equivalent meaning in the receptor language.

Example:

American foot ball　　การแข่งขันอเมริกันฟุตบอล

Cornifer　　ต้นสนคอนิเฟอร์

"American football" is translated as "การแข่งขันอเมริกันฟุตบอล". The word with underline "การแข่งขัน" is added to explain that "American football" is a kind of sport games. The other example, "Conifer" is translated as "ต้นสนคอนิเฟอร์". The word with underline, "ต้นสน" is added to explain that "Conifer" is a pine tree.

1.2 Adding a descriptive phrase is necessary for words or idioms which cannot find the equivalent meaning in the receptor text. However, the descriptive phrases should not be too long to destroy the flavor and main ideas of the source text.

Example:

Source text:　　"It is not often that one so young has such a giant intellect. Take for example, Petey Burch, my roommate at the University of Minnesota."

Receptor text: “ไม่ใช่ของที่จะหากันได้ง่ายๆ ที่คนมีอายุเพียงเท่านี้จะมีแรงซึ่งสติปัญญาอันมหาศาลอย่างที่ผมมี ดูดอย่างเปตีย์เพื่อนร่วมห้องที่หอพักของ ผมเป็นตัวอย่างก็ยังได้”

The word with underline, “ที่หอพัก” is the descriptive phrase added to make clear that Petey Burch is the roommate at the dormitory.

Footnote is another way of adding explanation. It is used when the words in the source text cannot find the equivalent meaning in the receptor text and the explanation is too long. The more information will be given at the bottom of the page.

Example:

Receptor text: “ในระยะ 2-3 สัปดาห์หลังนี้ เขาพากันตั้งอกตั้งใจฝึกซ้อมการขี่ม้าเป็นการใหญ่ บางคนไม่เคยแตะต้องอานม้าเลย-นอกจาก “อาน” ของเนื้อแกะ(4) ก็อุตส่าห์ไปหาความรู้เบื้องต้นแห่งการขี่ม้าเอาตามตลาดขายม้าที่ใกล้ที่สุด”

Footnote: เนื้อแกะที่ชำแหละ รวมทั้งส่วนหนึ่งของกระดูกสันหลังกับซี่โครงเรียกว่า saddle เหมือนกัน

Moreover, the explanation can be inserted within the parentheses after the word which needs to be explained.

Example:

Source text: “Aunt Ruby’s dress was of Bergundy color.”

Receptor text: “เสื้อของอารูบี้สีเหล้าองุ่น (สีเปลือกมังคุด)....”

2) Using phrases or sentences in preference to a single word: When a word in the source language does not exist or the meaning of such a word is not equivalent in the receptor language, then, the phrase or sentence is used to clarify the meaning in the translated text.

Example:

Source text: He disappeared into his igloo.

Receptor text: เขาหายไปในกระท่อมที่สร้างด้วยน้ำแข็ง หลังนั้น

The word, "igloo" cannot be translated as a single word in the receptor text. Thus, using the phrase with underline, "กระท่อมที่สร้างด้วยน้ำแข็ง" expresses much clearer and covers the intended meaning of a word, "igloo" in the source text.

3) Using a more generic word in preference to a specific word: It is considered that the use of a generic word is much more functional when no words in the receptor language cover the meaning of a specific word in the source language.

Example of word:

Source text: crimson

Receptor text: สีแดง

The word, "crimson" is not just normal red color but it is deep-red color but it is translated as a generic word as "สีแดง" in the receptor text.

Example of sentence:

Source text: "The snow had stopped and the morning was bright and the sun was shining. Long icicles, hanging from the eaves, glittered in the sun."

Receptor text: "หิมะหยุดตกแล้ว อากาศตอนเช้าสว่างแจ่มใส น้ำแข็ง ห้อยย้อยลงมาเป็นสายๆ จากชายคาบ้าน เป็นแสงประกายแวววาว เมื่อต้องแสงตะวัน"

The word with underline, "icicles" is translated as a generic word "น้ำแข็ง" to make it sound familiar and natural for the readers in the receptor language.

4) Adding conjunction amongst phrases or sentences: Owing to the differences of structures between languages, adding conjunction is necessary to make a connection amongst phases or sentences so as to make the meaning sound natural and understandable for the audiences in the receptor language.

Example:

Source text: Having heard the news, John decided to leave the town.

Receptor text: พอได้ข่าว จอห์นก็ตัดสินใจออกจากเมือง

The conjunction, "พอ" is added to make the connection among phrases or sentences in order to make the correct grammar and to transfer the natural meaning in the receptor text.

Example:

Source text: A beauty of all time, Liz Taylor, denied having flown to Bermuda to meet her ex-husband.

Receptor text: ลิซ เทย์เลอร์ ผู้ได้ชื่อว่า แม่งามตลอดกาล ปฏิเสธข่าวที่กล่าวว่า หล่อนเป็นบินไปพบกับอดีตสามีที่เบอร์มิวดา

The phrases with underline, "ผู้ได้ชื่อว่า" and "ข่าวที่กล่าวว่า" are added as a conjunction among phrases or sentences to make the language meaningful and flow naturally in receptor text.

5) Omission of words or idioms: Omission is used when some words or idioms of the source language are not important or do not exist at all in the receptor language. Translators should be aware of using omission as long as the intended meaning of the source text is not distorted and the flavor and the gist of a story are kept in the translated text.

Example:

Source text: "You don't mean those yellow things! Vasitthi may not, on any account, put them into her bath-water," exclaimed my mischievous friend—"that is, if her flower-like body is to blossom in harmony with her love. I assure you, only such scarlet flowers as that one which friend Kamanita has just concealed in his robe, should be used. For it is written in the golden Book of Love: "Saffron yellow affection it is called, what it attracks attention, indeed but, notwith-standing, later fades away; scarlet however, when it does not later fade but becomes only too apparent."

Receptor text: สหายเสือกของข้าพเจ้าพูดสอดขึ้นว่า “อะไรดอกไม้เหลืองนี่หรือวาสิฎฐีดงไม่เอาไปต้มเป็นน้ำอาบดอก ขอรับรองว่านางจะใช้ต้มอาบก็แต่ดอกที่เป็นสีแดงชนิดที่กามนิตสหายเรากำลังเอาเก็บซ่อนไว้ในเสื้อ เพราะสีเหลืองหญ้าฝรั่นคือความรัก เห็นได้ง่ายแต่ว่าตกจางเร็ว ส่วนสีแดงชาดถ้าสีไม่ตกก็เป็นสิ่งที่แลเห็นได้ง่ายในตัว”

The message with underline, “For it is written in the golden Book of Love:” is omitted in the translated text because it sounds unfamiliar in the receptor context. However, the main idea is still kept in the source text.

The omission of words or idioms, which covey the synonym meaning and are put next to each other, have been made to make the meaning brief and concise.

Example:

Source text: The man was frightfully, terribly fond of fishing.

Receptor text: ตาคนนั้นชอบตกปลาเหลือเกิน

The word with underline, “frightfully” is omitted because it conveys the equivalent meaning as “terribly” so as to make the meaning more concise in the receptor language.

2.2.4.2 Adjustment at a syntactic level: The main purpose at this level is to adjust the syntactic structures acceptable and sound natural in the context of the receptor language. The adjustment at a syntactic level can be completed with the following four strategies.

1) Sound or transliteration: Adjusting of sound is known as transliteration. Transliteration is the way to write a word of one language in the alphabet of another language. Sound in translation is the way to transliterate the name of persons, places, rivers, mountains, and institutes or organizations. Particularly, the words which represent the thoughts, belief, or activities in the culture of the source language which are not existed in the culture of the receptor language, the words which are not yet defined in the dictionary of the receptor language, and the words which are borrowed from the source language.

Example:

Paul	พอลล์
Illinois	อิลลีนอย
Rolls Royce	โรลสรอยส

Transliteration is used to transliterate the words which does not exist or cannot find the equivalent meaning in the receptor language such as the name of person (e.g. Paul), the name of state or region (e.g. Illinois), or the name of things (e.g. Rolls Royce is the name of car).

2) The structure of words: The different structures of words between the source and the receptor languages typically originate from two main aspects:

2.1 The difference of grammatical rules and functions of word such as the form of verbs in English language counts on the form of subject in the sentences but not for Thai language,

Example:

Comparing the difference of the following two sentences:

The sparrow flies away.

The sparrows fly away.

The subject of the first sentence, "The sparrow" is a singular in the present simple tense so that the form of verb changes from "fly" to "flies". The subject of the second sentence, "The sparrows" is a plural in the present simple tense, thus, the form of verb does not change.

2.2 The difference of word components of one language indicates the extra meaning such as gender, number, tense, and so on. For instance, the word "boy" means "one boy" but the meaning will change to "more than one boy" or "a lot of boys" if the letter "s" is added at the end of the word as "boy". The following are more the examples of the differences of word components between the source language and the receptor languages.

Examples:

Source text (as a word)	Receptor text (as a phrase)
books	หนังสือหลายเล่ม
kindly	ด้วยความเมตตา
a kitchenette	ครัวน้อยๆ

The structure of words should be constructed under the grammatical rules of the receptor language so as to make the meaning equivalent to the original and communicable in the translated text.

3) The structure of sentences: The following are the strategies at a syntactic level which are critical in adjusting the structure of sentences.

3.1 The arrangement of word order in phrases or sentences including the consideration in sequencing the importance of messages which one should come first or later. The examples presented are:

Example:

Source text: The lush tropical climate

Receptor text: ภูมิอากาศเขตร้อนที่ชื่นฉ่ำ

This example shows the difference of word order between the source text and the receptor text. When this phrase is translated into the receptor text, the word order is arranged backward.

Example:

Source text: Longing to be with you, I decided to cancel my appointment tonight.

Receptor text: ฉันตัดสินใจเลิกนัดกับคนอื่นเพราะอยากอยู่กับคุณ

This example shows the arrangement of sequencing the importance of messages. The first phrase "Longing to be with you," is translated as "เพราะอยากอยู่กับคุณ" and put at the second phrase in the receptor text. The second phrase "I decided to cancel my appointment tonight" is doing the same by putting the translated text "ฉันตัดสินใจเลิกนัดกับคนอื่น" at the first phrase in the receptor text. They swap the positions the other way round.

3.2 The transformation from sentences into phrases or vice versa: The grammatical rule of the source text is changed to be accurate and acceptable in the receptor text as the example shows below:

Example:

Source text: After the withdrawal of the Irish Free State from the British Commonwealth and its reconstitution as a republic (December 1984) IRA turned its attention to…

Receptor text: หลังจากที่ไอริชฟรีสเตทถอนตัวออกจากการเป็นสมาชิกของเครือจักรภพอังกฤษ และสถาปนาประเทศของตนเป็นสาธารณรัฐเมื่อเดือนธันวาคม ค.ศ. 1984 แล้ว องค์การ ไอ.อาร์.เอ ก็เบนความสนใจไปสู่...

This example shows the transformation of two phrases in the source text into two sentences in the receptor text. Firstly, there is the transformation of the prepositional phrase, "After the withdrawal of the Irish Free State from the British Commonwealth", in the source text into a subordinate clause "หลังจากที่ไอริชฟรีสเตทถอนตัวออกจากการเป็นสมาชิกของเครือจักรภพอังกฤษ" in the receptor text and the second one is doing the same thing by transforming the phrase of "its reconstitution as a republic (December 1984)" in the source text into a sentence "และสถาปนาประเทศของตนเป็นสาธารณรัฐเมื่อเดือนธันวาคม ค.ศ. 1984 แล้ว" in the receptor text. Notice that the subject of the second sentence is "ไอริชฟรีสเตท" which is already mentioned in the first clause.

3.3 The adjustment of negative sentences: Some forms of negative sentence cannot be translated literally because the meaning will be nonsense in the receptor text.

Example:

Source text: We saw nobody in the room.

Receptor text: เราไม่พบใครเลยในห้องนั้น

The sentence in the source text is generally known as the affirmative sentence, "We saw nobody in the room.", is translated into the negative sentence as "เราไม่พบใครเลยในห้องนั้น" in order to make it natural and acceptable in the receptor text. However, if translating by employing the word-for-word translation as "เราพบไม่มีใครในห้อง" is nonsense and unacceptable in the receptor text.

3.4 The transformation from active voice to passive voice or vice versa: The reason of changing the form of passive voice into active voice or vice versa is to make it sound familiar and natural in the receptor text.

Example:

Source text: The text is written in simple English which can be understood by those who have had no training in economics.

Receptor text: ตำราเล่มนี้*เขาเขียน*เป็นภาษาอังกฤษง่ายๆ ซึ่งคนไม่มีความรู้ทางเศรษฐศาสตร์ก็เข้าใจได้

The sentence in the source text is in the form of passive voice and it is translated into the form of active voice in the receptor text. It is noticed that the verb in the source text is in the passive form, "is written", and it is transformed into the active form, "*เขียน*", in the receptor text. However, the subject "*เขา*" can be omitted in order to make it sound natural in the receptor language.

3.5 The addition or omission of words in sentences: This strategy is different from adding explanation or omission of words or idioms at the adjustment at a lexical level. This strategy will be employed in translation because of the differences of syntactic structure of the source and the receptor language.

Example:

Source text: This two packages will be sent to New York via airmail. The larger one contains 5 pocketbooks; the other 3 silk dresses.

Receptor text: ของ 2 ห่อนี้ จะส่งไปนิวยอร์กทางอากาศ ในห่อใหญ่มีหนังสือฉบับกระเป๋า 5 เล่ม ส่วนอีกห่อหนึ่งมีเสื้อผ้าไหม 3 ชุด

This example shows the adjustment at a syntactic level by adding the verb "มี" so as to make the correct grammatical rule in the receptor language.

Example:

Source text: "With her magic stick, the kind angel turned the big tree into a rambling castle and the birds a fleet of servants.

Receptor text: “นางฟ้าใจดีองค์นั้นใช้ไม้กายสิทธิ์บันดาลต้นไม้ให้กลายเป็นปราสาทหลังมหึมาและบันดาลพวกนกให้กลายเป็นบริวารอีกจำนวนหนึ่ง”

This example shows the adjustment at a syntactic level by adding the verb, “บันดาล”, to make the correct syntactic structure and to make sense in the receptor language.

4) The structure of paragraphs or discourse: It is the adjustment of the language component which is larger than just a sentence or it is called a discourse. Discourse comprises of two sentences or more to form a paragraph or paragraphs. Adjusting of the structure of paragraphs or discourse emphasizes on the rearrangement of the appropriate sequence of events or writing style.

Example:

Source text: (1) Both in communities (or forests) and as individual, trees are of crucial importance to man; (2) yet man, since prehistoric times, (3) initially heedlessly, later wantonly and ultimately greedily, (2) has destroyed them.”

Receptor text: (2) เริ่มตั้งแต่สมัยดึกดำบรรพ์มนุษย์ได้ทำลายต้นไม้เรื่อยมา (1) ทั้งๆ ที่ต้นไม้มีความสำคัญสำหรับมนุษย์ ไม่ว่าจะขึ้นอยู่รวมกันเป็นป่าหรืออยู่โดดๆ (3) แรกๆ มนุษย์ตัดต้นไม้ที่ไม่เห็น

ความสำคัญของมันเลย ต่อมาก็ทำโดยไม่สนใจถึงผลเสียที่จะ

ตามมาและตอนหลังๆ นี้มนุษย์ตัดต้นไม้เพราะความโลภ

This example shows the adjustment of sequencing the sentences in the translated text. It can be seen that there is the sequence of number 1, 2, 3, 2 for each sentence in the source text. They then are rearranged into a new sequence of 2, 1, 3 in the receptor text for the stylistic writing reason.

It can be summarized here that the theorists in the field of translation apparently concentrate on the study of translation strategies in their linguistics context. Some of them may focus on the study at a word level but some may emphasize on the higher study at a syntactic level or both. As it has been mentioned, there are some overlapping and differences of translation strategies proposed by different theorist. Those strategies may be effective or workable for many languages because they are derived from the real problems in translation works.

The translation strategies of Saibua (2010) are considered as the theoretical framework for the criterion of this study because they had been studied directly with a long work experience in what the strategies are used in English-Thai translation and vice versa which is pertinent to the context and the aim of this research. Importantly, the content of these translation strategies is functional and practical in the translation of Thai linguistics context. Moreover, the Thai theorist, Saibua is eligible for this study because she is a qualified academic in the field of translation.

2.3 Fiction

The following points are discussed under this topic.

2.3.1 Definitions of Fiction

People broadly understand a fiction as a type of books or stories which describes the imaginary or unreal events and people for the purpose of entertaining the audiences. Some scholars, who are experts in the literary filed, have an interesting perspective view of fiction as described below:

Kennedy & Gioia (2007 : 3) explain that a fiction is a name of stories in which its matter is not totally composed of reality but the concept of stories is actually imaginary and made up of unreal events.

Leech & Short (2007 : 148) consider a fiction as a mock reality distinguished by five notions of realism: credibility, verisimilitude, authenticity, objectivity and vividness which should contribute to the realistic illusion in their own way.

Culler (2000 : 30) defines a fiction as one kind of literature. He also gives the reason of why readers attend to fiction differently from the other kinds of writings because its utterance has a special relation to the world called fictional. Fiction is a kind of literary works which emphasizes a fictional or imaginary world and it involves the relationship between the events in the story and the situations in the world but not limited by characters and phenomenon.

In short, a fiction could be concluded as a kind of literary work with a relation to the fictional world. Fiction could be inspired by the real situation but

written in the imaginary or unreal concepts. It is usually described in accordance with the five notation of realism.

2.3.2 Types of Fiction

Kennedy & Gioia (2007) classify a fiction into two main types: a literary fiction and a commercial fiction. They plainly differentiate a literary fiction from a commercial fiction as explained below.

1. A literary fiction typically exposes everything that happened in the opening lines and reveals the remainder of what that happening meant. On that account, a literary fiction would probably spoil the audiences by telling everything at the first page which may make them lack of interest for the remaining part. A literary fiction, however, needs a carefully attention and insight-lending participation while reading it. Some literary fictions make the audiences perceive the characters more deeply into their minds and hearts than they ever see in their family, friends or themselves. It is said that a literary fiction is a valuable piece of literary works which offers rewards to the audiences in return. A kind of literary fictions is various. It could be basically in the forms of fable, parable, tale, short story, and novel.

Regarding a novel, it is another form of imaginative literature. It was originally invented for more than two hundred years ago. The novel is broadly defined as a book-length story written in a prose to create the senses from the actual life. The novel is also known as the newcomer comparing to the other forms of major literatures such as drama, lyric, ballad, and epic. In the eighteenth century, the English novel was thoroughly developed and reached the full maturity. The novel then is seen as a picture of life, manners in the time it was written. It communicates silently to the

readers to fulfill their desire. What makes the novel different from the other is that it describes something likely to happen rather than something which never likely to be happened. The novel nowadays could be classified into various types and seen in many book stores such as the mystery or detective novel, the Western novel, the science fiction novel.

2. A commercial fiction, on the other hand, is a formula kind of trading products which usually manufactures in the purpose of keeping the audiences in suspense to find out of what happens next such as spy, detective, Western, romance, or science fiction story, adventure novels, juvenile fiction, and so on. Consequently, a structure of a commercial fiction is easy to perceive the crisis, the climax and the conclusion.

2.3.3 Fiction Translation

The expectation of most fiction readers is the entertainment but on an intelligent way. They expect the books to be rich and dense in details that they can perceive by themselves. The author of books in fiction must be skillful to produce a language magnificent as a good work of art. Intrinsically, translators should be aware that the translating fiction is the work to reproduce the language sensitively and seamlessly in another language with the grace, elegance, and flavor of the original. Importantly, the translated works of fiction should be able to communicate well with the audiences of the receptor language (Paul. 2009).

Translating fictions demand much more than a basic skill of only converting words literally from one language to another. Beyond this translators must be creative and fluent in both languages provided that they can truly understand the intended

meaning of the original language so as to convey the equivalent message and to create a refine work of translation in which the audiences of the receptor language can relish the same flavor of the original (Paul. 2009).

Technically, when translating literary work of fiction translators often run into the translation problems as Newmark (1988) exemplifies that the problems in translation novel are various. Typically, there are the important relations between the culture of source language and the intended purpose of the author to the readers. The others might be the translation of proper names, the source language convention and the idiolect of the author, the translation of dialect, the personal style, the period, the movement, and the norm of the source language. Those are inevitable in most text.

Paul (2009) suggests some interesting points of view which may cause the failure in fiction translation.

1. Stylized language: When translating the book written in a stylized language, translators should be aware of losing distinctive use of vocabulary, turning of phrase, losing the beauty of the language and making translated text accessible. Accordingly, translators are suggested to examine the source text by giving the critiques in both original and receptor language so as to make the correct mood, tone and style. The stylistic problem is difficult to render equivalently to the same purpose of the original. Translators can avoid this awkwardness by using indirect instead of direct dialogue or omitting some passage. This may result in losing the minor details but the major concepts should be retained without falsifying.

2. Regional dialects: Visibly, it is difficult to translate regional dialects which are often made by foreign authors to make them accessible by the receptor

language readers for example English readers and sound like English writers. Translators should notice that the rhythms and patterns of the original language are important parts to make the translated text interesting. Sometimes it sounds peculiar to translate directly so that translators need to add some explanation for English readers.

3. Strong language: Strong language such as expletives and swearing words in some culture are parts of everyday activity but they are sometimes considered as a bad language for the receptor language for example for English speakers and most of the time they cannot find the equivalent words matching in the receptor language. Moreover, translators feel uncomfortable and often avoid in translation.

4. Colloquialisms: The slang words, especially, teenage slangs are considered as part of colloquialisms. Translators should be sensitive to the cultural and colloquial differences of the original language and knowledgeable of colloquialisms in the native country so as to find the equivalent meaning in the receptor language.

5. Humour: Humour is presented as the translation problem as slang or colloquialisms. For instance, a hugely funny in some culture may be lifeless in other language. Having made this humour equivalent in the receptor language is often out of the context and nonsense in the original language. Play of words or puns in the original language is sometimes not translatable. Translators probably have to omit the jokes that need a long explanation and compensate with an appropriate words in the receptor language. The successfulness in jokes translation, translators need to replace

the joke of the original language with the comparable joke in the receptor language rather than translate it literally.

6. Untranslatable words and culture-specific references: Some specialist vocabularies need to be discussed with the author to find the equivalent words in the receptor language. The references should not be obscured in the receptor language and damaged the meaning of the original language. For the words which cannot be translated, translators are suggested to provide the readers with a glossary to maintain the geographical and cultural references of the original language without the long description and explanation.

7. Quotations from other sources: Quote or material such as poetry or song lyrics is a good practice in translation to find the equivalent words and meaning and to recreate rhythm in the receptor language. Quote is simply not translatable so it is obstacle for translators to find equivalent words accessible in the receptor language. Technically, they often find a synonym for a particular word and to improve rhythm for a certain line in poetry. A direct replacement is not necessary in lyrics translation. Translators are suggested to make changes by dropping the structure of the original rhyme and giving a footnote as an alternative way to give explanation of the poem or quote.

8. Difficult languages: There are some difficult languages which need high-qualified translators find the balance of a prose stylist and a native-speaker.

Those problems are often found in fiction translation and they are much of the cases in translation failure. It seems that most translators feel awkward because they do not know how to get rid of those translation difficulties. On that account,

some theorists have solemnly studied the ways to have those problems come up with solutions and officially proposed them as strategies in translation as has already been mentioned.

2.4 Summary of *A Walk to Remember*

The genre of *A Walk to Remember* is a romantic fiction written by Nicholas Sparks, the American writer. It is a love story of two high school seniors, Landon Carter and Jamie Sullivan, who are the protagonists of this story. Landon is a son of rich family, Mr. and Mrs. Carter. Mr. Carter is a congressman of North Carolina but he lives far away from home in Washington D.C., where he works. Jamie Sullivan is a daughter of Hegbert Sullivan, a minister of the church in Beaufort. Landon falls in love with Jamie although they have different characteristics. Landon is a self-centered young man while Jamie is a kind religious young girl.

The story begins with a prologue narrated by Landon Carter at age 57 years old. The remaining parts are the description of his 17 years old in a high school. Landon lived in Beaufort, the small town in North Carolina. His early childhood was far away from denomination but instead it was surrounded by churches. He was close to his mother but the relation between Landon and his father was not good. It became estranged since his father had to work far away and rarely came home. He felt that his father was a stranger to him although he was fulfilled with loves and cares by his mother. His family attended the church every Sunday. It was the church where Hegbert was a minister. Hegbert and his father didn't get along well to each other

since Hegbert used to work with Landon's grandfather. Hegbert disliked Landon's grandfather because he deceived people in order to gain success on his business.

After a high school, Landon planned to go to the University of North Carolina but his grades didn't make it possible. So his father pressured him to run for the student body president to make a good school record and he was supported by Eric Hunter, his best friend to win the election. When the homecoming dance was coming up, Landon found himself that he still didn't have a date yet since he split up with his ex-girlfriend, Angela Clark, and she had a new date with Lew. He was looking for a date through the yearbook but there was no one left for him. Jamie Sullivan came across his mind but he was reluctant because he didn't want to be teased by his friends. However, comparing with his mother who offered him a date, cleaning up puke after party in the bathrooms, or Carey Dennison his competitor who was still alone and he suspected that he was going to ask Jamie for a favor so that he didn't hesitate to ask Jamie a date for the homecoming dance. Jamie accepted it but he had to ask for permission from her father. On that night, Landon felt impressive on Jamie because she helped him from fighting with Lew and cleaning Angela's barf in the bathroom before taking her home.

After a few days, Jamie asked Landon to take part in the Christmas Angel play as Tom Thornton. Their relationship was getting closer because they had to work together for the play. One day, they discussed their future while they were on their way to the orphanage. Jamie dreamt of getting married in the church full with people she knew. She wanted his father walked her down to the aisle but Landon thought that it was a silly idea of marriage as a goal of life.

There was a huge success after the play was performed. Landon felt amazed at the beauty of Jamie on the stage. In the following day, Jamie asked Landon to collect the cans and jars of changes that she placed around the town for buying the Christmas presents for the orphans. Landon felt that the money they collected was only $55.73 which was very small, so he added up to $250 and brought it to Jamie. They exchanged the gift and spent the time together in the evening of Christmas Eve at the orphanage. It was the day Landon fell in love with Jamie.

Landon noticed the changes on Jamie that she was thinner and she had a bruise on her finger. Jamie cried and told him that she was dying from leukemia. Jamie and her father didn't tell anyone because they wanted to live happily although she had serious illness. Jamie would be dying soon as her disease was growing quickly. Landon felt the growing of love in his heart so that he decided to ask Jamie to marry him although he knew that she was dying. On their wedding day, Jamie insisted to walk down the aisle to her father although she was weak. Landon remembered that it was the most difficult walk for anyone who ever had to make. It was a walk to remember.

The story ends after forty years later that Landon still loved Jamie and never removed his wedding ring. He still remembered everything on that day and it was always a good moment to him.

2.5 Author's and Translator's Profiles

2.5.1 Author's Profile

Nicholas Sparks is the famous American novelist, screenwriter and producer. He was born on December 31, 1995, in Omaha, Nebraska, United State and graduated from University of Notre Dame with honors in 1988. He married Cathy Cote on July 22, 1989 and moved to New Bern, North Carolina. They had three sons, Miles, Ryan, Landon, and twin daughters, Lexie, and Savannah.

In 1992, he wrote the novel, The Notebook and it was published in 1996 by Warner Books. The book became the bestseller of the New York Times the first week it was released. With his success, Sparks then wrote the other well-known love stories such as Message in a Bottle (1998), *A Walk to Remember* (1999), The Rescue (2000), A Bend in the Road (2001), Nights in Rodanthe (2002), The Guardian (2003), The Wedding (2003), True Believer (2005), At First Sight (2005), Dear John (2006), The Choice (2007), The Lucky One (2008), The Last Song (2009), Safe Haven (2010), The Best of Me (2011), The Longest Ride (2013), including Three Weeks with My Brother, the non-fiction memoir written with Micah in 2004. All of his books have been the bestsellers of New York Times and they have been translated into over 50 languages and sold over 89 million in printable copies worldwide and 50 million copies only in the United States.

2.5.2 Translator's Profile

Pitpreecha is the well-known Thai writer and screenwriter. She was born on February 25, 1955 in Trang province, Thailand. She graduated from Triam Udom Suksa Pattanakarn School and studied at the Faculty of Pharmaceutical Sciences,

Chulalongkorn University in 1972. She was one of the head of student demonstrations against Thailand's right wing military government in 1973. After the political conflict situations ended, she then studied a bachelor's degree in the Faculty of Political Science and continued to study a master degree in the same subject at Cornell University, the United State of America in 1980. She married Seksan Prasertkul, who was also one of the head of student demonstrations. They had two sons, Tanthai and Wannasingh Prasertkul.

In 1989, she received the S.E.A. writer award for her poetry, Bai Maai Tee Hai Pai, published by Arn Thai publisher. The other of her two books, Seaht Too Lee and Fohn Raaek, were given the prizes from P.E.N. International Thailand-Centre under the Royal Patronage of H.M. The King in 1981 and 1992 respectively. She produced plenty of translated works from English into Thai language. Most of them are fictions such as Safe Haven, The Lucky One, The Notebook and *A Walk to Remember* written by Nicholas Sparks, Conditions of Love written by John Armstrong, The Left Hand of God written by Paul Hofman, Dead Until Dark and Living Dead in Dallas written by Charlaine Harris. She also translated some how-to books and screenplays such as The Secret the bestseller book in New York and The Power written by Rhonda Byrne, The Lord of the Rings Trilogy by J. R. R. Tolkien, and The Golden Compass based on Northern Lights by Philip Pullman.

Nicholas Sparks and Pitpreecha have been honoured for the professional writers by many institutes and organizations as they produced many good pieces of writings which have been fully accepted by a large number of audiences.

2.6 Previous Study Related to the Present Study

Muangyai (2003) emphasized on the analysis of methods and strategies of movie script, Romeo and Juliet. This research aimed to investigate what strategies and methods were employed in the translation. The sample was the movie script of the film namely, Romeo and Juliet, translated by S.H. Thippayachat Chatchai. The film was analyzed under the theoretical framework of Newmark (1982), Baker (1992), and Saibua (1995) at word and sentence levels. It was found that the method of literal translation was mostly used at 65% while the word-for-word and the free translation were use the less 24% and 11% respectively. The three mentioned method of literal, word-for-word, and free translation were found in the translation strategies at a sentence level of Newmark (1982), Baker (1992), and Saibua (1995). The translation strategies of Saibua (1995) which were found in this study comprised of semantic and syntactic analysis. The strategies in syntactic analysis found in this study were the omitting words used mostly at 31% where adding words used less at 10% while other strategies of re-arranging word order in phrases or sentences, changing phrase into sentence or vice versa, changing affirmative into negative sentence, changing affirmative into interrogative sentence or vice versa were found less used comparing to the first two strategies at 5%, 4%, 2%, and 1% respectively. Other translation strategies of semantic analysis were transliterating which was found most used at 7% where omitting words, idioms, or sentences was less used at 5%, while 3% was found in adding numerative noun using a phrase or a sentence instead of a word, and adding conjunction or linking words were used at 3%, 1%. On the other hand, the remains were found in the translation strategies of Baker. The more expressive words were

used the most at 28% followed by paraphrasing and using related word at 17% where paraphrasing and using unrelated word was used at 17%. As a result, the findings of this study shows that the number of strategies in translation of Saibua were mostly found in this translation analysis comparing to Baker and Newmark.

Sinprasert (2004) conducted a research entitled "Techniques of Adjustment in Translating Harry Potter and the Philosopher's Stone and Harry Potter and the Chamber of Secrets into Thai by Sumalee Bumrungsook" which aimed to study on the adjustment of techniques used in translating fiction, Harry Potter and the Philosopher's Stone, and, Harry Potter and the Chamber of Secrets from English into Thai, written by J.K. Rowling and translated by Sumalee Bumrungsook. The method of this research is qualitative. The sample of this study were the two fictions of Harry Potter and the Philosopher's Stone, and, Harry Potter and the Chamber of Secrets, in English version and the other two in translated version. The findings found that there were the adjustment of techniques in translation of adding explanation (e.g. footnotes, explanatory words, and details in order to illustrate the story), adjusting of sentence structures (e.g. the changing from phrases into sentences and the separation of paragraph), employing transliteration, using cultural words or phrases in Thai language context; and using of imaginative language. Those mentioned techniques were found in various theoretical frameworks including Saibua (1997).

The translation techniques of Saibua found in this study were the addition of explanation, adjustment of sentence structures including the changing from phrases into sentences and the separation of paragraph, and transliteration.

Teerawikan (2006) conducted a research entitled "Techniques Used in Film Translation for the Last Samurai: A Case Study". The study focused on the analysis of translation techniques employed in film, The Last Samurai, at sentence and word level. This study aimed to identify the techniques used in film translation from English into Thai. The sample was the film namely, The Last Samurai. It was found that the techniques used in this film analysis stemmed from many theoretical framework including Saibua (1998). The analysis at a sentence level showed that literal translation was used the most followed by word-for-word translation and the least used was free translation. Other techniques at a sentence level of adding words, rearranging word order in sentences or phrases, and changing interrogative into negative sentence were found respectively in this film translation. In addition, there were 10 techniques at word level found in this analysis of film translation.

Sriyawong (2010) conducted a research entitle, "An Analysis of Translating Strategies Used in Translating Aesop's Fables in English into Thai". This study aimed to investigate what strategies are used in Aesop's fables translation by the two Thai translators. The five Aesop's fables: 1) The Hart and the Hunter, 2) The Serpent and the File, 3) The Man and His Two Wives, 4) The Two Fellows and the Bear, and 5) The Goose with the Golden Eggs were purposely selected as the sample of this study. The instrument was the translation strategies based on the theoretical framework of Saibua (1985 : 64-78) which were classified into a word level and a sentence level. Strategies at a word level were adding explanation, adding conjunction between phrases or sentences, using a word which contains a general meaning rather than a specific meaning, omitting words or idioms and strategies at a sentence level

consisted of the structure of words and the structure of sentences. In conclusion, it was found that the translation strategies which were use the most at a word level were adding conjunction between phrases or sentences and omitting words or idioms were used the less while modifying structure of words was used more than modifying structure of sentences at a sentence level. Last but not least, two translators preferred to use both literal and free translation.

Chiangthong (2011) investigated the comparative analysis of techniques used in translation of the two Thai translators of Supannikar and Salinee Khamchan in the children's book, Chalie and the Chocolate Factory. The aim of this study was to compare the techniques in translation used by those two translators. Translation techniques of this study comprised at word level, and at sentence and discourse level including the use of language. The sample of this study was Charlie and the Chocolate Factory written by Roald Dahl. The finding of this paper presented that Supannikar employed most translation techniques in her translation which made her work much more imaginative but in some parts may not convey the intended meaning of the author. Moreover, the use of borrowed or loan words were much complicated for children to understand. On the contrary, Salinee concentrated on maintaining the form and the content without adding or omitting some details so that made her work less imaginative comparing to the work of Supannikar. However, on overall, both translators used the appropriate language in their work of translation which clearly reflected the character's emotion and personality.

Parnmeesup (2012) undertook a research entitled, "An Analysis of English-Thai Translation Techniques of Young Adult's Fiction *Coram Boy*." This study aimed

to analyze and identify the frequency of techniques used in translating young adults' fiction *Coram Boy* written by Jamila Gavin and translated from English into Thai by Songvit. The qualitative and quantitative methods were combined in this study. The table list analysis of the translation techniques was the instrument utilized in analyzing the data. The findings were calculated in percentage as the frequency and presented in the table. The findings revealed that there were twenty nine techniques found in translation but five of them were used most by the translator: 1) emotive used at 12.90%, 2) load word of proper name at 9.91%, 3) image at 8.53%, 4) implicit to explicit meaning at 7.60%, and 5) abstract noun at 6.68% respectively.

2.7 Summary of the Chapter

This chapter presents the overall literature review concerning the research study including translation, translation strategies, fiction, summary of *A Walk to Remember*, author's and translator's profiles, and previous studies related to the present study. The next chapter will be the explanation of the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology and describes how the research is conducted. The method of this research consists of five main parts: 1) research design 2) population and samples, 3) method for data collection, 4) data collection, and 5) data analysis.

3.1 Research Design

This research is the mixed method research. It was conducted by combining both quantitative and qualitative methods.

1. Quantitative method is used to calculate the frequency and percentage of each strategy found in translation analysis of this study. It is also used for calculating the degrees of agreement among the experts called Index of Item-Objective Congruence (IOC).

2. Qualitative method is used to analyze what translation strategies purposed by Saibua (2010) were found in this fiction translation. Moreover, the descriptive data were analyzed to compare the source and receptor languages, and the interpretative analysis was also made to describe back translation and remarks in the table list.

3.2 Population and Samples

The population and samples of this study are described as follows:

3.2.1 Population

The population of the study consisted of two versions: the original version named, *A Walk to Remember*, was written in English by *Sparks*, the famous American author, and the Thai version, named, *Gao Rak Nai Roi Jam*, was translated by a well-known Thai translator, *Pitpreecha*. Both versions contained 13 chapters.

3.2.2 Sample

The samples of this study consisted of Chapter 1 to Chapter 3 of English and Thai versions. They were purposively selected from the total 13 chapters of both versions.

3.2.3 Criteria for Selecting the Samples

The samples were selected with the assistance of the advisors. The same language styles and structures of both versions were specifically considered and presented. Accordingly, the selected chapters were adequate to reflect all contents in analyzing the use of translation strategies for the entire books.

3.3 Method of Data Collection

Wiersma (1991) suggests that an interview, an observation, and a document analysis are the basic methods for collecting data in the research. The document analysis typically involves the study in depth of the written materials for a particular purpose. Regarding this present study, the data were collected through the document analysis method. The researcher considered the fiction *A Walk to Remember* as the

source because the simplicity of its language style and structure met the purpose of the theoretical framework of Saibua (2010). This theory is suitable for the beginners in analyzing the problems and using the strategies to solve problems in translation, and the concept of this theory also aimed at analyzing the grammatical adjustment and meaning modification in translation. Significantly, the method of data collection of this study was performed through the following components:

3.3.1 Theoretical Framework

The theoretical framework of translation strategies of Saibua (2010) was used to analyze the data of this study. It consisted of two main levels as briefly described below:

3.3.1.1 Adjustment at a lexical level

Adjusting at this level consisted of five main strategies:

1. Adding explanation

    1.1) Adding a classifier

    1.2) Adding a descriptive phrase

2. Using phrases or sentences in preference to a single word

3. Using a more generic word in preference to a specific word

4. Adding conjunction amongst phrases or sentences

5. Omission of words or idioms

3.3.1.2 Adjustment at a syntactic level

Adjusting at this level are composed of four main strategies:

1. Sound or transliteration

2. The structure of words including two main aspects, i.e. 1) the difference of grammatical rules and functions of word, and 2) the difference of word components

3. The structure of sentences consisting of five critical strategies, i.e. 1) the arrangement of word order, 2) the transformation from sentences into phrases or vice versa, 3) the adjustment of negative sentences, 4) the transformation from active voice to passive voice or vice versa, and 5) the addition or omission of words in sentences

4. The structure of paragraphs or discourse

3.3.2 Table List Analysis

The table list analysis was another crucial component used to analyze and display the translation strategies found in this study. The table consisted of four columns containing four elements: 1) Source text, 2) Receptor text, 3) Back translation, and 4) Remarks (Parnmeesup. 2012).

3.4 Data Collection

The researcher collected the data between October 2013 – December 2014 through the following procedures:

1. The data of this study were obtained from the fiction, *A Walk to Remember* written by *Sparks*, the American author. The original text in English version consists of 13 chapters which are equivalent to the translated Thai version. It was first published in Great Britain in 2000 by Bantam Books and this edition was

reprinted by Sphere publisher. It was translated into the Thai version by the Thai translator, *Pitpreecha*, and published in Thailand by Matichon Publishing House.

2. The researcher studied and analyzed the theme of the story by reading through both the source text and the receptor text.

3. The researcher studied and analyzed the theoretical framework of Saibua (2010) by reading through the text book, focusing on the Principle of Translation.

4. Chapter 1 to Chapter 3 from both source text and receptor text were purposively selected as the sample chapters.

5. The translated text was compared with the source text sentence by sentence and put them into the table list analysis.

6. The process of coding was made based on the theory of Saibua (2010).

7. The coding was presented to the major advisor, the co-advisor, and the three experts to examine for accurate language and translated version.

3.5 Data Analysis

This part concerns the coding of the collected data, technique used in data analysis, and statistical procedures used for the calculation in this study.

3.5.1 Coding

Strauss & Corbin (1998) explain the axial coding as the process of relating categories and concepts. The categories are linked at their level of properties and dimensions and situated under the conditional context. Accordingly, the collected data of this study were analyzed through the process of axial coding. The process began by comparing the source text with the receptor text sentence by sentence in order to

identify what strategies were used by the translator. The researcher then coded all the collected data based on the translation strategies of Saibua (2010) to find out the relevant strategies for each sentence. Subsequently, the coding was measured to possess the correctness through the inter-rater reliability by the three experts. Moreover, the reliability of the obtained data was also rechecked by the researcher and advisors. The statistics utilized for this research were frequency and percentage and presented in the tabular form from the most used to the least used respectively.

3.5.2 Techniques Used in Data Analysis

Regarding the data analysis, both descriptive and interpretive analyses were the techniques used in this study. Relating to the table list analysis, the descriptive analysis was utilized in the first two columns, i.e., Source Text and Receptor Text, the data were analyzed by comparing the relevant sentences among the source and the receptor texts sentence by sentence. Moreover, the interpretive analysis involves the remaining two columns, i.e., Back Translation and Remarks which were made to describe back translation and remarks in the table list.

3.5.3 Statistical Procedures

The numbers of analyzed items were calculated by the following equations:

1. Calculation of Index of Item-Objective Congruence (IOC)

The Index of Item-Objective Congruence (IOC) used to evaluate the content validity by the three experts through the following equation:

$$IOC = \frac{\sum R}{N}$$

IOC = The congruence of the content of the analyzed items against the theoretical framework

R = The evaluations which were given by the experts through the following three criterions:

+1 means Agree

0 means Uncertain

-1 means Disagree

$\sum R$ = The sum of scores given by the total experts

N = The total number of experts

If the value of IOC was between 0.50 -1.00, it indicated that the content validity was acceptable, on the contrary, if the value of IOC was less than 0.50 indicated the unacceptable content validity.

2. Calculation of Frequency

The frequency of each strategy used in translation analysis was calculated in percentage by the following formula:

$$\frac{N \times 100}{T}$$

N = The number of each strategy used in translation analysis

T = The total number of strategies used in translation analysis

The percentage of frequency of each strategy was presented in tabular form from the most frequency to the least frequency used respectively.

3.6 Summary of the Chapter

This chapter describes research design, population and samples, method for data collection, data collection, and data analysis. The next chapter will be presenting the finding of the study and the frequency of each strategy found in translation analysis.

มหาวิทยาลัยราชภัฏบุรีรัมย์ Buriram Rajabhat University

CHAPTER 4

RESULTS OF THE STUDY

This chapter provides the results of the study including an analysis of strategies employed in translating the fiction from English into Thai based on the theoretical framework of Saibua (2010) and some examples with explanations. The research findings report the frequency and percentage of each strategy used by the translator in a tabular form. The results are divided into two main parts: 1) translation strategies found at a lexical level and a syntactic level, 2) frequency and percentage of translation strategies found at a lexical level and a syntactic level.

4.1 Translation Strategies Found at a Lexical Level and a Syntactic Level

4.1.1 Translation Strategies Found at a Lexical Level

This part describes the frequency and percentage of each strategy found at a lexical level according to Saibua (2010) which were displayed in a tabular form as shown in Table 4.1 next page. The examples with explanations of each strategy were also provided. According to the research results of this study, the evaluation of content validity of Index of Item-objective Congruence (IOC) at a lexical level by three experts was 1.00 which meant that the translation strategies analysis was congruent with the objectives or contents.

Table 4.1 Frequency and Percentage of Strategies Found at a Lexical Level

Translation Strategies	Frequency	Percentage
1. Adding explanation		
1.1 Adding a classifier	30	15.30
1.2 Adding a descriptive phrase	166	27.22
2. Using phrases or sentences in preference to a single word	38	8.24
3. Using a more generic word in preference to a specific word	106	23
4. Adding conjunction amongst phrases or sentences	83	18
5. Omission of words or idioms	38	8.24
Total	461	100

As shown in Table 4.1, the findings at a lexical level revealed that there were five translation strategies at a lexical level employed by the translator. Moreover, the most frequently used strategy was translation by adding a descriptive phrase (27.22%), followed by using a more generic word in preference to a specific word (23%), adding conjunction amongst phrases or sentences (18 %), and adding a classifier (15.30%) respectively. However, the remaining two translation strategies, i.e., using phrases or sentences in preference to a specific word and omission of words or idioms were found the least used equally at the same frequency (8.24 %). In addition, each translation strategy was also analyzed with some examples and explanations as shown in Tables 4.2 – 4.7

4.1.1.1 Adding explanation

According to the translation analysis, there were two ways of adding explanation found in this study, i.e., adding a classifier and adding a descriptive phrase.

1) Adding a classifier

Table 4.2 shows an analysis of translation strategy by adding a classifier. Some examples and explanations were presented as follows (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.2 Adding a classifier

No.	Source Text	Receptor Text	Back Translation	Remarks
1	In 1958, Beaufort, North Carolina, which is located on the coast near Morehead City, was a place like many other small southern towns. (p. 3)	ค.ศ. 1958 บิวฟอร์ต เมืองชายฝั่งใกล้ๆ มอร์เฮดซิตี้ในรัฐ นอร์ทแคโรไลนาก็ เหมือนกับเมืองเล็ก ทางใต้ทั่วไป (หน้า 17)	AD 1958, Beaufort, a coastal city, which is near Morehead City in the state of Carolina, is a place like normal southern small towns.	Lexical level "AD" or "ค.ศ." is added to clarify the readers in RT that it is the year in ST culture, "The state of" or "รัฐ" is added as a classifier in RT to show that "North Carolina" is the name of region of the country.
2	My father was gone nine months of the year, living out of town in a Washington, D.C., apartment three hundred miles away. (p. 10)	พ่อผมไม่อยู่บ้านเสีย ปีละเก้าเดือน แต่ไป อยู่อพาร์ตเมนต์ชาน กรุงวอชิงตัน ดี. ซี. ไกลบ้านสามร้อย ไมล์ (หน้า 25)	My dad didn't stay home for nine months a year but lived somewhere else in the apartment on the outskirts of Washington, D.C. capital city, three	Lexical level The word, "capital city" or "กรุง", is added to the main word of "Washington, D.C." to clarify that it is a name of the capital city

Table 4.2 (continued)

			hundred miles away from home.	of US.
3	But in the fifties that was the kind of thing that made other parents shake their heads and whisper to their children, "You don't want to be like that Carter boy. He's on the fast track to prison." (p. 11)	แต่สำหรับยุคฟิฟตี้ส์นั่นเป็นพฤติกรรมที่พ่อแม่เด็กอื่นๆ พากันส่ายหน้าระอาใจแล้วกระซิบบอกลูกตัวเองว่า "อย่าเอาอย่างเจ้าเด็กคาร์เตอร์นั่นนะ เกกมะเหรกเกเรแบบนี้อีกหน่อยต้องเข้าปิ้งแน่" (หน้า 26)	But for the fifties era, it was an unacceptable behavior in which the parents of other children tediously shook their head, , they then whispered to their kids "Do not imitate that Carter boy. Such an insolent child! He will soon be sent in jail."	Lexical level The words underlined, "the fifties era" or "ยุคฟิฟตี้ส์", are added to clarify that it is the age of fifties so as to make it meaningful in the RT.
4	Now, I hadn't really planned on taking drama that year. I really hadn't, but it was either that or chemistry II. (p. 14)	ปีนั้นผมไม่ได้คิดจะเลือกเรียนการละครไม่ได้คิดเลยสักนิดแต่ถ้าไม่เลือกก็ต้องไปลงวิชาเคมี 2 (หน้า 29)	In that year, I didn't plan to go for the drama class, not thinking even a bit, but if I didn't choose that one I had to go for chemistry II subject instead.	Lexical level The word, "subject" or "วิชา", is added as a classifier to show that chemistry is one of the subject teaching in the school.
5	Miss Garber was big into the "self" stuff, which put her really ahead of the curve as far as psychotherapy is concerned, though she probably didn't	ครูการ์เบอร์ชอบพล่ามเรื่องตนเองก่อนที่การแพทย์สาขาจิตบำบัดจะแพร่หลายเสียอีก (หน้า 30)	Teacher Garber liked to ramble on herself before the medical profession of psychotherapy is widespread.	Lexical level The phrases underlined, "the medical profession of psychotherapy" or "การแพทย์สาขาจิตบำบัด", are added to indicate

Table 4.2 (continued)

	realize it at the time. (p. 14-15)			that psychotherapy is one kind of medical profession so as to make the meaning sound familiar in RT.
6	Jamie didn't spend any time hanging out at Cecil's Diner or going to slumber parties with other girls, and I knew for a fact that she'd never had a boyfriend her entire life. (p. 17)	เจมีไม่เคยเข้าก๊วนจับกลุ่มที่ร้านซีซิลไดเนอร์ และไม่เคยไปตั้งวงค้างคืนที่บ้านเพื่อนผู้หญิงคนไหน ผมรู้ด้วยว่าเธอไม่เคยมีแฟน (หน้า 32)	Jamie never joined the gang at Cecil's Diner restaurant and never stayed at night at any of her girl friends' house for parties, I also knew that she never had a boyfriend.	Lexical Level The word underlined, "Cecil's Diner restaurant" or "ร้านซีซิลไดเนอร์", is added as a classifier, to clarify that "Cecil's Diner" is the name of the restaurant.
7	He always wore a white T-shirt with a pack of Camels folded into the sleeve, and he'd lean against the hood of his Thunderbird, looking back and forth, saying things like "Hey, baby" whenever a girl walked by. (p. 24)	ลิวชอบสวมเสื้อยืดขาวพับขอบแขนเหน็บซองบุหรี่คาเมล และชอบยืนเต๊ะท่าพิงฝากระโปรงทันเดอร์เบิร์ดคันนั้น ทำเป็นเหลียวซ้ายแลขวามองหาผู้ชมแล้วจะร้องทักว่า "ไงจ๊ะ... น้องหนู" เมื่อสาว ๆ เดินผ่านหน้า (หน้า 40)	Lew liked to wear a white T-shirt with a pack of Carmel cigarettes folded into a sleeve, and he liked to lean arrogantly against the hood of the Thunderbird, he looked restless for his target group and said, "Hi! Babe" when the young girls passed by.	Lexical Level "บุหรี่" or "cigarettes" is added to explain that "Camels" is a brand of cigarettes.

Table 4.2 (continued)

8	Even then I think the vote was fairly close. He played the tuba in the marching band, and his body looked all out of proportion, as if he'd stopped growing halfway through puberty. (p. 26)	คะแนนเสียงที่เขาได้รับคงผ่านเกณฑ์ขั้นต่ำมาอย่างหวุดหวิด หมอนี่เป็นคนเป่าแตรทูบาในวงดุริยางค์โรงเรียน หุ่นเขาดูผิดส่วนยังกับหยุดโตตั้งแต่ยังไม่พ้นวัยรุ่น (หน้า 42)	I think, he had been elected with the fairly minimum vote. He played the horn, tuba, in the school's marching band. His body was kind of podgy like he stopped growing since he had not yet reached the puberty.	Lexical Level The word, "แตร" or "horn", is added to explain the tuba is the music instrument.

Regarding this translation analysis, the findings illustrated that the translator employed this strategy because some words needed to be clarified by adding extra information in order to modify the meaning more complete and understandable in the receptor context.

2) Adding a descriptive phrase

Table 4.3 showed an analysis of translation strategy by adding a descriptive phrase. Some examples and explanation were described below (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.3 Adding a descriptive phrase

No.	Source Text	Receptor Text	Back Translation	Remarks
1	His interest rates were outrageous, and little by little he began a massing more land and property as people defaulted on their loans. (p. 12)	อัตราดอกเบี้ยเงินกู้ของปู่ดือกลยุทธ์เหนือชั้นสำหรับการขยายกรรมสิทธิ์ในอสังหาริมทรัพย์ลูกหนี้น้อยรายที่จะมีปัญญาชำระหนี้ได้	The loan interest rates of my grandfather were the superior strategy for expanding the owner-ship in real estate, only some debtors could be	Lexical level The word underlined, "อัตราดอกเบี้ยเงินกู้" or "loan interest rates", is added to make it meaningful and

Table 4.3 (continued)

		ครบถ้วน (หน้า 27)	able to pay all debts.	makes sense in the RT.
2	The thing was, I thought it would be a blow-off class, especially when compared with my other option. No papers, no tests, no tables where I'd have to memorize protons and neutrons and combine elements in their proper formulas … (p. 14)	ซึ่งเทียบกันแล้ว ละครง่ายกว่าเยอะ ไม่ต้องทำรายงาน ไม่มีทดสอบย่อยและไม่มีตารางธาตุให้ท่องจำโปรตอน อิเล็กตรอน แล้วยังต้องสร้างสูตรสารประกอบให้ลงตัวอีกต่างหาก (หน้า 29)	Compared to other option, the drama class was much easier, no papers, no minor tests and no table of elements to memorize protons and electrons, then, create the proper formula compound without a remainder.	Lexical level The words underlined, "table of elements" or "ตารางธาตุ", are added to make it sound familiar in the RT context.
3	Everyone knew her—it was impossible not to. She was big, at least six feet two, with flaming red hair and pale skin that showed her freckles well in to her early forties. (p. 14)	มีใครบ้างในโรงเรียนที่ไม่รู้จักชื่อคุณครูคนนี้ เธอเป็นหญิงร่างยักษ์ สูงอย่างน้อยหกฟุตสองนิ้ว ผมแดง ผิวซีดจนเห็นรอยตกกระวัยสี่สิบเศษชัดเจน (หน้า 30)	Who else in school didn't know the name of this teacher, she was a giant figure girl with at least six feet two inches high, red hair, and the freckle marks were clearly seen on pale skin in her early forties.	Lexical level The word, "inches" or "นิ้ว", is added to clarify the measurement unit of the height in the ST context.
4	Beneath her name she wrote the goals she wanted to accomplish that year. (p. 14)	แล้วเธอเริ่มเขียนจุดประสงค์ของการเรียนวิชานี้ใต้ชื่อตัวเอง (หน้า 30)	Then she began to write the purpose of the study of this course under her name.	Lexical level The phrase underlined, "the purpose of the study of this course" or "จุดประสงค์ของ

Table 4.3 (continued)

				การเรียน วิชานี้", is added to make the meaning more clearly in the RT language.
5	There was only one other male in the class, which to my thinking was a good thing, and for a moment I felt flush with a "look out world, here I come" kind of feeling. (p. 15)	ในห้องเรียนมีนักเรียนชายอีกเพียงคนเดียวเท่านั้น ก็น่าจะดีสำหรับผมแฮะ....เมื่อนึกได้ใจก็เริ่มเต้นระรัวไปกับจินตนาการเร้นลับ "สาวๆ จงระวัง.... เสือร้ายมาแล้ว" (หน้า 30)	The rest was the only one male student in this classroom it would be good for me…when recalling, my heart started fluttering with a mysterious imagination "Beware ladies….wild tiger is coming"	Lexical level The words underlined, "male student" or "นักเรียนชาย", are added to clarify that male is the student to make it meaningful in the RT.
6	Coupled with her usual brown cardigan and plaid skirt, she always looked as though she were on her way to interview for a job at the library. (p. 16)	มิหนำซ้ำยังชอบสวมสเวตเตอร์ผ่าหน้าสีน้ำตาลกับกระโปรงตาสก๊อต ยังกับจะไปสอบสัมภาษณ์งานบรรณารักษ์ห้องสมุด (หน้า 32)	Moreover, she also liked to wear a sweater at the front with buttons with a plaid skirt as if she was going to have a job interview as a librarian job in the library.	Lexical level The word underlined, "a librarian job" or "งานบรรณารักษ์", is added to make the meaning more complete in the RT.
7	She'd save her allowance to buy a new basketball for the orphans, or she'd turn around and drop the money into the church basket on Sunday. (p. 18)	เธอเป็นคนที่จะเก็บเงินค่าขนมของตัวเองไปซื้อบาสเกตบอลให้เด็กอนาถา หรือหันไปหย่อนสตางค์ลงตะกร้าบริจาคก่อน	She was a kind of person who would save her pocket money to buy a basketball for the orphans or turned to drop money in the donation basket before leaving the church	Lexical level The words underlined, "donation basket" or "ตะกร้าบริจาค", are added to make clear that it was the basket for donation of the

Table 4.3 (continued)

		ออกจากโบสถ์วันอาทิตย์ (หน้า 33)	on Sunday.	church.
8	A surprise trigonometry quiz that everyone in class fails? Must be in the Lord's plan to give us challenges.(p. 18)	การทดสอบตรีโกณมิติโดยไม่แจ้งล่วงหน้าและข้อสอบยากจนสอบกตกยกชั้น ก็เป็นแผนของพระเจ้าที่จะกระตุ้นให้เราขยันขึ้น (หน้า 34)	The trigonometry quiz without further informing and the test paper was very difficult until a whole class failed the exam; that was also a part of the Lord's plan which would encourage us more diligently.	Lexical level The phrase, "the test paper was very difficult" or "ข้อสอบยาก", is interpreted from the context that why everyone fails the exam because the test was difficult so as to make the meaning more complete in the RT language.
9	She'd never worn make up and she still didn't, but she had a tan, probably from Bible school, and for the first time she looked—well, almost pretty. (p. 19-20)	เธอไม่แต่งหน้าตามเคยแต่ผิวสีแทนดูเข้มขึ้น คงได้มาจากค่ายศึกษาพระคริสต์ธรรมภาคฤดูร้อน นี่เป็นครั้งแรกที่เธอดู....เอ่อ....เกือบสวย (หน้า 35)	She never put on makeup as usual but her tan skin color looked darker, it might come from the summer Bible camp; this was the first time that she looked…uh.. almost beautiful.	Lexical level The words underlined, "the summer Bible camp" or "ค่ายศึกษาพระคริสต์ธรรมภาคฤดูร้อน", are added to clarify that it is the Bible school camp held during the summer time.

Relating to the results of this study, adding a descriptive phrase was used to explain words or phrases as close as possible to the source text. It was found that the addition of some words or phrases were interpreted from the context of the source text in order to make it meaningful and to transfer the equivalent sense as in the source text.

4.1.1.2 Using phrases or sentences in preference to a single word

Table 4.4 indicated an analysis of translation strategy by using phrases or sentences in preference to a single word. Some examples and explanations were presented as follows (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.4 Using phrases or sentences in preference to a single word

No.	Source Text	Receptor Text	Back Translation	Remarks
1	He'd let that sink in for a minute or so, and then he'd finally head off again, and during the sermon that weekend he'd stare right at us and say something like "God is merciful to children, but the children must be worthy as well." (p. 6)	แล้วเขาจะนิ่งเงียบไปนิดหนึ่งก่อนสาวเท้าก้าวเดินต่อ จากนั้นเมื่อถึงวาระขึ้นแท่นเทศน์วันอาทิตย์เขาก็จะจ้องเขม็งมาที่พวกเราพลางเอ่ยวาจาทำนองว่า "พระเจ้าทรงเมตตาต่อเด็ก แต่เด็กก็ต้องทำตัวให้สมควรได้รับพระเมตตาด้วย" (หน้า 20)	Then he kept quiet for a little while before striding forward, then, when preaching a sermon from pulpit on Sunday, he would stare right at us and say something like "God would give children a mercy but children must also behave to deserve compassion."	Lexical level The phrases, "ทำตัวให้สมควรได้รับพระเมตตาด้วย" or "also behave to deserve compassion", are used to explain the word, "worthy", more clearly in the RT language.
2	My grandfather was much shrewder than that. The way he made his money was simple—he started as a boot legger, accumulating wealth throughout	ปู่สมองไวกว่านั้นเยอะ วิธีรวยน่ะรึ.... ง่ายมาก เริ่มด้วยการขายเหล้ารัมเถื่อนจากคิวบาในยุคที่การค้าสุรายังเป็นเรื่องผิดกฎหมาย (หน้า 27)	He was much more clever, how to get rich…easy, he started his business by selling the illicit liquor rum from Cuba in the age that selling liquor was prohibited.	Lexical level The word, prohibition" , is interpreted to the phrase, "การค้าสุรายังเป็นเรื่องผิดกฎหมาย" or "selling liquor was prohibited", to make the

Table 4.4 (continued)

	prohibition by running rum up from Cuba. (p. 12)			meaning more clearly in RT.
3	The only other Bank in a two-county radius had mysteriously burned down, and with the onset of the Depression, it never reopened. (p. 12)	ในจังหวะที่คู่แข่งซึ่งมีเพียงธนาคารเดียวในพื้นที่สองเขตแขวงต้องวอดวายไปอย่างลึกลับด้วยอัคคีภัย แล้วไม่มีโอกาสฟื้นตัวอีกเลยเนื่องจากกระแสเศรษฐกิจตกต่ำเริ่มก่อตัวขึ้นพอดี (หน้า 27)	It was the time that there was the only one competitor bank in a two district areas completely destroyed by fire then there was no chance to rebuild the business ever again and because by the time, there was a coincidence of the economics depression had just begun.	Lexical level The phrases, "วอดวาย...ด้วยอัคคีภัย" or "completely destroyed by fire", are used to present the meaning of the single word, "burned down", to bring out the intended meaning from the ST context that it was destroyed by fire.
4	Coupled with her usual brown cardigan and plaid skirt, she always looked as though she were on her way to interview for a job at the library. (p. 16)	มิหนำซ้ำยังชอบสวมสเวตเตอร์ผ่าหน้าสีน้ำตาลกับกระโปรงตาสก๊อต ยังกับจะไปสอบสัมภาษณ์งานบรรณารักษ์ห้องสมุด (หน้า 32)	Moreover, she also liked to wear a sweater fastened at the front with buttons with a plaid skirt as if she was going to have a job interview as a librarian job in the library.	Lexical level The phrase, "a sweater fastened at the front with button" or "สเวตเตอร์ผ่าหน้า", is used instead of the single word, "cardigan", to make the meaning more clearly and equivalent to the original word in ST.
5	Jamie didn't spend any time hanging out at Cecil's Diner or going to slumber	เจมีไม่เคยเข้าก๊วนจับกลุ่มที่ร้านซีซิลไดเนอร์ และไม่เคยไป	Jamie never joined the gang at Cecil's Diner restaurant and never stayed at	Lexical level The phrases, "stayed at night at any...friends' house for parties"

Table 4.4 (continued)

	parties with other girls, and I knew for a fact that she'd never had a boyfriend her entire life. (p. 17)	ตั้งวงค้างคืนที่บ้านเพื่อนผู้หญิงคนไหน ผมรู้ด้วยว่าเธอไม่เคยมีแฟน (หน้า 32)	night at any of her girl friends' house for parties. I also knew that she never had a boyfriend.	or "ตั้งวงค้างคืนที่บ้านเพื่อน", are used instead of the word "slumber parties", to covey the equivalent meaning because it does not provide the exact meaning in RT.
6	No matter how you sliced it, reading Paul's letters to the Ephesians wasn't nearly as much fun as flirting, if you know what I mean. (p. 17)	ไม่ว่าจะมองยังไง การอ่านสาส์นถึงชาวเอสเฟเซียนของท่านปอลไม่มีทางสนุกไปกว่าการตามจีบจับคู่เป็นแฟนกันเป็นแน่.....คุณคงนึกภาพออกนะ (หน้า 33)	No matter, how you looked at it, reading the letter of Sir Paul to the Ephesians was surely never as much fun as following to chat up someone as a girlfriend...can you imagine that.	Lexical level The phrases, "following to chat up someone as a girlfriend" or "การตามจีบจับคู่เป็นแฟนกัน", are used instead of the single word, "flirting", to convey the equivalent meaning so as to make it meaningful in RT.
7	The baseball game's rained out? Must be the Lord's plan to prevent something worse from happening. (p. 18)	ฝนตกต้องเลิกแข่งเบสบอลกลางคันก็เป็นแผนของพระเจ้าที่จะป้องกันไม่ให้เกิดเรื่องร้ายไปกว่านั้น(หน้า 34)	The interrupt of raining which would stop the baseball game was because of the Lord's plan to prevent us from the misfortune.	Lexical level The phrase "ฝนตกต้องเลิกแข่งกลาง...คัน", is used to explain the word, "rained out", to convey the equivalent meaning to the word in ST.
8	Even though heathenhood wasn't a word–I can't find it in any dictionary–the congregation knew what the	คำว่า heathenhood นี่ไม่มีในพจนานุกรม แต่ผู้คนที่ไปโบสถ์ต่างเข้าใจดีว่าเขาหมายถึงอะไร	The word heathenhood was not in the dictionary but the people who gathered in the church each	Lexical level A single word, "congregation ", is translated as a phrase "ผู้คนที่ไปโบสถ์", because no

Table 4.4 (continued)

	meant. (p. 9)	(หน้า 24)	realized <u>that</u> what he meant.	equivalent meaning provided in RT.
9	She had a real soothing way of talking to Angela, though Angela was so far <u>gone</u>, I doubt if she even knew who was speaking. (p. 44)	เธอช่างมีวิธีพูดที่ละมุนละม่อมกระทั่งกับคนที่<u>เมาที่ครอง สติแทบไม่อยู่</u> ผมสงสัยว่าเอนเจลาจะรู้ตัวหรือไม่ว่าเขากำลังพูดอยู่กับใคร (หน้า 61)	She had such a comfortable way to talk with the one <u>who was incredibly drunk</u>. I wondered that would Angela realize who she was talking with.	<u>Lexical Level</u> A single word, "<u>gone</u>", is translated into a phrase, "<u>เมาที่ครอง สติแทบไม่อยู่</u>" or "<u>who was incredibly drunk</u>", to convey the meaning more clearly in the RT.

According to the research results, it revealed that the translator employed the translation strategy by using phrases or sentence in preference to a single word when the primary meaning of a single word could not completely convey its actual meaning as in the source text.

4.1.1.3 Using a more generic word in preference to a specific word

Table 4.5 illustrated an analysis of translation strategy by using a more generic word in preference to a specific word. Some examples and explanations were presented next page (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.5 Using a more generic word in preference to a specific word

No.	Source Text	Receptor Text	Back Translation	Remarks
1	For many of the people there, fishing in the Pamlico_Sound or crabbing in the Neuse River was a way of life, and boats were moored wherever you saw the Intracoastal Waterway. (p. 3)	สำหรับผู้คนจำนวนหนึ่ง การตกปลาที่แพมลิโคซาวน์หรือจับปูในแม่น้ำนูสคือวิถีดำรงชีพ ในร่องน้ำแนวฝั่งทุกหนแห่งจึงมีเรือลอยลำเรียงราย (หน้า 17-18)	For a number of people, fishing at Pamlico Sound or crabbing in the Neuse River was a way of life, then, in the channel along the coast everywhere, there were the boats floating.	Lexical level The specific word of "the Intracoastal Waterway" is translated to a more generic word as "ร่องน้ำแนวฝั่ง" because it does not sound familiar in the RT context.
2	The play didn't exactly tell you in the end- it sort of plays into faith and all – but Hegbert didn't trust ghosts if they weren't actually sent by God, which wasn't explained in plain language, and this was his big problem with it. (p. 4)	บทละครของดิกเก้นส์ไม่ได้เฉลยปริศนาเหล่านี้แต่ทิ้งไว้ให้ขึ้นกับศรัทธาความเชื่อของเรา เฮกเบิร์ตไม่วางใจว่าผีทั้งสามมาจากสวรรค์เพราะไม่มีการระบุที่มาชัดเจน นี่เป็นเรื่องใหญ่เหลือเกินสำหรับเขา (หน้า 19)	The Dickens's play didn't answer those questions but leaving it with our faith and belief, Hegbert didn't trust those three ghosts that they came from heaven because no background was clearly informed; this was really a big issue for him.	Lexical level The specific word "God" is translated as the generic word "สวรรค์" so as to make the meaning sounds natural in RT.
3	He'd let that sink in for a minute or so, and then he'd finally head off again, and during the sermon that weekend he'd stare right at us and say	แล้วเขาจะนิ่งเงียบไปนิดหนึ่งก่อนสาวเท้าก้าวเดินต่อ จากนั้นเมื่อถึงวาระขึ้นแท่นเทศน์วันอาทิตย์เขาก็จะจ้องเขม็งมาที่พวกเราพลางเอ่ยวาจา	Then he kept quiet for a little while before striding forward, then, when preaching a sermon from pulpit on Sunday, he would stare right at us and say	Lexical level The generic words, "on Sunday" or "วันอาทิตย์", are used instead of the specific word, "weekend" because the religious

Table 4.5 (continued)

	something like "God is merciful to children, but the children must be worthy as well." (p. 6)	ทำนองว่า "พระเจ้าทรงเมตตาต่อเด็ก แต่เด็กก็ต้องทำตัวให้สมควรได้รับพระเมตตาด้วย" (หน้า 20)	something like "God would give children a mercy but children must also behave to deserve compassion."	celebration is normally held on Sunday and to make it sound natural and familiar in the RT context.
4	So my father, Mr. Congressman, was a bigwig, and everyone but everyone knew it, including old man Hegbert. (p. 9)	ผมก็เลยได้ชื่อว่าเป็นลูก ส.ว. คนดังที่ใครๆ ก็รู้จักรวมทั้งเฒ่าเฮกเบิร์ตด้วย (หน้า 24)	I was known as the son of a famous senator who anyone knew including old Hegbert.	Lexical level The generic words, "famous" or "คนดัง", are used instead of the specific word, "a bigwig", as a colloquial word in order to make it sounds familiar in the RT context.
5	Afterward, when my father would come home after the service, he'd say something like "Reverend Sullivan was in rare form today. (p. 9-10)	เมื่อกลับจากโบสถ์พ่อชอบพูดลอยๆ ว่า "วันนี้สาธุคุณซัลลิแวนมีอะไรแปลกๆ (หน้า 24)	After returning from the church, dad often said something nonspecifically like "Today, Reverend Sullivan was bizarre."	Lexical Level The specific word, "in rare" is translated as the generic word, "bizarre" or "แปลกๆ" as a colloquial language so as to make it sound natural in RT.
6	One time a lady showed up with a kid in a wheelchair. (p. 10)	ครั้งหนึ่งมีผู้หญิงเข็นรถเด็กพิการเข้ามาหา (หน้า 25)	Once there was a lady pushing a wheel chair with the disabled child came to him.	Lexical level The generic words, "the disabled child" or "เด็กพิการ", are used instead of the specific word of "a kid in a

Table 4.5 (continued)

				wheelchair" to make it sound familiar in RT context.
7	But she wasn't, nor could she ever be, a manly influence in my life, and that fact, coupled with my growing disillusionment with my father, made me become something of a rebel, even at a young age.(p. 11)	แต่แม่ก็ไม่อาจเป็นพ่อพิมพ์ของลูกผู้ชายได้ ความจริงข้อนี้บวกกับความผิดหวังในตัวพ่อที่สะสมขึ้นเรื่อยๆ ทำให้ผมดื้อรั้นตั้งแต่เล็ก (หน้า 26)	But mum couldn't be a father of a man, this fact coupled with the disappointment in my father was gradually risen which made me stubborn ever since I was a child.	Lexical level The generic word, "a father of a man" or "พ่อพิมพ์", is used instead of a specific word, "a manly influence", for the literary writing style of RT context.
8	The thing was, I thought it would be a blow-off class, especially when compared with my other option. No papers, no tests, no tables where I'd have to memorize protons and neutrons and combine elements in their proper formulas … (p. 14)	ซึ่งเทียบกันแล้ว ละครง่ายกว่าเยอะไม่ต้องทำรายงาน ไม่มีทดสอบย่อยและไม่มีตารางธาตุให้ท่องจำ โปรตอนอิเล็กตรอนแล้วยังต้องสร้างสูตรสารประกอบให้ลงตัวอีกต่างหาก (หน้า 29)	Compared to other option, the drama class was much easier, no papers, no minor tests and no table of elements to memorize protons and electrons, then, create the proper formula compound without a remainder.	Lexical level The generic words, "protons and electrons" or "โปรตอนอิเล็กตรอน", are used instead of the specific word, "protons and neutrons" as the spoken word because it sound familiar in RT context.
9	She was always in charge of one fund-raiser or another, helping everyone from the Boy Scouts to	เจมีเป็นตัวตั้งตัวตีในการหาทุนสนับสนุนกิจกรรมและองค์กรสาธารณสุขกุศล	Jamie was often the mainstay in raising fund to support activities and all charities, when fourteen	Lexical level The generic words, "activities and all charities" or "องค์กร

Table 4.5 (continued)

	the Indian Princesses, and I know that when she was fourteen, she spent part of her summer painting the outside of an elderly neighbor's house. (p. 17)	ต่างๆ อยู่เสมอ ตอนอายุสิบสี่ผมรู้ว่าเธอใช้เวลาว่างช่วงปิดเทอมใหญ่ไปทาสีบ้านให้คนแก่ข้างบ้านด้วย (หน้า 33)	years old, I knew that she spent on free time in summer vacation painting the house for her neighbor.	สาธารณสุขกุศล ต่างๆ", are used instead of the specific word, "the Boy Scouts to the Indian Princesses", to make it sound familiar and make sense of RT.
10	During one of his few weekends home, my father came up with the plan to put me over the top. (p. 21)	เมื่อกลับบ้านมาพักผ่อนสุดสัปดาห์ (ซึ่งก็เป็นหนึ่งในไม่กี่ครั้ง) พ่อออกปากว่าจะดันผมให้จงได้ (หน้า 36-37)	When he was home at weekend which was one of a few times, he said that he would definitely put me through.	Lexical Level The generic words, "ดัน" or "put me through", are used instead of the specific word, "to put me over the top", as a spoken word in order to make it meaningful in RT.
11	Just two days ago I couldn't have imagined myself even thinking about it, but suddenly there I was, listening to myself as I spoke the magic words. (p. 32)	สองวันก่อนผมไม่มีความคิดนี้ในหัวเลย แล้ววันนี้ผมต้องมานั่งฟังตัวเองร่ายมนต์ "จีบ" เจมี ซัลลิแวน! (หน้า 48)	Two days ago, this thought was out of my mind, and now, I had to sit down and listen to myself enchanting, kind of courting Jamie Sullivan.	Lexical Level The generic words, "ร่ายมนต์" or "enchanting, are used instead of the specific words, "spoke the magic words", for the literary writing style and to make it meaningful in the RT context.

As stated in the research results, translation by using a more generic word in preference to a specific word showed that words were commonly used in the culture of source language but they were not familiar and the exact meaning was not

found in the culture of receptor language. Therefore, the translator needed to find the generic words in the receptor language which contained the equivalent meaning and coveyed the same sense as in the source language.

4.1.1.4 Adding conjunction amongst phrases or sentences

Table 4.6 showed an analysis of translation strategy by adding conjunction amongst phrases or sentences. Some examples and explanations were presented as follows (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.6 Adding conjunction amongst phrases or sentences

No.	Source Text	Receptor Text	Back Translation	Remarks
1	The play itself wasn't bad, actually, which surprised everyone the first year it was performed. (p. 6)	อันที่จริง บทละครของเขาก็ไม่เลวนักหรอก มันทำให้ทุกคนฮือฮาเมื่อเริ่มแสดงเป็นปีแรก (หน้า 21)	In fact, his play was not that bad, it made everyone surprised when the play was performed in the first year.	Lexical level The conjunction, "อันที่จริง.... เมื่อเริ่ม", is added in order to make a connection among the clauses and to make it sound natural in the RT.
2	To put it into perspective, the congressional district that included Beaufort covered the entire eastern part of the state... (p. 8)	จะบอกตำแหน่งแต่ละทีก็ต้องพูดกว้างๆ ว่าเขตเลือกตั้งที่รวมเอาบิวฟอร์ตเข้าไว้ด้วยก็คือซีกตะวันออกทั้งหมดของรัฐ... (หน้า 23)	To tell the position each time, we had to talk in general that the congressional district including Beaufort was the entire eastern region of the state.	Lexical level The phrases, "each time, we had to talk in general that" or "แต่ละทีก็ต้องพูดกว้างๆ ว่า", are added as a conjunction to combine the clauses to form an acceptable sentence and to

Table 4.6 (continued)

				make it meaningful in RT.
3	He took ninety percent of the money the sharecroppers made on their tobacco crop, then loaned them money whenever they needed it at ridiculous interest rates. (p. 12)	ด้วยวิธีการเช่นนี้เก้าสิบเปอร์เซ็นต์ของรายได้ที่เป็นเงินตราก็ตกเป็นของปู่แต่เพียงผู้เดียว และในเวลาเดียวกันปู่ก็ปล่อยเงินกู้ให้พวกลูกจ้างด้วยอัตราดอกเบี้ยสูงลิ่ว (หน้า 27)	With this way, ninety percent of money incomes would totally belong to my grandfather only, and at the same time, my grandfather would lend his workers money with very high interest rates.	Lexical level The conjunctions, "With this way" or "ด้วยวิธีการเช่นนี้", are added at the beginning of the sentence to make a connection with the previous sentence in order to make it consistent and meaningful in RT.
4	He was forty-three before he ever got married; he was fifty-five when his daughter, Jamie Sullivan, was born. (p. 13)	กว่าจะได้แต่งงานอายุก็ปาเข้าไปสี่สิบสาม และแก่งั่กถึงห้าสิบห้าตอนที่ได้ลูกสาวชื่อเจมี ซัลลิแวน (หน้า 28)	By the time, he got married at almost forty-three years old and he was very old when he got a daughter, Jamie Sullivan, at the age of fifty-five.	Lexical level The conjunctions, "By the time ... almost ... and he was very old " or "กว่าจะได้.....ก็ปาเข้าไป..... และแก่งั่กถึง", are added to adjust the acceptable syntax and make it sound natural in RT.
5	They knew it was based on something that happened in real life, which gave it special meaning. (p. 13)	เมื่อรู้ว่ามันมาจากชีวิตจริง มันก็ย่อมมีความหมายเป็นพิเศษอยู่แล้ว (หน้า 29)	When we knew that it came from the real life, it surely gave the special meaning.	Lexical level The conjunctions, "When ... it surely" or "เมื่อ ... มันก็ย่อม", are added to form the acceptable sentence and make sense of RT.

Table 4.6 (continued)

6	Jamie didn't care much about outward appearances, because she was always looking for things like "inner beauty", and I suppose that's part of the reason she looked the way she did. (p. 16)	จะอย่างไรเจมีไม่สนใจเรื่องรูปโฉมภายนอกอยู่แล้ว เธอมองเห็นแต่ "ความงามภายใน" อะไรเทือกนั้น ผมว่าความคิดแบบนี้แหละที่ทำให้เธอเป็นอย่างที่เราเห็น (หน้า 32)	However, Jamie wasn't much interested in the outer appearance, she was only looking at "the inner beauty" something like that; I presume that this kind of thought which had made the way she looked.	Lexical level The conjunctions, "However… which had made" or "จะอย่างไร..... ที่ทำให้", are added to make a connection among the clause so as to make it sound natural in RT.
7	Not that I was a bad student. I just didn't focus on my studies, and my grades weren't exactly up to snuff for the Ivy Leagues. (p. 21)	อันที่จริงผมไม่ใช่เด็กหัวทึบแต่ความเหลวไหลไม่ตั้งใจเรียนทำให้ผลการเรียนออกมาต่ำกว่าเกณฑ์ที่จะไปฝันถึงพวกมหาวิทยาลัยไอวี่ลีค (หน้า 36)	In fact, I wasn't that stupid but because of my irresponsibility made my school-record lower than the standard to dream of those Ivy Leagues universities.	Lexical Level The conjunction, "แต่... ทำให้... ที่จะไปฝันถึง" or "but… made... to dream of those" are added to make a meaningful connection among the clauses in RT.

The results showed that translation by adding conjunction amongst phrases or sentences was used to adjust the difference of the language structure between the source and the receptor language. Conjunctions were added as connections among the phrases or sentences to make it more natural and meaningful in the context of receptor language.

4.1.1.5 Omission of words or idioms

Table 4.7 indicated an analysis of translation strategy by omission of words or idioms. Some examples and explanations were presented as follows (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.7 Omission of words or idioms

No.	Source Text	Receptor Text	Back Translation	Remarks
1	My grandfather was much shrewder than that. The way he made his money was simple— he started as a boot legger, accumulating wealth throughout prohibition by running rum up from Cuba. (p. 12)	ปู่สมองไวกว่านั้นเยอะ วิธีรวยน่ะรึ.... ง่ายมาก เริ่มด้วยการขายเหล้ารัมเถื่อนจากคิวบาในยุคที่การค้าสุรายังเป็นเรื่องผิดกฎหมาย (หน้า 27)	He was much more clever, how to get rich…easy, he started his business by selling the illicit liquor rum from Cuba in the age that selling liquor was prohibited.	Lexical Level The phrases, "a boot legger" and "accumulating wealth", are omitted because they are not known and sound unfamiliar in RT culture.
2	Jamie was pretty much the only one who'd never been to a school dance and frankly, I didn't know whether she even knew how to dance at all. (p. 34)	เจมีคงเป็นนักเรียนหญิงรายเดียวที่ไม่เคยไปงานเต้นรำโรงเรียน และ ผมเองก็เดาไม่ถูกว่าเธอเต้นรำเป็นหรือไม่ (หน้า 50)	Jamie might have been the only one girl who never joined the school dance and I had no idea if she could dance.	Lexical Level The word, "frankly", is omitted because it is a kind of expression in the ST which may sound unfamiliar in RT context.

With reference to the research results, it indicated that the translator adopted the translation strategy by omission of words or idioms when some words or idioms

which were customary in the culture of source language but seemed unfamiliar or unknown in the culture of receptor language.

4.1.2 Translation Strategies Found at a Syntactic Level

This part explained the frequency and percentage of each strategy found at a syntactic level according to Saibua (2010) which are displayed in a tabular form as shown in Table 4.8 The examples with explanations of each strategy are also provided. According to the research results of this study, the evaluation of content validity of Index of Item-objective Congruence (IOC) at a syntactic level by three experts was 1.00 which meant that the translation strategies analysis was congruent with the objectives or contents.

Table 4.8 Frequency and Percentage of Strategies Found at a Syntactic Level

Translation Strategies	Frequency	Percentage
1. Sound or transliteration	165	20.89
2. The structure of words		
2.1 The difference of grammatical rules and functions of word	147	18.61
2.2 The difference of word components	5	0.63
3. The structure of sentences		
3.1 The arrangement of word order or sequencing the importance of messages	81	10.25
3.2 The transformation from sentences into phrases or vice versa	36	4.56
3.3 The adjustment of negative sentences	56	7.09

Table 4.8 (continued)

Translation Strategies	Frequency	Percentage
3.4 The transformation from active voice to passive voice or vice versa	31	3.92
3.5 The addition or omission of words in sentences		
3.5.1 The omission of words in sentences	232	29.37
3.5.2 The addition of words in sentences	37	4.68
4. The structure of paragraphs or discourse	-	-
Total	790	100

At a syntactic level, the results show that there were three main strategies employed in the receptor text by the translator. The findings illustrate that the most frequently used strategy was translation by omission of words in sentences (29.37%). The following strategies were sound or transliteration (20.89 %), the difference of grammatical rules and functions of word (18.61 %), the arrangement of word order or sequencing the importance of messages (10.25 %), the adjustment of negative sentences (7.09 %), the addition of words in sentences (4.68 %), the transformation from sentences into phrases or vice versa (4.56 %), and the transformation from active voice to passive voice or vice versa (3.92 %), respectively. However, the difference of word components was found least used in this translation analysis (0.63%). Additionally, each translation strategy was also analyzed with some examples and explanations as shown in Tables 4.9 – 4.16.

4.1.2.1 Sound or transliteration

Table 4.9 described an analysis of sound or transliteration translation strategy. The following are some examples with explanations (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.9 Sound or transliteration

No.	Source Text	Receptor Text	Back Translation	Remarks
1	He's raising this little girl all on his own, but he hasn't been the greatest father, and what the little girl really wants for Christmas is a special music box with an angel engraved on top, a picture of which she'd cut out from an old catalog. (p. 6)	เขาเลี้ยงดูบุตรสาวมาโดยลำพัง แต่ยังไม่ได้ทำหน้าที่พ่ออย่างดีที่สุด จนกระทั่งลูกสาวตัวน้อยเกิดอยากได้ของขวัญวันคริสต์มาสเป็นกล่องดนตรีมีฝาปิดเป็นลายแกะสลักรูปทูตสวรรค์ เธอตัดรูปกล่องใบนี้มาจากแคตตาล็อกเก่าๆ เล่มหนึ่ง (หน้า 21)	He brought up his daughter all alone but yet he hasn't been a good father, until his little daughter really wanted a gift for Christmas day as a musical box with an engraved figure of angel on top, she cut this picture of this box from an old catalog.	Syntactic level Although, "catalog", has the meaning provided in the RT but it is transliterated as "แคตตาล็อก" because it sounds more familiar for RT readers than its meaning.
2	The house, I noticed, was small but tidy, with a piano against one wall and a sofa against the other. (p. 30)	บ้านเล็กแต่สะอาดเรียบร้อย ด้านหนึ่งมีเปียโนชิดผนัง อีกด้านมีโซฟา (หน้า 46)	The house was small but clean and tidy, in one side there was a piano putting against the wall and a sofa was in the opposite side.	Syntactic level "Piano" and "sofa" are transliterated as "เปียโน" and "โซฟา" because they are the names of furniture and music instrument and

Table 4.9 (continued)

				they are used as loanwords which are commonly used and familiar in the RT context.
3	He was taking Margaret Hays, who was the head cheerleader at our school. (p. 35)	คู่เดตของเขาคือมาร์กาเร็ต เฮย์ส หัวหน้าเชียร์ลีดเดอร์ (หน้า 51)	Margaret Hays, his date, was a cheerleader.	Syntactic Level "Margaret Hays" is transliterated as "มาร์กาเร็ต เฮย์ส" because it is a proper name of person naming for individual identifying which contains no meaning in RT.
4	Well, good old Lew spiked the punch bowl, and a few more people started getting tipsy. By the time the teachers found out, most of the punch was already gone and people were getting that glassy look in their eyes. (p. 41)	เอาละ ... ทีนี้เจ้าลิวจอมรุ่มร่ามก็รี่เข้าหาพันช์ที่โต๊ะเครื่องดื่มทันที ตอนนั้นหลายคนเริ่มออกอาการเมาแล้ว กว่าครูจะมาพบเข้า พันช์ในโถก็เกือบหมดเกลี้ยง (หน้า 57)	Well… the clumsy old Lew plunged into the punch bowl putting on a table and most people were getting drunk at that time. By the time the teacher came in, the punch in a bowl was almost gone.	Syntactic Level "Punch" is transliterated as "พันช์" because it is a kind of drink in the ST context which is used as a loanword and already sounds familiar for the readers in RT.
5	She was the first girl I'd ever French-kissed, and even though our teeth clanked together so hard the first time we tried it that I saw	เธอคือสาวรายแรกที่ผมเคยจูบปากแบบฝรั่งเศส แม้ว่าครั้งแรกที่ทดลอง ฟันเรากระแทกกันจั๋งหนับ	She was the first girl I ever had a kiss with although our teeth clattered hurtfully for the first time we tried and I had to take	Syntactic Level "Aspirin" is transliterated as "แอสไพริน" because it is the name of medicine and it is

Table 4.9 (continued)

	stars and had to take <u>aspirin</u> when I got home, I still had feelings for her. (p. 41)	จนเห็นดาวและผมต้องหา<u>แอสไพริน</u>กินแก้ปวดที่บ้าน แต่ผมก็ยังมีความรู้สึกพิเศษต่อเธอเสมอ (หน้า 57)	<u>aspirin</u> to relieve pain but I would always have a good feeling with her.	commonly used as a loanword which contains no meaning in RT context.

The use of sound or transliteration translation appeared in this strategy was used to transliterate the particular words i.e. the name of persons, places, rivers, mountains, trademark and institutes or organizations; especially, the words concerning the thoughts, belief, or activities in the culture of source language which were unfamiliar or not existed in the culture of the receptor language as well as the words which were borrowed from the source language.

4.1.2.2 The structure of words

1) The difference of grammatical rules and functions of words:

According to this translation analysis, the difference of grammatical rules and functions of words which appeared in this study was the use of part of speech. It was found that the part of speech in the source text was changed to the different types in the receptor text. Table 4.10 showed an analysis of the difference of grammatical rules and functions of words. Some examples with explanations were presented next page (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.10 The difference of grammatical rules and functions of words

No.	Source Text	Receptor Text	Back Translation	Remarks
1	He'd written his own sermons his whole life, and some of them, we had to admit, were actually interesting, especially when he talked about the "wrath of God coming down on the fornicators" and all that good stuff. (p. 5)	นอกเหนือจากการร่างคำเทศนาด้วยตนเองมาโดยตลอด เราต้อง ยอมรับว่าบทเทศนา บางเรื่องของเขาน่าทึ่งทีเดียว โดยเฉพาะเรื่อง "พระเจ้าทรงพิโรธลงทัณฑ์ผู้ล่วงประเวณีนอกสมรส" กับเรื่องสยองขวัญอื่นๆ (หน้า 19)	Apart from drafting a sermon thoroughly on his own, we had to accept that some of his sermon were absolutely impressive, especially, the story of "The fury of God on the punishment for the fornicators" and other scary stories.	Syntactic level The word "wrath" acts as a noun in the ST and it is translated as a verb, "ทรงพิโรธ", for the acceptable syntactic structure in RT.
2	This guy, Tom Thornton, used to be real religious, but he had a crisis of faith after his wife died during childbirth. (p. 6)	ชายคนหนึ่งชื่อ ทอม ธอร์นตัน เคยเป็นคนเคร่งศาสนายึดมั่นในศีลธรรมแต่มาเกิดวิกฤตศรัทธาเมื่อภรรยาเสียชีวิตไปในระหว่างคลอดลูก (หน้า 21)	A guy's name, Tom Thornton, used to be religious person adhering to morality, but a crisis of faith occurred when his wife passed away while delivering a child.	Syntactic level "Religious" is in the form of adjective and it is changed to noun as "คนเคร่งศาสนา" to make more sense in RT.
3	He could throw a baseball at almost ninety miles an hour, and he'd led the football team to back-to-back state titles as the star quarterback. (p. 22)	เขาขว้างเบสบอลได้แรงเก้าสิบไมล์ต่อชั่วโมง เป็นหัวหน้าทีมฟุตบอลไปแข่งระดับรัฐและควอเตอร์แบ็กตัวเด่น (หน้า 37)	He could throw the baseball at ninety miles per hour, he was the leader of the football team to compete as the famous quarterback in the football match.	Syntactic level The word, "led", is in the form of verb in the ST and it is changed to the form of noun, "หัวหน้า", in order to make more sense in RT.

Table 4.10 (continued)

4	My father put down his fork, a bite of his pork chop still on the tines. He looked at me crossly, giving me the once-over. (p. 22)	พ่อวางส้อมพอร์กช็อปหนึ่งคำยังค้างอยู่ที่ปลายของมันเขาถลึงตามองผม (หน้า 38)	My father put down the fork with a piece of pork chop on the tines, he scowled at me.	Syntactic level "Crossly" is in the form of adverb in the ST and its form is changed to the form of verb, "ถลึงตา" or "scowled", in order to make the syntactic structure correct and make sense in RT.
5	So there I was, sitting in my room, frantic with the possibility that Jamie might not go to the dance with me. (p. 27)	ผมเลยนั่งกลัดกลุ้มอยู่ในห้องกลัวเจมีจะไม่ไปงานด้วย (หน้า 43)	I was sitting nervously in the room worrying about Jamie's refusal.	Syntactic Level The word, "frantic", in the form of adjective is changed into the form of verb, "กลัดกลุ้ม", for the correct syntactic structure and to make it meaningful in RT.
6	"I'm not exactly a dimwit, you know you know. I do know how to pin on a corsage." I started the car and headed toward the high school, with the conversation I'd just had with Hegbert running	"ฉันคงไม่เด๋อถึงขั้นนั้นหรอกอย่างน้อยฉันก็รู้ว่าควรจะกลัดช่อดอกไม้ยังไง" ผมสตาร์ทรถ ขับตรงไปโรงเรียน ในใจยังว้าวุ่นกับหัวข้ออภิปรายของเฮกเบิร์ต"พ่อฉันไม่ค่อย	"I was not that stupid at least I know how to pin a corsage." I started a car and drove straight to school. I was still worried about Hegbert's issue. "My dad didn't like you," she said as if she knew what I was	Syntactic Level The noun, "a dimwit", is changed into the form of adjective, "เด๋อ" or "stupid", for the correct syntactic structure and to make it meaningful in RT.

Table 4.10 (continued)

	through my mind. "My father doesn't like you very much," she said, as if knowing what I was thinking. I nodded without saying anything. (p. 39)	ขอบคุณน่ะ" เธอพูดราวกับรู้ว่าผมคิดอะไรอยู่ผมพยักหน้า ไม่โต้ตอบ (หน้า 55)	thinking about. I nodded and said nothing.	

According to this translation analysis, it revealed that translation by the difference of grammatical rules and functions of word was adopted to adjust the use of part of speech in this study. It was found that the part of speech in the source language was changed to the different type in the receptor language for the correct syntactic structure and meaningful language in the context of receptor language.

2) The difference of word components

According to the analysis of the difference of word components, it indicated how the words in plural form of source language were translated in the receptor language syntax. Table 4.11 illustrated an analysis of this translation strategy. The following are some examples with explanations (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.11 The difference of word components

No.	Source Text	Receptor Text	Back Translation	Remarks
1	My father had consistently looked for facts, which were irrelevant to people like Hegbert. (p. 9)	พ่อผมจึงมีหน้าที่ไต่สวนสืบหาข้อมูลต่างๆ ซึ่งไม่เห็นจะเกี่ยวอะไรเลยกับคนอย่างเฮกเบิร์ต (หน้า 24)	My father was in charge of interrogating and looking for the facts which there was nothing to do with people like Hegbert.	Syntactic Level The word, "facts" is in the plural form and it is translated as "ข้อมูลต่างๆ" to make the meaning equivalent under

Table 4.11 (continued)

				the syntactical rule of the ST and RT.
2	Sometimes teenagers sent their friends out to "scout the terrain," so to speak, so as not to face possible rejection. (p. 32)	ในหมู่วัยรุ่นอย่างเรา การส่งตัวแทนมา "สำรวจลู่ทาง" เป็นเรื่องฉลาดที่จะไม่ต้องเสียหน้าถ้าถูกปฏิเสธ (หน้า 48)	In such a group of teenagers like us, having sent their friends to explore the possibility was pretty smart way to avoid being lost face if they were rejected.	Syntactic Level The word, "teenagers", is in the plural form of the ST so it is translated as "หมู่วัยรุ่น" to indicate that it is more than one teenagers so that the correct syntactic structure has been made in RT.
3	I didn't want to waste my afternoons meeting with teachers after school-after school!-every week for the rest of the year, ….. (p. 22)	ผมไม่อยากใช้เวลาหลังเลิกเรียนไปประชุมกับพวกครูทุกสัปดาห์ตลอดปี... (หน้า 38)	I didn't want to spend time after school for the meeting with those teachers every week throughout the year.	Syntactic Level The word, "teachers", is in the plural form of the ST so it is translated as "พวกครู" or "those teacher" to indicate that it is more than one teacher so that the correct syntactic structure has been made in RT.

It appeared that the translator used the difference of word components translation strategy because this strategy concerned the different structure of words among the source and receptor language, i.e., gender, number, and tense. According

to this translation analysis, the results showed how the words in the plural form of source language were grammatically translated to the plural form of receptor language. Practically, the translator used some words to indicate things or persons in the plural form.

4.1.2.3 The structure of sentence

There were five strategies provided to deal with the different structure of sentences between the source and the receptor languages.

4.1.2.3.1 The arrangement of word order in phrases or sentences including the consideration in sequencing the importance of messages.

Table 4.12 illustrated an analysis of the arrangement of word order in phrases or sentences including the consideration in sequencing the importance of messages translation strategy. The following were some examples with explanations (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.12 The arrangement of word order in phrases or sentences including the consideration in sequencing the importance of messages

No.	Source Text	Receptor Text	Back Translation	Remarks
1	Anyway, like I said, Hegbert wrote *The Christmas Angel* one year and decided to put on *that* play instead. (p. 6)	จะอะไรก็ช่าง.... อย่างที่ผมเล่านั่น แหละ เฮกเบิร์ตเขียน บทละคร "ทูตสวรรค์วัน คริสต์มาส" เพื่อใช้ แทนเรื่องเก่าเล่าขี่ห้อ (หน้า 20)	No matter what…as I said Hegbert wrote the play "the angle of the Christmas day" for the substitution of the old play.	Syntactic Level The phrase, "The Christmas Angel", is rearranged to new order as, "ทูต สวรรค์วันคริสต์มาส", so as to make the syntactical structure correct in RT.

Table 4.12 (continued)

2	First, though, they help this homeless person (back then they were called bums, by the way), then they stop at an orphanage to see some kids, then visit <u>a lonely old woman</u> who just wanted some company on Christmas Eve. (p. 6)	โดยมีข้อแม้ว่าเขาจะต้องติดตามนางไปช่วยเหลือผู้ยากไร้ก่อน (ยุคนั้นคนจำพวกนี้ถูกเรียกว่า "คนเข็ญใจ") ทั้งสองไปเยี่ยมบ้านเด็กกำพร้า แล้วแวะเยี่ยม<u>หญิงชราผู้โดดเดี่ยว</u>รายหนึ่ง (หน้า 21)	With the agreement that he must accompany her to help the homeless first (in that time, those homeless people were called "tramp") Both of them made a visit to an orphanage then went to visit <u>a lonely old woman</u>.	<u>Syntactic Level</u> The phrase of "<u>a lonely old woman</u>" is rearranged into a new order of "<u>หญิงชราผู้โดดเดี่ยวรายหนึ่ง</u>" to make the language sound natural and acceptable in RT syntax.
3	To put it into perspective, the congressional district that included Beaufort covered <u>the entire eastern part of the state</u> –some twenty thousand square miles–and here wasn't a single town with more than twenty-five thousand people. (p. 8)	จะบอกตำแหน่งแต่ละทีก็ต้องพูดกว้างๆ ว่าเขตเลือกตั้งที่รวมเอาบิวฟอร์ตเข้าไว้ด้วยก็คือ<u>ซีกตะวันออกทั้งหมดของรัฐ</u> (พื้นที่รวมราวสองหมื่นตารางไมล์) เนื่องจากว่าไม่มีเมืองไหนเลยที่มีประชากรเกินสองหมื่นห้าพันคน (หน้า 23)	To tell the position each time, we had to talk in general that the congressional district including Beaufort was <u>the entire eastern region of the state</u> ... (the total area was around twenty thousand square miles) because there was no town which the number of population exceeded twenty-five thousand persons.	<u>Syntactic Level</u> The phrase, "the entire eastern <u>part</u> of the state", is rearranged into the new order, "<u>ซีก</u>ตะวันออกทั้งหมดของรัฐ", so as to make it sounds natural in RT language.
4	Then, in what he called "his moment of inspiration," he started a bank	แล้วหลังจากนั้นก็มาถึงช่วงที่ปู่เรียกอย่างปลาบปลื้มว่า "โอกาสทอง" เมื่อได้	Then, after that it was the time that my grandfather delightedly called that "the gold	<u>Syntactic Level</u> The phrase, "<u>Carter Banking and Loan</u>", is rearranged into

Table 4.12 (continued)

	called Carter Banking and Loan. (p. 12)	ก่อตั้ง "ธนาคารและแหล่งเงินกู้คาร์เตอร์" (หน้า 27)	chance" when he set up a Bank and Loan sources Carter.	a new order, "ธนาคารและแหล่งเงินกู้คาร์เตอร์", for the correct syntactic structure and to make sense of RT language.
5	He told them that when the economy improved, he'd sell their business back to them, and people always believed him. (p. 12)	สัญญากับพวกเขาว่าจะขายกิจการคืนให้เมื่อเศรษฐกิจฟื้นตัว และสัญญาของปู่ก็ได้รับการเชื่อถือเสมอ (หน้า 28)	My grandfather would make a promise that he would sell their business back when the economics rebounded and his words were always credited to them.	Syntactic level The phrase, "He told them that when the economy improved, he'd sell their business back to them", is rearranged into a new order as "ปู่สัญญากับพวกเขาว่าจะขายกิจการคืนให้เมื่อเศรษฐกิจฟื้นตัว", to make it meaningful and sounds natural in RT.
6	Despite the fact that she was thin, with honey blond hair and soft blue eyes, most of the time she looked sort of. . . plain, and that was when you noticed her at all. (p. 16)	ถึงรูปร่างเธอจะโปร่งบาง ผมสีบลอนด์ออกน้ำผึ้ง นัยน์ตาสีฟ้าอ่อนโยน แต่เธอก็ดูราบเรียบไม่มีอะไรสะดุดตา (หน้า 32)	Although her figure was thin and slim with honey blond hair color, gentle blue eyes, but she still looked plain, nothing could catch the eyes.	Syntactic level The phrase, "honey blond hair", is rearranged into a new order as "ผมสีบลอนด์ออกน้ำผึ้ง", to make the syntactic structure correct and meaningful in RT.

Table 4.12 (continued)

7	In the tree beside the porch, a bird started to chirp noisily, as if he knew I wasn't supposed to be here. I concentrated on the sound, trying to calm my nerves. (p. 32)	เสียงนกเจี๊ยวจ๊าวดังมาจากต้นไม้ข้างระเบียง ราวกับจะประท้วงว่าผมไม่ควรมาเสนอหน้าที่นี่ ผมพยายามสงบสติอารมณ์ (หน้า 48)	The noisily sound of birds came from the tree behind the porch as if they were complaining that I should have not been here, I tried to calm down.	Syntactic Level The underlined phrase, "In the tree beside the porch, a bird started to chirp noisily", is sequencing into the appropriate order as "เสียงนกเจี๊ยวจ๊าวดังมาจากต้นไม้ข้างระเบียงราว" in order to make it meaningful and make more sense in RT.

The use of translation by the arrangement of word order or sequencing the importance of messages expressed that this strategy was employed to rearrange the passage into the appropriate order for the acceptable syntactic structure, stylistic writing and natural language.

4.1.2.3.2 The transformation from sentences into phrases or vice versa.

Table 4.13 showed an analysis of transformation from sentences into phrases or vice versa translation strategy. Some examples with explanations were presented next page (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.13 The transformation from sentences into phrases or vice versa

No.	Source Text	Receptor Text	Back Translation	Remarks
1	Only three channels came in the television, though television was never important to those of us who grew up there. (p. 3)	ที่นี่รับสัญญาณโทรทัศน์ได้แค่สามช่อง แต่โทรทัศน์แทบไม่มีบทบาทอันใดต่อวัยเยาว์ของเรา (หน้า 18)	Here received the television signal for only three channels, but television rarely have a role to our childhood.	Syntactic level The sentence, "those of us who grew up there", in the ST is transformed into phrase, "วัยเยาว์ของเรา", so as to make it more concise and meaningful in RT.
2	He'd written his own sermons his whole life, and some of them, we had to admit, were actually interesting, especially when he talked about the "wrath of God coming down on the fornicators" and all that good stuff. (p. 5)	นอกเหนือจากการร่างคำเทศนาด้วยตนเองมาโดยตลอด เราต้องยอมรับว่าบทเทศนา บางเรื่องของเขาน่าทึ่งทีเดียว โดยเฉพาะเรื่อง "พระเจ้าทรงพิโรธลงทัณฑ์ผู้ล่วงประเวณีนอกสมรส" กับเรื่องสยองขวัญอื่นๆ (หน้า 19)	Apart from drafting a sermon thoroughly on his own, we had to accept that some of his sermon were absolutely impressive, especially, the story of "The fury of God on the punishment for the fornicators" and other scary stories.	Syntactic level The phrase in the ST, "wrath of God coming down on the fornicators", is transformed into sentence, "พระเจ้าทรงพิโรธลงทัณฑ์ผู้ล่วงประเวณีนอกสมรส", for the literary writing style and to make the meaning more clearly in RT.
3	The next morning, magically, the music box is underneath the tree, and the angle that's engraved on it	เช้าวันรุ่งขึ้นทอมพบกล่องดนตรีที่ต้องการวางอยู่ใต้ต้นไม้หน้าบ้านและลายแกะสลักรูปทูตสวรรค์บนฝากล่องก็	The next morning, Tom finds the music box that he wants under the tree in front of his house, and an engraved angel on top of the box has	Syntactic level The sentence, "the angle that's engraved on it", is transformed into phrase, "ลายแกะสลักรูปทูต

Table 4.13 (continued)

	looks exactly like the woman he'd seen the night before. (p. 7)	มีใบหน้าเป็นพิมพ์เดียวกับหญิงลึกลับที่เขาพบเมื่อวาน (หน้า 22)	the same face figure as the mysterious woman who he found yesterday.	สวรรค์บนฝากล่อง", to make sense and to make the syntactic structure acceptable in RT.
4	So it wasn't that bad, really. If truth be told, people cried buckets whenever they saw it. (p. 7)	เห็นไหมล่ะว่าละครนี่ไม่เลวเลยจริงๆ เราต้องยอมรับว่า ผู้ชมร้องไห้น้ำตาท่วมโรงทุกรอบ (หน้า22)	See! that this play wasn't that bad, really, we had to accept that the audiences in all rounds always burst into tears.	Syntactic level The sentence, "whenever they saw it" in the ST, has been briefly transformed into the phrase of "ทุกรอบ" to make it meaningful and concise in the RT.
5	Usually I didn't have much trouble staying away from things like this because of my passive nature, and besides, no one ever messed with me when Eric was around. But Eric was off with Margaret somewhere, probably behind the bleachers. (p. 41-42)	ที่ผมหลบเลี่ยงสถานการณ์แบบนี้มาได้โดยตลอดก็เพราะผมเป็นคนสุภาพนุ่มนวลไม่หาเรื่องกับใครแล้วอีกอย่าง . ถ้าผมมีเอริคอยู่ด้วยก็ไม่มีใครกล้ามารังแกผม แต่ตอนนี้เอริคกับมาร์การเร็ตไม่รู้หายไปไหน สงสัยกำลังจู๋จี๋กันอยู่ใต้อัฒจันทร์โรงยิม (หน้า 58)	The reason why I avoid this kind of situation all along because I was a kind of polite and gentle person who didn't like to make a trouble with anyone. There was some more… if I had Eric by my side, on one would bully me but now Eric was away with Margaret somewhere, I was wondering they might be lovey-dovey under the grandstand in the gym.	Syntactic level The phrase, "of my passive nature", is constructed into the sentence, "ผมเป็นคนสุภาพนุ่มนวลไม่หาเรื่องกับใคร", to make the meaning more clearly in RT.

According to this translation analysis, it revealed that the transformation from sentences into phrases or vice versa translation strategy was adopted to modify the different language structures among the source and the receptor languages. According to this translation analysis, some sentences were shortened into phrases or some phrases were constructed into sentences for the equivalent meaning and appropriate writing style and acceptable syntactic structure of the receptor language.

4.1.2.3.3 The adjustment of negative sentences.

Table 4.14 illustrated an analysis of the adjustment of negative sentences translation strategy with some examples and explanations (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.14 The adjustment of negative sentences

No.	Source Text	Receptor Text	Back Translation	Remarks
1	I hate to say that because nowadays people claim that sort of stuff even if their parent was around and use it to excuse their behavior. (p. 10)	จริงๆ ผมไม่อยากพูดแบบนี้เพราะสมัยนี้ใครๆก็ใช้เหตุผลนี้เป็นข้ออ้างสำหรับพฤติกรรมห่วยๆ ของตัวเอง ต่อให้มีพ่อแม่พร้อมหน้าก็ยังอุตส่าห์บอกว่า (หน้า 25)	In fact, I don't want to say something like that because nowadays anyone would use this reason as the excuse to claim for their bad behavior; even their parents was around they still demanded that..	Syntactic Level The affirmative sentence, "I hate to say", is changed to the negative sentence, "จริงๆ ผมไม่อยากพูดแบบนี้", to present another form of sentence structure in the RT but convey the same meaning as in ST.
2	She didn't speak much when my father had the floor, though she winked at me. (p. 21)	เวลาพ่ออยู่แม่จะเก็บปากเก็บคำสงบเงียบแต่ก็ยังแอบหลิ่วตาให้ผม (หน้า 37)	When my father stayed with my mother, she would keep silence but still gave me a wink.	Syntactic Level The negative sentence, "She didn't speak much…", is translated into the affirmative

Table 4.14 (continued)

				sentence, “แม่จะเก็บปากเก็บคำสงบเงียบ”, for the literary writing style of RT.
3	"Of course you can win," my father said quickly. "We Carters always win." (p. 22)	“พูดได้ไง...แกต้องชนะซี” พ่อตอบทันควัน “ตระกูลคาร์เตอร์ไม่เคยแพ้ใคร” (หน้า 37)	“Why did you say that … you will win,” he said immediately. “Carters family never been defeated.”	Syntactic Level The affirmative sentence, “We Carters always win.”, is adjusted into the negative sentence, “ตระกูลคาร์เตอร์ไม่เคยแพ้ใคร”, to show the strong feeling of Mr. Carter to encourage to his son.
4	This went on for a few more minutes—his grilling me about my true intentions, I mean—but luckily Jamie stepped out of the back room, and her father and I both turned our heads at the same moment. Hegbert finally stopped talking, and I breathed a sigh of	การเจรจาดำเนินต่อไปอีกสองสามนาที เขาพยายามซักฟอกเจตนาที่แท้จริงของผม แต่โชคช่วยที่เจมีโผล่มาจากห้องด้านหลัง พอดี ทั้งพ่อของเธอและผมหันไปมองพร้อมๆ กัน การสอบปากคำก็เลยสะดุดหยุดลงแค่นั้น ผมถอนใจโล่งอก	The negotiation carried on for a few minutes, then he tried to go into my real intentions, but luckily, Jamie came out from the room behind. Both her father and I turned back to her. So, the investigation was terminated, I sighed when I saw her in a white blouse and blue skirt. She looked	Syntactic Level The affirmative sentence, “I’d never seen before”, is constructed into the negative form, “ผมไม่เคยเห็นมาก่อน”, because the word, “never”, gives the negative meaning so that it is logically translated to the negative form in RT.

Table 4.14 (continued)

	relief. She'd put on a nice blue skirt and a white blouse I'd never seen before. (p. 38)	เมื่อเห็นเธอในชุดเสื้อขาวกระโปรงฟ้าซึ่งดูดีและผมไม่เคยเห็นมาก่อน (หน้า 54)	nice and I had not seen before.	
5	"I won't," he said softly. Even with me in the room, I could tell he really loved her and wasn't afraid to show it. (p. 38)	"ไม่ดึกหรอกลูก" เสียงเขาอ่อนโยนจนผมบอกได้เลยว่าเขารักลูกมาก และกล้าแสดงออกต่อหน้าผู้อื่นด้วย (หน้า 55)	"No, I won't" his voice was so soft. I could tell you that he loved his daughter so much and he expressed it in front of others but the matter was how he felt about me.	Syntactic Level The negative sentence, "…wasn't afraid to show it", is constructed into the affirmative sentence, "…กล้าแสดงออกต่อหน้าผู้อื่นด้วย", to convey the equivalent meaning in another form of RT.
6	So there I was, sitting with Jamie, barely listening as she described the wonders of Bible school, watching Angela out of the corner of my eye, when Lew spotted me looking at her. (p. 41)	ผมจึงนั่งอยู่ตรงนั้นกับเจมีโดยไม่ได้สนใจฟังเรื่องความล้ำเลิศของโรงเรียนสอนศาสนาที่เธอพร่ำสาธยายหางตาผมคอยแต่จะลอบชำเลืองมองเอนเจลาจนลิวจับได้ว่าผมกำลังเหลือบเล็งไปที่เธอ (หน้า 58)	So, I was sitting there with Jamie. I was not listening to her while she was describing the astonishment of Bible school. I glanced at Angela at a time which made Lew caught a glimpse of me.	Syntactic Level The affirmative sentence, "I was, sitting with Jamie, barely listening as …", is constructed into the negative sentence, "ผมจึงนั่งอยู่ตรงนั้นกับเจมีโดยไม่ได้สนใจฟัง…", because the word, "barely", gives the negative meaning so that it is logically translated in the negative sentence

Table 4.14 (continued)

				in RT.
7	By the time we dropped her off it was ten forty-five, and we drove straight back to Jamie's. I was really worried when we got there because of the way she looked and smelled, and I said a silent prayer hoping that Hegbert wasn't awake. (p. 45)	กว่าจะถึงบ้านเอนเจลาเวลาก็ล่วงไปถึงสี่ทุ่มสี่สิบห้าแล้ว เราต้องรีบไปให้ถึงบ้านเจมีก่อนห้าทุ่ม เมื่อไปถึงใจผมเต้นตึกตักกังวลกับสภาพยับยู่ยี่ของเสื้อผ้าเจมีกับกลิ่นที่ติดตัวเธอได้แต่นึกภาวนาขอให้เฮกเบิร์ตหลับไปแล้ว (หน้า 62)	Before reaching Angela's house, it was about ten forty-five. We had to arrive at Jamie's house before eleven. I was very excited when I was there. I was worried about her crumpled and smelly dress. I was praying and wishing that Hegbert was gone to sleep already.	Syntactic Level The negative sentence, "Hegbert wasn't awake.", is constructed into the affirmative sentence, "เฮกเบิร์ตหลับไปแล้ว", to make it meaningful and sounds natural in RT.

The use of the adjustment of negative sentences appeared that this strategy was used to deal with the non-equivalence of negative sentences between the source and the receptor languages; especially, the sentences which contained negative words but in the positive form or affirmative sentence of the source language. Accordingly, those sentences would have been grammatically translated into the negative sentence of the receptor language.

4.1.2.3.4 The transformation from active voice to passive voice or vice versa.

Table 4.15 presented an analysis of transformation from active voice to passive voice or vice versa translation strategy. Some examples with explanations were presented as follows (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.15 The transformation from active voice to passive voice or vice versa

No.	Source Text	Receptor Text	Back Translation	Remarks
1	In his mind Scrooge was a heathen, who came to his redemption only because he saw ghosts, not angles – and who was to say whether they'd been sent by God, anyway? (p. 4)	ในทัศนะของเขา สครูจเป็นคนนอกศาสนาที่สำนึกผิดกลับใจเพราะเห็นผีไม่ใช่ทูตสวรรค์ เช่นนี้แล้วใครจะกล้ายืนยันว่าพระเจ้าส่งผีพวกนั้นมา (หน้า 19)	In his view, Scrooge was a heathen who realized himself of his wrong perception and came to repent because he saw the ghosts which were not the angels.. If so, who was to confirm that God sent those ghosts here.	Syntactic level The phrase in the form of passive voice "they'd been sent by God" is changed into the form of active voice "พระเจ้าส่งผีพวกนั้นมา" to make the meaning sounds natural and acceptable in RT.
2	Carey was the kind of guy no one wanted to spend time with at all, and the only reason he'd been elected was because he'd run unopposed. (p. 26)	แคริย์เป็นคนที่ใคร ๆ รังเกียจเดียดฉันท์ ที่เขาได้ตำแหน่งมาก็เพราะไม่มีผู้สมัครรายอื่นเป็นคู่แข่ง (หน้า 42)	Carey was a kind of person who anyone didn't want to associate with at all. He had been elected because he had no other candidate applying for this position.	Syntactic Level The sentence in the form of passive voice, "he'd been elected", is constructed into the form of active voice, "เขาได้ตำแหน่งมา", because the sentence which gives the positive meaning often

Table 4.15 (continued)

				used in form of active voice in RT context.
3	My friends would <u>roast</u> me alive. (p. 27)	ผมต้อง<u>โดน</u>เพื่อนเผาทั้งเป็นแน่ ๆ (หน้า 42)	I would have <u>been roasted</u> alive.	<u>Syntactic Level</u> The sentence in the form of active voice, "My friends would <u>roast</u> me alive.", is transformed into the form of passive voice, "ผมต้อง<u>โดน</u>เพื่อนเผาทั้งเป็นแน่ ๆ", because the sentence which gives the negative meaning often used in the form of passive voice in RT.
4	They'd <u>changed the rule</u> owing to the fact that Carey couldn't get a date, and that left me feeling pretty miserable about the whole thing as soon as I found out about it. (p. 39)	กฎข้อเดิม<u>ถูกยกเลิก</u>ไปหลังจากที่ทุกคนรู้ว่าแครีย์หาคู่เดตไม่ได้ ผมแทบคลั่งเมื่อได้ยินข่าวนี้ (หน้า 56)	The previous rule was <u>called off</u> after everyone knew that Carey still hadn't got a date yet. I was almost frantic when I heard this news…	<u>Syntactic Level</u> The sentence in the form of active voice, "They'd <u>changed the rule</u>", is constructed into the form of passive voice, "กฎข้อเดิม<u>ถูกยกเลิก</u>ไป", because the sentence which gives the negative meaning is typically in form

Table 4.15 (continued)

				of passive voice in RT.
5	I think he would have hit me right there, but Jamie suddenly worked her way into the situation. (p. 42)	ผมนึกว่าตัวเองจะต้องโดนหวดฟุบอยู่ตรงนั้นแล้ว แต่เจมีปราดเข้ามาขัดตาทัพทันควัน (หน้า 59)	I think that I was going to be whacked dead right there but Jamie rushed to oppose something bad just in time.	Syntactic Level The sentence in the form of active voice, "he would have hit me right there", is constructed into the passive voice, "ตัวเองจะต้องโดนหวดฟุบอยู่ตรงนั้นแล้ว", because the sentence which gives the negative meaning is typically in the form of passive voice in RT context.

According to the research results, it appeared that translation by transformation from active voice to passive voice or vice versa was used for some sentences written in passive voice and they were constructed to active voice. The passive sentences which gave the positive meaning were often used in the form of active voice in the context of receptor language. On the other hand, the transformation from active voice to passive voice can be made because the sentences written in active form but give the negative meaning often used in the form of passive voice in the context of receptor language.

4.1.2.3.5 The addition or omission of words in sentences.

Table 4.16 presented an analysis of addition or omission of words in sentences translation strategy with some examples and explanations (see all of examples and explanations with the full results in Appendix A, B, and C):

Table 4.16 The addition or omission of words in sentences

No.	Source Text	Receptor Text	Back Translation	Remarks
1	Church, the Church of the Forgiven People, the Church of Sunday Atonement, and then, of course, there were the Baptist churches. (p. 3)	ชื่อต่างๆ นานา เช่น คริสเตียน เฟลโลชิป ฮอลล์, เดอะ เชิร์ช ออฟเดอะ ฟอร์กีฟ เว่น พีเพิล, เดอะ เชิร์ช ออฟ ซันเดย์ อะ ทอนเมนต์ ฯลฯ แน่นอนย่อมต้องมีโบสถ์แบ๊พติสต์อันเป็นคณะที่มีคนขึ้นมากที่สุดในยุคนั้น (หน้า 18)	as Fellowship Hall Christian Church, the Church of the Forgiven People, the Church of Sunday Atonement etc.; of course, there must be a clergy of the Baptist churches which most people came in that time.	Syntactic level The conjunction, "and then", is omitted to adjust the sentence sound natural in RT and it does not effect on the whole meaning of ST.
2	So Hegbert decided to try his hand at writing his own play. (p. 5)	เป็นอันว่าเฮกเบิร์ตได้ฝึกฝีมือประพันธ์กับบทละคร (หน้า 19)	So that Hebbert had tried his writing on the play.	Syntactic level The words, "his own", "decided" and "his", are omitted to adjust the meaning and language structure more concise and meaningful in the RT.
3	He'd written his own sermons his whole life, and some of them, we	นอกเหนือจากการร่างคำเทศนาด้วยตนเองมาโดยตลอด	Apart from drafting a sermon thoroughly on his own, we had to	Syntactic level The noun, "story of" or "เรื่อง", is

Table 4.16 (continued)

	had to admit, were actually interesting, especially when he talked about the "wrath of God coming down on the fornicators" and all that good stuff. (p. 5)	เราต้องยอมรับว่าบทเทศนา บางเรื่องของเขาน่าทึ่งทีเดียว โดยเฉพาะเรื่อง "พระเจ้าทรงพิโรธลงทัณฑ์ผู้ล่วงประเวณีนอกสมรส" กับเรื่องสยองขวัญอื่นๆ (หน้า 19)	accept that some of his sermon were absolutely impressive, especially, the story of "The fury of God on the punishment for the fornicators" and other scary stories.	added to make the syntax correct and sound natural in RT context.
4	To put it into perspective, the congressional district that included Beaufort covered the entire eastern part of the state–some twenty thousand square miles–and here wasn't a single town with more than twenty-five thousand people. (p. 8)	จะบอกตำแหน่งแต่ละทีก็ต้องพูดกว้างๆ ว่าเขตเลือกตั้งที่รวมเอาบิวฟอร์ตเข้าไว้ด้วยก็คือซีกตะวันออกทั้งหมดของรัฐ(พื้นที่รวมราวสองหมื่นตารางไมล์) เนื่องจากว่าไม่มีเมืองไหนเลยที่มีประชากรเกินสองหมื่นห้าพันคน (หน้า 23)	To tell the position each time, we had to talk in general that the congressional district including Beaufort was the entire eastern region of the state (the total area was around twenty thousand square miles) because there was no town which the number of population exceeded twenty-five thousand persons.	Syntactic level The nouns, "persons" or "คน", are added as a classifier with the number of population so as to make the syntax correct and to make the language sounds familiar in RT context.
5	A farmer from Duplin County once wrote the word shit in the blank space, and when my mom saw it, she covered my eyes	ชาวนาจากดับลินเคาน์ตี้ เติมคำว่า "ขี้" ลงในช่องว่างนั่น แม่เห็นปุ๊บรีบเอามือปิดตาผม ปากพร่ำภาวนาขอให้พระเจ้า	A farmer from Duplin County filled the word "shit" in that blank space, once mom saw it then immediately covered my eyes	Syntactic level The word, "God" or "พระเจ้า", is added as a pronoun to make the syntax correct in RT language.

Table 4.16 (continued)

	and said a prayer asking for forgiveness for the poor ignorant bastard. (p. 9)	ทรงอภัยแก่ไอ้สันดานถ่อยทุเรศโสมมผู้นั้น (หน้า 24)	with her hands and prayed for God forgiving for that damn bastard.	
6	"He's such a gentle child," he'd say when a baby had a giant head, or, "I'll bet she's the sweetest girl in the world," if she had a birthmark over her entire face. (p. 10)	"ลูกคุณเรียบร้อยดีจัง" พ่อจะพูดอย่างนี้ถ้าเจอเด็กหัวโตปัญญานิ่ม หรือ "แม่หนูคนนี้จะต้องโตขึ้นเป็นหญิงสาวที่สวยที่สุดในโลก" ต่อให้เด็กคนนั้นมีปานเต็มหน้าก็ตาม (หน้า 25)	"Your kid is well-behaved" dad would always say something like this if he met a kind of an idiot baby with a big head or "This girl will definitely be the most beautiful lady in the world" even though that girl's face was entirely covered with birthmarks.	Syntactic level The verb, "met" or "เจอ", is added to make the syntactic structure correct and to make sense of RT language.
7	My dad….~~he~~ didn't love me…that's why I became a stripper and performed on The Jerry Springer Show…. I'm not using it to excuse the person I've become, I'm simply saying it as a fact. (p. 10)	พ่อไม่รักผม ผมจึงต้องมาเต้นจ้ำบ๊ะออกทีวีในรายการเจอร์รี่สปริงเกอร์โชว์.... ผมจะไม่แก้ตัวน้ำขุ่นๆแบบนั้น ขอบอกเพียงข้อเท็จจริงแล้วกันว่า(หน้า 25)	dad didn't love me so I had to perform a stripper on TV in The Jerry Springer Show program ….I wouldn't excuse unreasonably like that; I just want to tell the fact that…	Syntactic level The pronoun, "he" is omitted to avoid the verbiage because it is already mentioned as "My dad" to make it meaningful and concise in RT.
8	Anyway, my father and Hegbert didn't get along, ~~but~~ it wasn't only because of	เอาละ....ที่พ่อกับเฮกเบิร์ตไม่กินเส้นกันน่ะ มันไม่ใช่เหตุผลทางการเมือง	Anyhow…as dad and Hegbert didn't get along, it was not only the political reasons.	Syntactic level The conjunction, "but", is omitted because it sound unfamiliar in the RT.

Table 4.16 (continued)

	politics. (p. 11)	เท่านั้น (หน้า 27)		
9	Though Beaufort High School wasn't large, I knew for a fact that it was pretty much split fifty-fifty between males and females, which was why I was surprised when I saw that this class was at least ninety percent female. (p. 15)	แม้โรงเรียนมัธยมบิวฟอร์ตจะไม่ใหญ่โตอะไรแต่จำนวนนักเรียนชายหญิงก็มีพอๆ กัน นี่คือสาเหตุที่ทำให้ผมแปลกใจเมื่อมองไปเห็นนักเรียนชั้นนี้เป็นผู้หญิงเสียเกินร้อยละเก้าสิบ (หน้า 30)	Although Beaufort high school wasn't that large but the number of male and female students was also equally the same, which made me surprised when I notice that over ninety out of one hundred of the students in this classroom was female.	Syntactic level The word underlined, "จำนวนนักเรียนชายหญิง", are added to clarify that it is the number of students in school so as to make it meaningful in RT syntax.
10	But Jamie wasn't exactly what I considered attractive, either. (p. 16)	แต่เจมีก็ยังไม่ใช่ผู้หญิงที่ผมจะมองว่าสวย (หน้า 32)	But Jamie wasn't the girl that I would reckon as a beautiful girl.	Syntactic Level The noun, "the girl" or "ผู้หญิง", is added to make the correct syntax and make sense in RT.
11	I'd just finished my first week of school and we were sitting down for dinner. (p. 21)	ตอนนั้นผมเพิ่งเปิดเทอมสัปดาห์แรกและเรากำลังนั่งโต๊ะรับประทานอาหารค่ำกัน (หน้า 37)	The school had just begun for the first week and we were having dinner.	Syntactic Level The verb, "รับประทาน" or "having", is added to make the correct syntax and to make it meaningful in RT.

According to this translation analysis, the findings illustrated that translation by omission of words in sentences was employed to adjust the acceptable syntactic structure and to transfer the equivalent meaning in the receptor language

whereas the addition of words in sentences was adopted when some words needed to be added in order to adjust the different syntactic structures between the source and the receptor languages for the correct syntax and to avoid the meaningless sentences of the receptor language.

4.1.2.4 The structure of paragraphs or discourse

The results revealed that the structure of paragraphs or discourse translation strategy was not found in this study.

4.2 Frequency and Percentage of Translation Strategies Found at a Lexical Level and a Syntactic Level

This part described the frequency and percentage of translation strategies used by the translator at lexical and syntactic levels as shown in Table 4.17

Table 4.17 Frequency and Percentage of Translation Strategies Found at a Lexical Level and a Syntactic Level

Translation Strategies	Frequency	Percentage
1. Translation strategies at a lexical level	461	36.85
2. Translation strategies at a syntactic level	790	63.15
Total	1,251	100

Table 4.17 presented the overall frequency and percentage of translation strategies used at a lexical and a syntactic level. The findings indicated that translation strategies at a lexical level appeared 461 times (36.85%) whereas translation strategies at a syntactic level appeared 790 times (63.15%). It could be summarized that the

translation strategies used at a syntactic level were higher than the translation strategies used at a lexical level.

4.3 Summary of the Chapter

This chapter describes the results of the study which are composed of four main parts including this part. The first part is an analysis of the translation strategies used by the translator at a lexical level. The second part involves an analysis of the translation strategies used by the translator at a syntactic level. The research findings report the frequency and percentage of translation strategies found in both lexical level and syntactic levels and displayed in a tabular form. In addition, some examples and explanations of each strategy are given. The third part shows frequency and percentage of translation strategies found at lexical level and syntactic level. The next chapter will be the conclusion and discussion related to the findings of this chapter including the recommendations.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter finalizes the last part of the study including conclusion, discussion, and recommendations. The first part explains the conclusion of this study. The following will be the discussion describing in accordance with the research finding from Chapter 4. The recommendations presents in the last part including the implications and recommendations for further studies.

5.1 Conclusion

The objectives of this study were 1) to analyze the strategies proposed by Saibua in the translation of *A Walk to Remember* from English into Thai and 2) to find out the frequency of Saibua's strategies used in translation of *A Walk to Remember* from English into Thai.

This research was conducted through quantitative and qualitative methods. Quantitative method involved the statistical calculation used to calculate the frequency and percentage of each strategy found in this translation analysis. The evaluation of Index of Item-Objective Congruence (IOC) was rated by three experts. Meanwhile, qualitative method was adopted to analyze what translation strategies proposed by Saibua (2010) were employed in this study. Regarding this, the descriptive and interpretive analyses were used as techniques to analyze the data in the table list. Moreover, the descriptive data were analyzed to compare the source and receptor languages whereas the interpretative analysis was made to describe back translation and remarks.

The population of this study was the fiction, *A Walk to Remember*, written in English by *Sparks*, American author and translated into Thai version, *Gao Rak Nai Roi Jam*, by *Pitpreecha*, a former S.E.A. writer. The samples were Chapter 1 to Chapter 3 selected purposely from the total 13 chapters of both English and Thai version. They were selected under the consideration of the language style and structure that both versions of the source and receptor languages were much presented in the same way. Data were collected through the document analysis method and analyzed under the theoretical framework of Saibua (2010) and table list analysis. The table list analysis was used to analyze and display the translation strategies found in this study. It composed of four columns with four elements, i.e., 1) source text, 2) receptor text, 3) back translation, and 4) remarks.

The results were divided into two main parts: 1) translation strategies found at a lexical level and a syntactic level, and 2) frequency and percentage of translation strategies found at a lexical level and a syntactic level. The first part composed of two sub-levels, i.e., translation strategies found at a lexical level and a syntactic level separately. The finding of translation strategies found at a lexical level illustrated that the translator employed all five main strategies ranging from the most frequently used to the least frequently used respectively, i.e., adding a descriptive phrase (27.22%), followed by using a more generic word in preference to a specific word (23%), adding conjunction amongst phrases or sentences (18 %), and adding a classifier (15.30%) respectively whereas the remaining two translation strategies, i.e., using phrases or sentences in preference to a specific word and omission of words or idioms were used the least at the same frequency (8.24 %).

Subsequently, the findings of translation strategies found at a syntactic level revealed that translation by omission of words in sentences was the most frequently used strategy (29.37%), followed by sound or transliteration (20.89 %), the difference of grammatical rules and functions of word (18.61 %), the arrangement of word order or sequencing the importance of messages (10.25 %), the adjustment of negative sentences (7.09 %), the addition of words in sentences (4.68 %), the transformation from sentences into phrases or vice versa (4.56 %), the transformation from active voice to passive voice or vice versa (3.92 %), and the difference of word components (0.63%), respectively. However, the structure of paragraphs or discourse was not found in this translation analysis.

The second part was about frequency and percentage of translation strategies found at a lexical level and a syntactic level. The findings showed that the use of translation strategies at a syntactic level were higher than the use of translation strategies at a lexical level.

The content validity of Index of Item-objective Congruence (IOC) at both lexical and syntactic levels were 1.00 which meant that the translation strategies analysis were congruent with the objectives or content.

5.2 Discussion

As stated in the research results, it could describe the research objectives and research questions of this study. The discussion consists of three main parts: 1) translation strategies used by the translator at a lexical level, 2) translation strategies used by the translator at a syntactic level, and 3) frequency and percentage

of translation strategies found at a lexical level and a syntactic level. The first and the second parts discussed the research findings occurred in Chapter 4 while the third part explained frequency and percentage of translation strategies found at a lexical level and a syntactic level.

5.2.1 Translation Strategies Used by the Translator at a Lexical Level

According to the research findings presented in Chapter 4, it appeared that a diversity of strategies was employed by the translator to find a solution for non-equivalence problems in translation.

The results also showed that all five main strategies at a lexical level were found in this analysis. Evidently, they were employed to adjust and modify the meaning equivalence of words or phrases across the source and receptor languages.

The research findings showed that the translator chiefly adopted translation by adding a descriptive phrase in the receptor text. This might be the reasons that there were the problems in cultural-mismatching and translation of non-equivalent words occurred among the source and the receptor language. Significantly, the additional words or phrases in the receptor language were interpreted from the context of the source language to find the meaningful language and to transfer the same sense as in the source language. Some extra information was also added as descriptive words for the stylistic writing reason and some details were added to bring out the intended meaning owning to make more sense and understandable for the audiences in the receptor language.

Translation by using a more generic word in preference to a specific word was the second strategy used by the translator. It seemed that this strategy was

employed to solve the problem for the specific words which were commonly used in the culture of source language but sound unfamiliar and unknown in the culture of receptor language. Moreover, those words with the relevant meanings as in the source language were rarely found. Therefore, using the generic words might be the effective way to convey the meaning more identical to those specific words.

Translation by adding conjunction amongst phrases or sentences was the third strategy utilized by the translator. Regarding the different structures of the source and the receptor languages, the translator may consider this strategy to adjust the equivalence in translation. Conjunctions were added to form an acceptable sentence structure in the context of the receptor language in order that a natural connection among the clauses has been made.

Adding a classifier was the fourth approach adopted in the translation analysis. Practically, a classifier was inevitably added to make the meaning more clearly and meaningful otherwise it would probably be incomprehensible for the audiences in the receptor language.

The last two strategies, i.e., translation by using phrases or sentences in preference to a single word strategy and omission of words or idioms strategy occurred at the same frequency at this level. It was plausible that translation by using phrases or sentences in preference to a single word strategy was adopted because it was functional for words which the translator could not find the exact meaning in the receptor language. Thus, the use of phrases or sentences was necessary to explain the words more clearly and to convey the meaning more closely to the words of the source language.

Translation by omission of words or idioms strategy was used when the translator found that some words or idioms were considered as unimportant message including words or expressions in the culture of source language. These words or expressions were unknown or unfamiliar in the context of the receptor language which may cause the confusion for the audiences of the receptor language. However, the omission of those words or idioms could be done if they did not distort the main idea and the flavor of the source language.

Relating to the findings presenting in Chapter 4, it revealed that all five main strategies were adopted at a lexical level. The most frequently used was translation by adding a descriptive phrase (27.22%), followed by using a more generic word in preference to a specific word (23%), adding conjunction amongst phrases or sentences (18 %), and adding a classifier (15.30%) respectively. Nevertheless, the rest two translation strategies, i.e., using phrases or sentences in preference to a specific word and omission of words or idioms were found least used equally at the same frequency (8.24 %).

With regard to the previous studies, the findings at a lexical level of this study were similar to Teerawikan (2006), who conducted a research in techniques used in film translation for the Last Samurai. It showed that all five strategies at a lexical level were also employed in her study. It was also identical to the study of Sinprasert (2004), who conducted a research in techniques of adjustment in translation Harry Potter and the Philosopher's Stone and Harry Potter and the Chamber of Secrets into Thai. His study showed that the strategy at a lexical level, i.e., adding explanation, was found.

5.2.2 Translation Strategies Used by the Translator at a Syntactic Level

In accordance with the research results at a syntactic level, this study illustrated that translator employed various strategies to adjust the non-equivalence of grammatical structure across the source and the receptor language. The discussion of the following strategies was sequenced from the most used to the least used, respectively.

The findings showed that translation by omission of words in sentences was mostly employed at this level. It was plausible that some words were omitted to avoid the verbiage in the receptor language and to produce the acceptable syntactic structure and meaningful sentence.

Sound and transliteration was the subsequent strategy utilized by the translator. It seemed that this strategy was adopted because it was essential for words which contained no meaning in the receptor language or words which were borrowed from the source language and already used in common as loan words in the context of receptor language. By the way of illustration, such the words were the name of places, people, holy days in the culture of source language, the name of things which were commonly used in daily life and already familiar in the context of receptor language, i.e., the names of drink, trademark, sport game, and magazines.

The adjustment of difference of grammatical rules and functions of word was addressed to analyze the grammatical equivalence. The results showed that the part of speech in the source language was technically changed to the different type in the receptor language. This might be the reason that the translator had to adjust

the acceptable syntactic structure and to make it meaningful in the context of the receptor language, i.e., gerund to verb, gerund to noun, gerund to adjective, noun to verb, noun to adjective, noun to adverb, verb to noun, verb to adjective, adjective to noun, adjective to verb, adverb to adjective, adjective to adverb, adverb to verb, and adverb to noun.

The arrangement of word order in phrases or sentences including the consideration in sequencing the importance of messages involved the chronological order of words or events. This strategy was considered when the word for word translation was not necessary because it did not make it meaningful in the context of receptor language. On that account, the translator adopted this strategy to rearrange the words into the new order in phrases or sentences so as to retain the correctness in syntactical structure of the receptor language. Interestingly, the translator also worked on the consideration in sequencing the importance of messages to make the language more stylistic and meaningful in the receptor context.

The adjustment of negative sentences was applied to the term of negation. It was crucial for some positive sentences which contained the negative meaning. Incidentally, such the sentences would be logically interpreted in negative form of the receptor language. Nonetheless, some sentences were reversely changed into the opposite form, i.e., negative to positive or vice versa, but the meaning were still kept equivalently to the sentence as in the source language. This strategy was probably taken for the semantic or syntactic reason.

The addition of words in sentences translation strategy was obligatory for the adjustment of different syntactic structure among the source and the receptor

language. In practice, this strategy was used when the translator found that some words had to be added to the sentences for the correct and acceptable syntactic structure of the receptor language, otherwise if those words were missed out the syntactic structure errors would occur.

Translation by transformation from sentences into phrases or vice versa involved the construction of phrases or sentences among the source and the receptor languages. It seems that the translator adopted this strategy to construct the structure of sentences, i.e., phrases to sentences or sentences to phrases for the acceptable syntactic structure and language style of the receptor context. This strategy was relatively employed depending on the individual writing style and consideration of each translator.

The transformation from active voice to passive voice or vice versa was used to deal with the difference use of voice across the source and receptor languages. It could be seen that voice is a part of grammatical rules indicating the relation of verb and subject in the sentences. In terms of translation equivalence, the voice was also defined as a part of the translation strategies. According to this study, this strategy was often applied for the active voice sentences which contained the negative meaning in the source language. However, in the context of receptor language those sentences might be inappropriate to put it in the form of active voice provided that the passive voice was introduced to make it more acceptable and sound familiar for the audiences of receptor language. Likewise, the sentences might be written in the form of passive voice but gave the positive meaning. They were often changed into the form of active voice in the context of receptor language.

The last translation strategy found least used in this study was the difference of word components. It was found that the translator presented the way to adjust a different grammatical structure of a singular and a plural form between the source and the receptor language by adding words to indicate the grammatical number either in the form of singular or plural of the receptor language.

Interestingly, the structure of paragraphs or discourse was not found in this translation. According to this translation, it seemed that the sentences in the source text were sequentially translated to the receptor text without swapping its position. However, some differences were found that the use of arrangement of word order and sequencing the importance of message in phrases or sentences involved the rearrangement of clauses within the sentence while the structure of paragraph or discourse was used to deal with the reposition of sentence within paragraphs or discourse.

With reference to the results at a syntactic level, it revealed that translation by omission of words in sentences was found most used (29.37%), followed by sound or transliteration (20.89 %), the difference of grammatical rules and functions of word (18.61 %), the arrangement of word order or sequencing the importance of messages (10.25 %), the adjustment of negative sentences (7.09 %), the addition of words in sentences (4.68 %), the transformation from sentences into phrases or vice versa (4.56 %), the transformation from active voice to passive voice or vice versa (3.92 %), and the difference of word components (0.63%), respectively.

The findings at a syntactic level of this study corresponded to Teerawikan (2006), who conducted a research in techniques used in film translation for the Last

Samurai. The results showed that sound and transliteration was used in her study. The other two main strategies, i.e. using the structure of words and using the structure of sentences were found in the study of Sriyawong (2010) who conducted a research in an analysis of translating strategies used in Aesop's Fables from English into Thai.

5.2.3 Frequency and Percentage of Translation Strategies Found at a Lexical Level and a Syntactic Level

As previously mentioned in the research results in Chapter 4 on frequency and percentage of translation strategies, it indicated that the translation strategies used at a syntactic level were higher than at a lexical level. It was possible that the grammatical rules and structures are the skeleton of all languages. They are used to form an intelligible language which can be accessed and perceived by users while the lexical level of the language including words, phrases, and clauses are used as the components of the sentence structure only.

5.3 Recommendations

Based on the research results of this study, the recommendations were divided into two parts as follows:

5.3.1 Implications

5.3.1.1 The research results are applicable and useful for students who study translation course.

5.3.1.2 The results of this study can be used as a guideline for teachers who teach translation strategies.

5.3.1.3 The results of this study are also beneficial to the translators who are interested in translation works.

5.3.1.4 As illustrated in the research results, translation by adding a descriptive phrase at a lexical level and omission of words in sentences at a syntactic level were employed the most. Accordingly, they are useful and applicable for students, researchers, teachers, and general public to utilize in their study, research, or works.

5.3.2 Recommendations for further studies

5.3.2.1 The main purpose of this study was to analyze the translation strategies according to Saibua (2010) at the basic level, i.e. a lexical level and a syntactic level. It aimed to guide and to suggest the ways to analyze the problems in translation for the beginners. However, it is recommended for those who are interested in studying at a higher level, i.e. at a textual level and a pragmatic level which will be more advantageous to the intermediates and proficiencies who work or study in the field of translation.

5.3.2.2 This research focuses on an analysis of strategies employed in translating from English to Thai. On the other hand, an analysis of translating from Thai to English in different book's types, i.e. non-fiction, poetry, or drama is suggested for further studies.

5.3.2.3 It is recommended that there should be a study focusing on the specific area in translation field involving various kinds of translation equivalence based on other translation theoretical frameworks.

5.3.2.4 It is recommended for other researchers to conduct a research to support the translation industry service's needs which may be useful for clients in the marketplace.

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APPENDICES

APPENDIX A

The Table List Analysis of Translation Strategies Found in Chapter 1 of the Fiction *A Walk to Remember*

	Lexical Level	Syntactic Level
Remarks:	1. Adding explanation	1. Sound or transliteration
	2. Using phrases or sentences in preference to a single word	2. The structure of words
	3. Using a more generic word in preference to a specific word	3. The structure of sentences
	4. Adding conjunction amongst phrases or sentences	4. The structure of paragraphs or discourse
	5. Omission of words or idioms	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
1	In 1958, Beaufort, North Carolina, which is located on the coast near Morehead City, was a place like many other small southern towns. (p. 3)	ค.ศ. 1958 บิวฟอร์ด เมืองชายฝั่งใกล้ๆ มอร์เฮดซิตี้ในรัฐ นอร์ทแคโรไลนาก็ เหมือนกับเมืองเล็ก ทางใต้ทั่วไป (หน้า 17)	AD 1958, Beaufort, a coastal city, which is near Morehead City in the state of Carolina, is a place like normal southern small towns.	Lexical level 1. "AD" or "ค.ศ." is added to clarify the readers in RT that it is the year in ST culture, "The state of" or "รัฐ" is added as a classifier in RT to show that "North Carolina" is the name of region of the country.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
1				2. "<u>is like</u>" or "<u>ที่</u>" are conjunctions added to combine the clauses to form a sentence acceptable in the RT language.				✓					
				<u>Syntactic level</u> 1. The proper names of city and region, "<u>Beaufort</u>", "<u>North Carolina</u>", and, "<u>Morehead City</u>" are transliterated as "<u>บิวฟอร์ด</u>", "<u>มอร์เฮดซิตี้</u>", and "<u>นอร์ทแคโรไลนา</u>" because the meaning are not available in the RT.						✓			
				2. The phrase, "<u>many other small southern towns</u>", is rearranged into a new order as "<u>เหมือนกับเมืองเล็กทางใต้ทั่วไป</u>" to make the syntactic structure correct and make sense in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
2	~~It was the kind of place where~~ the humidity rose so high in the summer that walking out to get the mail made a person feel as if he needed a shower, and kids walked around barefoot from April through October beneath oak trees draped in Spanish moss. (p. 3)	ฤดูร้อนอากาศชื้นจัดจนคนที่เพิ่งเดินออกไปเก็บจดหมายจากตู้ตรงทางเข้าบ้านเป็นต้องนึกอยากอาบน้ำใหม่อีกรอบ ช่วงเดือนเมษายนถึงตุลาคม เด็กๆ ออกมาวิ่งเล่นเท้าเปลือยเปล่าใต้ร่มโอ๊ก ที่หุ้มห่มลำต้นด้วยสแปนิชมอสนุ่มหนา (หน้า 17)	In the summer time, the air is extremely humid that made a person who just got the mail from the box at the entrance of the house wanted to take a shower again, children came out to play barefoot under the shade of oak trees which were covered up the trunk with the thick soft Spanish moss.	Lexical level 1. "the shade of" or "ร่ม" and "thick soft" or "นุ่มหนา" are added as a descriptive words for the stylistic writing reason.	✓								
				2. "the box at the entrance of the house" or "จากตู้ตรงทางเข้าบ้าน" are added as the extra information to make clear in the RT.	✓								
				Syntactic level 1. The phrase, "It was the kind of place where", is omitted because it is not important part and it does not distort the main idea of the message in order to make the meaning more concise in the RT language.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
2				2. "the humidity rose so high in the summer" is rearranged to "ฤดูร้อนอากาศชื้นจัด" to make it meaningful in the RT.								✓	
				3. Word component: "kids" is translated as "เด็กๆ" in the plural form.							✓		
				4. Part of speech: "walking out" acts as a noun in a gerund form of ST but the form is changed to a verb as "เดินออกไป" so as to make the syntactic acceptable in the RT.							✓		
				5. "Oak' and "Spanish moss" are transliterated as "โอ๊ก" and "สแปนิชมอส" because they are more familiar for readers in the RT.						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
2				6. "kids walked around barefoot from April through October" is rearranged to "ช่วงเดือนเมษายนถึงตุลาคม เด็กๆ ออกมาวิ่งเล่นเท้าเปลือยเปล่า" for the individual writing style.								✓	
				7. "trunk" or "ลำต้น" is a noun added to adjust the difference in a syntactic term and to make sense in the RT language.								✓	
3	People waved from their cars whenever ~~they saw~~ someone on the street whether they knew him or not, and the air smelled of pine, salt, and sea, a scent unique to the Carolinas. (p. 3)	คนในรถโบกมือให้คนเดินถนนไม่ว่าจะรู้จักมักจี่กันหรือไม่ ไอทะเลผสมกลิ่นสนอวลกรุ่นในอณูของอากาศคือเอกลักษณ์ของดินแดนแคโรไลนา (หน้า 17)	People in the car waved their hands to people who were walking down the street whether or not they knew each other; the sea smelled of pine mixing in the air was a nature of	Lexical level 1. "The land" or "ดินแดน" are added as a classifier to indicate that the Carolinas is a region.	✓								
				Syntactic level 1. Word order: "People waved from their cars" is rearranged in to a new order as "คนในรถโบกมือ" so as to make the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
3			the land of the Carolinas.	meaning acceptable and syntactical correct in the RT language.									
				2. The phrase, "they saw" is omitted in the RT because it is not important part and to make it more concise and sounds natural in the RT.								✓	
				3. Part of speech: "a scent" acts as a noun in the ST but it is changed in the form of verb "ฮวด กรุ่น" in the RT for the stylistic writing reason.							✓		
				4. The name of state in US "the Carolinas" is transliterated as "แคโรไล นา" it is a proper name of a place and no equivalent meaning provided in the RT language.						✓			
4	For many of the people there, fishing in the Pamlico	สำหรับผู้คนจำนวน หนึ่ง การตกปลาที่	For a number of people, fishing at Pamlico Sound	Lexical level 1. The words underlined,	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
4	Sound or crabbing in the Neuse River was a way of life, ~~and~~ boats were moored wherever ~~you saw~~ the Intracoastal Waterway. (p. 3)	แพมลิโคซาวน์หรือจับปูในแม่น้ำนูสคือวิถีดำรงชีพ ในร่องน้ำแนวฝั่งทุกหนแห่งจึงมีเรือลอยลำเรียงราย (หน้า 17-18)	or crabbing in the Neuse River was a way of life, then, in the channel along the coast everywhere, there were the boats floating.	"floated orderly" or "ลอยลำเรียงราย", are added to the main word, "moored" as a reduplicated word to make the language elegant and stylistic in the RT.	✓								
				2. The specific word of "the Intracoastal Waterway" is translated to a more generic word as "ร่องน้ำแนวฝั่ง" because it does not sound familiar in the RT context.			✓					✓	
				Syntactic level 1. The conjunction, "and", is omitted because it sound unfamiliar in the RT.								✓	
				2. The names of place and river, "the Pamlico Sound" and "the Neuse River", are transliterated as "แพมลิโคซาวน์" and						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
4				"แม่น้ำนูส" because they contain no equivalent meanings in the RT.									
				3. Word order: "boats were moored wherever you saw the Intracoastal Waterway" is rearranged "ในร่องน้ำแนวฝั่งทุกหนแห่งจึงมีเรือลอยลำเรียงราย" to make it sounds natural in the RT.								✓	
				4. The passive voice in ST, "boats were moored", is transformed into active voice, 'boats floated orderly"" or "เรือลอยลำเรียงราย", to make the language more natural in the RT context.								✓	
				5. The unimportant phrase "you saw" is omitted so as to make the meaning sounds natural in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
5	Only three channels came in the television, though television was never important to those of us who grew up there. (p. 3)	ที่นี่รับสัญญาณโทรทัศน์ได้แค่สามช่อง แต่โทรทัศน์แทบไม่มีบทบาทอันใดต่อวัยเยาว์ของเรา (หน้า 18)	TV, which was rarely important, could receive only three channels, but television rarely have a role to our childhood.	Lexical level 1. The nouns, "signal" or "สัญญาณ" are added to make the meaning more complete and make the sense of the RT language.	✓								
				2. The conjunctions of "Here… but… to" or "ที่นี่……..แต่…….ต่อ…" are added so as to make the sentence sounds familiar in the RT context.				✓					
				Syntactic level 1. The sentence, "those of us who grew up there", in the ST is transformed into phrase, "วัยเยาว์ของเรา", so as to make it more concise and meaningful in the RT.								✓	
				2. The sentence in ST, "though television was never important to those of us", is adjusted as the negative sentence,								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
5				“โทรทัศน์แทบไม่มีบทบาทอันใด”, because the word, “never” is used as the affirmative form in the ST but it gives the negative meaning provided that the form is changed into negative in the RT syntax.								✓	
6	~~Instead our lives were centered around the churches~~, of which there were eighteen within the town limits alone. (p. 3)	แค่เมืองนี้เมืองเดียวก็มีตั้งสิบแปดโบสถ์ (หน้า 18)	Only in this town alone, there were up to eighteen churches.	Lexical level 1. The conjunctions, “แค่...ก็...”, are added to make the sentence sounds natural in the RT.				✓					
				Syntactic level 1. The omission of the phrase, “Instead our lives were centered around the churches” can be made as long as the main idea is not distorted and it makes the meaning more concise in RT language.								✓	
7	They went by names like the Fellowship Hall Christian	โบสถ์แต่ละโบสถ์มี	Each church was named differently such	Lexical level 1. The extra explanations, “which most people came	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
7	Church, the Church of the Forgiven People, the Church of Sunday Atonement, ~~and then~~, of course, there were the Baptist churches. (p. 3)	ชื่อต่างๆ นานา เช่น คริสเตียน เฟลโลชิป ฮอลล์, เดอะ เชิร์ช ออฟเดอะ ฟอร์กีฟ เว่น พีเพิล, เดอะ เชิร์ช ออฟ ซันเดย์ อะ ทอนเมนต์ ฯลฯ แน่นอนย่อมต้องมีโบสถ์แบ๊พติสต์อันเป็นคณะที่มีคนขึ้นมากที่สุดในยุคนั้น (หน้า 18)	as Fellowship Hall Christian Church, the Church of the Forgiven People, the Church of Sunday Atonement etc.; of course, there must be a clergy of the Baptist churches which most people came in that time.	in that time." or "อันเป็นคณะที่มีคนขึ้นมากที่สุดในยุคนั้น", are added to make the meaning more clearly and complete in the RT.									
				2. The adverbs, "ต่างๆ นานา" or "differently" and "ฯลฯ" or "etc.", are added to show that there are many more things in the list that have just mentioned and to make it suitable in the RT context.	✓								
				Syntactic level 1. The conjunction, "and then", is omitted to adjust the sentence sound natural in RT and it does not effect on the whole meaning in ST.								✓	
				2. The proper names of churches, "the Fellowship Hall Christian", "the							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
7				Church of the Forgiven People", "the Church of Sunday Atonement", and "the Baptist churches", are transliterated as "คริสเตียน เฟลโลชิป ฮอลล์", "เดอะ เชิร์ช ออฟ เดอะ ฟอร์กีฟเว่น พีเพิล", "เดอะ เชิร์ช ออฟ ซันเดย์ อะทอนเมนต์", and "โบสถ์แบ๊พติสต์" because there are no equivalent words in the RT.						✓			
8	~~When I was growing up, it was far and away the most popular denomination around~~, and there were Baptist churches on ~~practically~~ every corner of town,	แต่ละมุมเมืองมีโบสถ์แบ๊พติสต์ตั้งอยู่ และต่างถือว่าตัวเหนือชั้นกว่าโบสถ์อื่นในคณะเดียวกัน (หน้า 18)	There were Baptist churches located on each corner and each considered itself superior than other churches of the same group.	Lexical level 1. The phrases, "the same group" or "ในคณะเดียวกัน", are added to make the meaning more complete in the RT.	✓								
				Syntactic level 1. The word, "practically" is omitted to make								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
8	though each considered itself superior to the others. (p. 3)			meaning sound natural in the RT context and it can be made because it does not affect the main idea in the ST.									
				2. The omission of the sentence, "When I was growing up, it was far and away the most popular denomination around" can be made as long as it does not distort the main idea in ST and to make it sound natural in the RT.								✓	
				2. "Baptist" is a kind of church in the ST culture and transliterated as "แบ๊พติสต์" because it has no equivalent meaning available in the RT.						✓			
				3. The sentence, "there were Baptist churches on practically every corner of town", in the ST is rearranged in to a new order as "แต่ละมุมเมืองมี							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				โบสถ์แบ๊พติสต์ตั้งอยู่" to make it sound natural in the RT language.									
9	There were Baptist churches of every type–Freewill Baptists, Southern Baptists,Congregational Baptists, Missionary Baptists, Independent Baptists … well, you get the picture. (p. 4)	เรามีโบสถ์แบ๊พติสต์สารพัดชื่อ... ฟรีวิลล์แบ๊พติสต์, เซาท์เทิร์นแบ๊พทิสต์, คองครีแคชันแนล แบ๊พติสต์, มิชชันนารี แบ๊พติสต์, อินดิเพนเดนต์ แบ๊พติสต์ ฯลฯ ... นี่แค่พอยกตัวอย่างให้พอเห็นภาพเท่านั้นนะ (หน้า 18)	We have Baptist churches with a variety of names... Freewill Baptists, Southern Baptists, Congregational Baptists, Missionary Baptists, Independent Baptists and etc. … Here are exemplified just to get the picture.	Lexical level 1. The adverbs, "etc." or "ฯลฯ", are added to show that there are still many more churches which have not been mentioned.	✓								
				2. The verbs, "exemplified" or "ยกตัวอย่าง", are added in order to make the acceptable syntactic structure in the RT language.	✓								
				Syntactic level 1. The name of churches of "Freewill Baptists", "Southern Baptists", "Congregational Baptists", "Missionary Baptists", and "Independent Baptists" are transliterated into						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
9				"เซาท์เทิร์น แบ๊พทิสต์", "คองครีเคชันแนล แบ๊พติสต์", "มิชชันนารี แบ๊พติสต์", and "อินดิเพนเดนต์ แบ๊พติสต์" because no equivalent words provided in the RT.									
10	Back then, the big event of the year was sponsored by the Baptist church downtown – Southern, if you really want to know – in conjunction with the local high school. (p. 4)	สมัยนั้นงานใหญ่ประจำปีคืองานโบสถ์แบ๊พติสต์ที่ดาวน์ทาวน์ (เซาท์ เทิร์น แบ๊พติสต์ –ถ้าคุณอยากรู้จักชื่อ) งานนี้มีเจ้าภาพร่วมคือโรงเรียนมัธยมในย่านนั้น (หน้า 18)	At that time, the big event of the year was the Baptist church event at downtown Southern Baptist – if you (want to know its name – the co-sponsor of this event was the high school in that area.	Syntactic level 1.The name of places, "the Baptist church", "downtown", and "Southern", are transliterated as, "โบสถ์แบ๊พติสต์", "ดาวน์ทาวน์", and "เซาท์เทิร์น" because there are no equivalent meanings provided in the RT.						✓			
				2. The word, "sponsored", is in the form of verb in the ST and it is translated as							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
10				"เข้าภาพ" which is in the form of noun in order to make the syntactic structure acceptable and to make sense in the RT.									
				3. The word, "local" is in the form of an adjective and it is translated as "ย่าน" which is in the form of noun to make it meaningful in the RT.							✓		
				4. The phrase, "in conjunction with the local high school" in the ST, is transformed into the sentence, "งานนี้มีเจ้าภาพร่วมคือโรงเรียนมัธยมในย่านนั้น" to make more sense in the RT.								✓	
				5. The preposition, "ที่", is added to make the sentence acceptable and syntactical correct in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
11	Every year ~~they put on their~~ Christmas pageant at the Beaufort Playhouse, ~~which was actually a play~~ that had been written by Hegbert Sullivan,a minister who'd been with the church since Moses parted the Red Sea. (p. 4)	ทุกปีมีการแสดงละครคริสต์มาสที่โรงละครบิวฟอร์ตโดยฝีมือเขียนบทของเฮกเบิร์ต ซัลลิแวน สาธุคุณที่เทศน์ประจำโบสถ์นี้มานานชั่วกัปกัลป์ ตั้งแต่ครั้งท่านโมเสสแหวกน้ำข้ามทะเลแดงโน่น (หน้า 18)	Every year there was the Christmas play at Beaufort theater by skillful writer, the Reverend Hegbert Sullivan who gave a regular sermon at this church for all eternity, since Sir Moses parted the water across that Rea Sea.	Lexical level 1. The phrases, "for all eternity" or "มานานชั่วกัปกัลป์", are added for the stylistic writing reason in the RT context.	✓								
				2. The pronoun, "Sir" or "ท่าน", is a register added to show respect to the people in higher status and it is appropriate and meaningful in the RT context.	✓								
				Syntactic level 1. The phrases, "they put on their" and "which was actually a play", are omitted in the RT because they are not important messages and they do not distort the main idea in the ST.								✓	
				2. The names of holy day, place, and people, "Christmas", "the Beaufort", "Hegbert							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
11				Sullivan", and "Moses", are transliterated as "ดริสต์มาส", "บิวฟอร์ต", "เฮกเบิร์ต ซัลลิแวน", and "โมเสส" because they have no equivalent meanings available in the RT.									
				3. The verbs, "gave a sermon" or "เทศน์", and "across" or "ข้าม", are added for the syntactical adjustment to make the language acceptable and sound natural in the RT.								✓	
12	Okay, maybe he wasn't that old, but ~~he~~ was old enough that you could almost see through the guy's skin. (p. 4)	อ้อ...ผมเว่อร์ไปหน่อยนะ เขาไม่แก่ถึงขั้นนั้นหรอกแต่ก็หง่อมพอที่คุณจะมองทะลุเนื้อหนังเขาได้ (หน้า 18)	Uh...I'm a little bit exaggerated, he wasn't that old but old enough that you could see through his skin.	Lexical level 1. The phrases, "Uh...I'm a little bit exaggerated" or "อ้อ...ผมเว่อร์ไปหน่อยนะ", are the extra information added to show the intended meaning of the story teller of the ST as the spoken language of	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
12				the RT context.									
				Syntactic level 1. The pronoun, "he", is omitted to reduce the redundancy use of pronoun so as to make the meaning more concise in the RT context.								✓	
13	It was sort of clammy ~~all the time~~, and translucent – kids would swear ~~they~~ actually saw the blood flowing through his veins – and his hair was as white as those bunnies ~~you see~~ in pet stores around Easter. (p. 4)	คือว่าผิวของเขาแสนจะหย่อนยานบางจ๋อยเสียจนเด็กๆ ชอบพูดกันว่าบางจนเห็นเลือดไหลวนอยู่ในเส้นโลหิตเลยละ และผมเผ้าของเขาก็ขาวโพลนพอๆ กับกระต่ายในร้านขายสัตว์เลี้ยงช่วงเทศกาลอีสเตอร์ด้วย (หน้า 18)	Well, his skin was very flabby and transparent so children often said it was thin enough to see the blood circulated in his vain and his hair was completely white the same as the bunnies in the pet stores around the Easter event.	Lexical level 1. The words, "event" or "เทศกาล", are added as a classifier to explain that "Easter" is the Christian event in the ST context.	✓								
				2. The conjunctions, "คือว่า....เสียจน..." or "Well... so", are added to adjust the sentence sounds natural for readers in the RT language.				✓					
				Syntactic level 1. The pronoun, "they" is omitted to avoid the redundancy of the word, "kids", in order to make it more concise in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
13				1. The omission of the phrases, "<u>all the time</u>" and "<u>you see</u>", can be made to make the meaning more concise as long as the main point in the ST is not missing.								✓	
				2. The word, "<u>flowing</u>" acts as a gerund noun in ST but it is translated to "<u>ไหลวน</u>" in the form of verb so as to make the correct syntax in the RT.							✓		
14	Anyway, he wrote this play called *The <u>Christmas</u> Angle*, because ~~he~~ didn't want to keep on performing that ~~old~~ <u>Charles Dickens</u> ~~classic~~ *A Christmas Carol.* (p. 4)	เขาแต่งบทละครเรื่อง "<u>ทูตสวรรค์วัน</u> <u>คริสมาสต์</u>" ขึ้นมา เพราะไม่อยากให้<u>เล่น</u> ซ้ำซาก จะอะไรก็ช่าง .... แต่ "<u>คริสมาสต์</u> <u>แครอล</u>" ของ <u>ชาร์ลส์</u> <u>ดิกเก้นส์</u> (หน้า 18)	He wrote this play titled "the angle of the Christmas <u>day</u>" because he didn't want to play repeatedly with no matter what... only just "The Christmas Carol" of Charles Dickens.	<u>Lexical level</u> 1. The word, "<u>day</u>" or "<u>วัน</u>", is added as a classifier to indicate that it is the Christmas day.	✓								
				2. "<u>Old</u>" and "<u>classic</u>" are omitted because these two words do not affect the main idea in the ST.					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
14				Syntactic level 1. The pronoun, "he didn't want to …" is omitted to reduce the redundancy use of pronoun because it is already mentioned in the previous clause.								✓	
				2. The name of a holy day and place, "Christmas", "Charles Dickens", and "A Christmas Carol", are transliterated as "วันคริสมาสต์", "ชาร์ลส์ ดิกเก้นส์", and "คริสมาสต์ แครอล" because the equivalent meanings are not provided in the RT language.						✓			
				2. The word "performing" acts as a noun in the ST and it is translated as "เล่น" in the form of verb to make the syntactic structure correct in RT.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
15	In his mind Scrooge was a heathen, who came to his redemption only because he saw ghosts, not angles – and who was to say whether they'd been sent by God, anyway? (p. 4)	ในทัศนะของเขา สครูจเป็นคนนอกศาสนาที่สำนึกผิดกลับใจเพราะเห็นผีไม่ใช่ทูตสวรรค์เช่นนี้แล้วใครจะกล้ายืนยันว่าพระเจ้าส่งผีพวกนั้นมา (หน้า 19)	In his view, Scrooge was a heathen who realized himself of his wrong perception and came to repent because he saw the ghosts which were not the angels. If so, who was to confirm that God sent those ghosts here.	Lexical level 1. The conjunctions "เช่นนี้แล้ว" or "if so" are added to make a connection among the clauses in order to make the language sounds natural in the RT.				✓					
				Syntactic level 1. The proper name of a person is typically transliterated in the RT like "Scrooge" is transliterated as "สครูจ".						✓			
				2. The word, "redemption" acts as a noun in ST and it is changed the part of speech to the form of verb "สำนึกผิดกลับใจ" to have the syntactic correctness in the RT.							✓		
				3. The phrase in the form of passive voice "they'd been sent by God" is transformed into the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
15				active voice "พระเจ้าส่งผีพวกนั้นมา" to make the meaning sounds natural and acceptable in the RT language.									
16	And who was to say he wouldn't revert to his sinful ways ~~if they hadn't been sent directly from heaven~~? (p. 4)	จึงไม่มีหลักประกันเลยว่าตาเฒ่าสครูจะไม่หวนกลับไปทำชั่วอีก (หน้า 19)	So there is no guarantee that the old Scrooge wouldn't revert to do his sinful again.	Syntactic level 1. The word "sinful" acts as an adjective in the ST and the part of speech is changed to verb form, "ทำชั่ว", in order to make the syntactic correct and acceptable in the RT.							✓		
				2. The omission of the phrase, "if they hadn't been sent directly from heaven?", is made because it is not important part and it does not distort the main idea of the message in the ST.								✓	
17	The play didn't ~~exactly~~ tell you ~~in the end~~ it sort of	บทละครของดิกเก้นส์ไม่ได้เฉลยปริศนา	The Dickens's play didn't answer those	Lexical level 1. The word, "exactly", is omitted to make the					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
17	plays into faith and all – but Hegbert didn't trust ghosts if they weren't actually sent by God, which wasn't explained in plain language, and this was his big problem with it. (p. 4)	เหล่านี้แต่ทิ้งไว้ให้ขึ้นกับศรัทธาความเชื่อของเรา เฮกเบิร์ตไม่วางใจว่าผีทั้งสามมาจากสวรรค์เพราะไม่มีการระบุที่มาชัดเจน นี่เป็นเรื่องใหญ่เหลือเกินสำหรับเขา (หน้า 19)	questions but leaving us with our faith and belief, Hegbert didn't trust those three ghosts that they came from heaven because no background was clearly informed; this was really big issue for him.	meaning sounds natural in the RT language.									
				2. The word underlined, "The Dickens's play" or "บทละครของดิกเก้นส์", is added to clarify that there is the play of Dickens.	✓								
				3. The words "question" or "ปริศนา" are added so as to make more sense in the RT.	✓								
				4. The conjunctions, "but" or "แต่", are added to make a contrast among the clauses so as to make the language sounds natural in the RT.				✓					
				5. The words underlined, "those three ghosts" or "ผีทั้งสาม", are added to clarify the intended meaning in the ST culture.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
17				6. The specific word "God" is translated as the generic word "สวรรค์" so as to make the meaning sounds natural in the RT.			✓						
				Syntactic level 1. The phrase, "in the end" is omitted because it is not the important message and the main point is still kept in the RT.								✓	
				2. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person which contains no meaning determined in a dictionary in the RT language.						✓			
				3. The phrase in the form of passive voice, "if they weren't actually sent by God", is translated into the form of active voice, "ผีทั้งสามมาจากสวรรค์", to								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
17				make the meaning more natural in the RT language.									
				4. The phrase in the form of passive voice, "which wasn't explained in plain language", is transformed into active voice, "เพราะไม่มีการระบุที่มาชัดเจน", so as to make the form and meaning sound familiar in the RT language.								✓	
18	A few years back he'd changed the end of the play – sort of followed it up with his own version, complete with old man Scrooge becoming a preacher and all, heading off to Jerusalem ~~to find the place where Jesus once taught the~~	หลายปีก่อนเขาลองปรับแก้บทตอนจบของดิกเก้นส์ให้สอดคล้องกับตนเอง โดยให้เฒ่าสครูจกลับตัวเข้าข้อสรุปใหม่ๆ ของโบสถ์กลายเป็นสาธุคุณนักเทศน์ แล้ว	A few years ago, he tried to adapt the end of Dickens's play to correspond to the new conclusion of his own version by turning the old Scrooge over a new leaf back to the church as the Reverend	Lexical level 1. The words underlined, "end of Dickens's play" or "บทตอนจบของดิกเก้นส์", are added to clarify that it is the play of Dickens.	✓								
				2. The word, "the Reverend" or "สาธุคุณ", is added to show the status which is higher than just a preacher.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
18	~~scribes~~. (p. 4)	ออกจาริกแสวงบุญไป ยังเยรูซาเล็ม (หน้า 19)	preacher then made a pilgrimage to Jerusalem.	3. The conjunction, "โดย.....แล้ว", is added to combine the clauses in order to form the acceptable sentence and to make it sound natural in the RT language.				✓					
				Syntactic level 1. The word, "becoming", acts as a noun in a gerund form in the ST and when translated, the part of speech is changed into the form of verb, "กลับตัว", so as to make the syntax correct and acceptable in the RT.							✓		
				2. The phrase, "the end of the play", is rearranged to "บทตอนจบ" so as to make the language sounds natural in the RT language.								✓	
				3. The word, "heading off", acts as a gerund noun in the ST and when							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
18				translated, the part of speech is changed in the form of verb, "ออกจาริกแสวงบุญ", in order to make the syntactic structure correct and acceptable in the RT language.									
				4. The unimportant phrase, "to find the place where Jesus once taught the scribes.", is omitted because it does not affect the main idea of the message in the ST.		✓						✓	
19	It didn't fly too well – not even to the congregation, who sat in the audience staring wide-eyed at the spectacle – and the newspaper said things like "Though it was certainly interesting, it wasn't exactly the play	แต่มันก็ไม่ประสบผลสำเร็จทั้งในโรงละครที่ผู้ชมงุนงงเป็นไก่ตาแตก และในหน้าหนังสือพิมพ์ซึ่งลงบทวิจารณ์ว่า "เนื้อหาน่าสนใจดี	But it wasn't successful because the audiences in the theater completely got into a muddle and the newspaper pages posted a review that "The content	Lexical level 1. A single word, "the congregation", is translated as a phrase, "โรงละครที่ผู้ชม", to convey the meaning more clearly in the RT.			✓							
				2. The conjunctions, "แต่...ทั้ง...และ...แต่นี่", are added to make the				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
19	we've all come to know and love....." (p. 4-5)	แต่นี่ไม่ใช่ละครเรื่องเดิมที่ทุกคนคุ้นเคยและชื่นชม..." (หน้า 19)	was interesting but this was not the old play which everyone familiar and love..."	sentence acceptable and meaningful in the RT context.									
				3. The words underlined, "the newspaper pages" or "หน้าหนังสือพิมพ์", and "posted a review" or "ลงบทวิจารณ์", are added to make the meaning sounds natural in the RT context.	✓								
				Syntactic level 1. The part of speech of the word "exactly" is in the form of adverb in the ST and it is translated to the adjective form, "เดิม", for the correct syntactic structure and to make the meaning sounds natural in the RT context.							✓		
				2. The addition of a pronoun, "which everyone familiar" or "ที่ทุกคนคุ้นเคย", and								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
19				pronoun, "which posted a review" or "ซึ่งลงบทวิจารณ์", has made the structure of sentence correct and acceptable in the RT language.									
20	So Hegbert ~~decided~~ to try ~~his~~ hand at writing ~~his own~~ play. (p. 5)	เป็นอันว่าเฮกเบิร์ตได้ฝึกฝีมือประพันธ์กับบทละคร (หน้า 19)	So that Hebbert had tried his writing on the play.	Syntactic level 1. The words, "his own", "decided" and "his", are omitted to adjust the meaning and structure more concise and meaningful in the RT.								✓	
				2. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person which has no meaning available in the RT.						✓			
21	He'd written his own sermons his whole life, ~~and~~ some of them, we had to admit, were actually	นอกเหนือจากการร่างคำเทศนาด้วยตนเองมาโดยตลอด เราต้อง	Apart from drafting a sermon thoroughly on his own, we had	Lexical level 1. The conjunctions, "Apart from" or "นอกเหนือจาก", are added to combine the clauses to				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
21	interesting, especially ~~when he talked about~~ the "wrath of God coming down on the fornicators" and all that good stuff. (p. 5)	ยอมรับว่าบทเทศนาบางเรื่องของเขาน่าทึ่งทีเดียว โดยเฉพาะเรื่อง "พระเจ้าทรงพิโรธลงทัณฑ์ผู้ล่วงประเวณีนอกสมรส" กับเรื่องสยองขวัญอื่นๆ (หน้า 19)	to accept that some of his sermon were absolutely impressive, especially, the story of "The fury of God on the punishment for the fornicators" and other scary stories.	form the acceptable sentence and to make it meaningful in the RT.									
				Syntactic level 1. The conjunction, "and", is omitted to make the language sounds familiar in the RT.								✓	
				2. The sentence, "He'd written his own sermons his whole life", is transformed into a phrase, "นอกเหนือจากการร่างคำเทศนาด้วยตนเองมาโดยตลอด" in order to make the structure of sentence more correct and meaningful in the RT.								✓	
				3. The message, "some of them, we had to admit", is rearranged into the appropriate order as "เราต้องยอมรับว่าบทเทศนาบางเรื่องของเขา" in order to								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
21				make it meaningful in the RT language.									
				4. The omission of the phrase, "when he talked about", can be made as long as the main idea is not distorted so as to make the meaning more concise in the RT.								✓	
				5. The word "wrath" acts as a noun in the ST and it is translated as a verb, "ทรงพิโรธ", for the acceptable syntactic structure in the RT.							✓		
				6. The word "coming down" acts as a noun in the gerund form of the ST and it is translated as a verb, "ลงทัณฑ์", for the acceptable syntactic structure in the RT.							✓		
				7. The phrase in the ST, "wrath of God coming down on the fornicators", is transformed into								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
21				sentence, "พระเจ้าทรงพิโรธลงทัณฑ์ผู้ล่วงประเวณีนอกสมรส", for the literary writing style and to make the meaning more clearly in the RT.									
				8. The noun, "story of" or "เรื่อง", is added to make the syntax correct and sounds natural in RT.								✓	
22	That really got his blood boiling, ~~I'll tell you~~, when ~~he~~ talked about the fornicators. (p. 5)	เลือดในกายเขาจะเดือดพล่านทุกครั้งที่เอ่ยถึงผู้ประพฤติผิดในกาม (หน้า 19)	Blood in his body would be bubbly boiling whenever he was talking about the fornicators.	Syntactic level 1. The pronoun, "he" is omitted to reduce the redundancy of pronoun because it is already mentioned as "เขา" in the previous clause.								✓	
				2. The word, "boiling", acts as a noun in a gerund form of the ST and it is translated in the form of a							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
22				verb, "เดือดพล่าน", for the acceptable syntactic structure in the RT.									
				2. The omission of an unimportant phrase, "I'll tell you", is made because its meaning sounds unfamiliar in the RT.								✓	
23	That was his ~~real~~ hot spot. When we were younger, my friend and I would hide behind the trees and shout, "Hegbert is a fornicator!" when we saw him walking down ~~the street~~ , and we'd giggle ~~like idiots~~, like we were the wittiest creatures ever to inhabit the planet. (p. 5)	ใช่เลย นี่ละ "จุดเดือด" ของเขาตอนที่ผมกับเพื่อนยังเด็กๆ เราชอบไปหลบหลังต้นไม้เมื่อเห็นเขาเดินมา รอจังหวะที่จะร้องตะโกนดังๆ ว่า"เฮกเบิร์ตละเมิดประเวณี" แล้วหัวเราะเอิ๊กอ๊าก ปลื้มตัวเองราวกับเป็นสุดยอดอัจฉริยะของโลก (หน้า 19)	Yes, this was his "boiling point". When I and my friends were young, we loved to hide behind the tree when we saw him coming down and waited for interrupting and shouted out loud "Hegbert was a fornicator. " , then giggled pleasing ourselves as if we were the most world genius.	Lexical level 1. The interjection, "Yes" or "ใช่เลย", is added for a stylistic writing reason.	✓								
				2. The adjective, "real", is omitted so as to make the meaning sounds familiar in the RT context.					✓				
				3. The omission of unimportant word "the street" is made to make it more concise in the RT context.					✓				
				4. The words, "pleasing ourselves" or "ปลื้มตัวเอง", are added to explain more about the	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
23				feeling of the character in the ST.									
				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person which does not convey any meaning in the RT language.						✓			
				2. The word, "fornicator" acts as a noun in the ST and it is translated in a verb form, "ละเมิดประเวณี", for the acceptable syntactic structure in the RT.							✓		
				3. The word, "walking down", acts as a noun in the gerund form of the ST and it is translated to the form of verb, "เดินมา", for the acceptable syntactic structure in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
23				4. The phrase, "<u>When we were younger, my friend and I</u>" is rearranged into the appropriate order as "<u>ตอนที่ผมกับเพื่อนยังเด็กๆ</u>" because the clauses are merged to make it meaningful in the RT context.								✓	
				5. The main idea is still kept although the phrase "<u>like idiots</u>" is omitted because it is not the main idea of the message.								✓	
				6. The non-equivalent word "<u>the wittiest</u>" is translated as "<u>สุดยอดอัจฉริยะ</u>" to convey the appropriate meaning in the RT.							✓		
24	Old Hegbert, ~~he~~'d stop dead ~~in his tracks and his~~ ears would perk up I	เฒ่าเฮกเบิร์ตจะหยุดกึก ใบหูตั้งชัน(ผมสาบาน<u>ได้ว่าเห็นจริงๆ</u>	Old Hegbert would stop suddenly with his ears perked up, (I would swear that I had	<u>Lexical level</u> 1. The conjunctions, "<u>moreover</u>" or "<u>แถม</u>" are added to combine the clauses so as to form the				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
24	swear ~~to God~~, they actually moved and ~~he~~'d turn this bright shade of red, like he'd just drunk gasoline, ~~and~~ the big green veins in ~~his~~ neck would ~~start~~ sticking out ~~all over~~, like ~~those~~ maps of the Amazon River ~~that you see~~ in *National Geographic*. (p. 5)	แถมมันยังกระดิกได้ด้วย) แล้วผิวเผือดของเขาจะกลายเป็นสีแดงก่ำเหมือนโดนกรอกน้ำมันก๊าดเข้าทางปากเส้นเลือดใหญ่สีเขียวๆ ที่ลำคอจะปูดขึ้นเหมือนเส้นแม่น้ำอเมซอนในแผนที่เนชันแนล จีโอกราฟฟิก (หน้า 19-20)	really seen it, moreover, it actually wiggled.) Then his pale skin would turn into red color like he was filled with gasoline through his mouth, the big green vein in his neck would swell up like the stream of Amazon River in the *National Geographic* map.	acceptable sentence in the RT.									
				2. The emotional of excitement phrases underlined, "I would swear that I had really seen it" or "ผมสาบานได้ว่าเห็นจริงๆ", are added to explain more feeling of the character in the sense of RT context.	✓								
				3. The phrase "to God" is omitted because it is not common to use in the RT context.					✓				
				4. "The stream of" or "เส้น" is added as a classifier to compare the shape of the Amazon River as the wiggly vein.	✓								
				Syntactic level 1. The omission of conjunction, "and", verb, "start", and pronoun, "his" and "those" have								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
24				been made to adjust the meaning more acceptable and concise in the RT language.									
				2. The pronoun "he" is omitted to reduce the redundancy because the pronoun, "Old Hegbert", is already mentioned.								✓	
				3. The pronoun underlined, "he'd turn…", is omitted to reduce the redundancy because it is already mentioned in the previous sentence.								✓	
				4. The phrase "in his tracks and his" is omitted because it is not important message and it does not affect the main idea in the ST.								✓	
				5. The proper name of a person, "Hegbert" is transliterated as "เฮกเบิร์ต" because it contains no meaning in RT.					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
24				6. The active voice, "he'd just drunk gasoline", is transformed into passive voice, "โดนกรอกน้ำมันก๊าดเข้าทางปาก" because it is appropriated for the negative meaning in the RT context.								✓	
				7. The phrases, "all over" and "that you see", are omitted because they do not affect the main idea in the ST and to make the meaning more concise and acceptable in the RT.								✓	
				8. The proper names of magazine and river, "National Geographic" and "the Amazon River", are transliterated as "เนชันแนล จีโอกราฟฟิก" and "แม่น้ำอเมซอน" because no equivalent words are available in the RT.						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
24				9. "Sticking out" acts as a noun in a gerund form of the ST and the form is changed to verb, "ปูดขึ้น", for the correct syntax and to make sense of the RT.							✓		
25	He'd peer from side to side, ~~his~~ eyes narrowing into slits ~~as he searched for us~~, and then, just as suddenly, he'd ~~start~~ to go pale again, ~~back to that fishy skin~~, right before our eyes. (p. 5)	เขามองหาแหล่งที่มาของเสียงทางโน้นทีทางนี้ที หรี่ตายิบหยีจนแทบกลายเป็นเส้นเฉียงบางๆ และแล้ว .....ผิวของเขาก็จะกลับซีดเผือดโดยฉับพลันต่อหน้าต่อตาเรา (หน้า 20)	He looked for the source of the sound from side to side and squinted his eyes into the thin diagonal lines and then his skin would suddenly turn back to be pale in front of our eyes.	Lexical level 1. The phrase, "the source of the sound" or "แหล่งที่มาของเสียง", is an extra information added to make the meaning more complete in the RT.	✓								
				2. The phrase, "his skin" or "ผิวของเขา", is used instead of a single word, "he" to convey the meaning more clearly in the RT context.		✓							
				Syntactic level 1. The verb, "start" is omitted to make the meaning sounds familiar in the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
25				2. The pronoun, "<u>his</u>", is omitted to reduce the redundancy of pronoun so as to make it more concise and meaningful in the RT.								✓	
				3. The noun, "<u>narrowing</u>" is in the gerund form is changed to verb, "<u>หรี่</u>", so as to make the meaning sounds natural in the RT.							✓		
				4. Although, the phrase, "<u>as he searched for us</u>" and "<u>back to that fishy skin</u>", are omitted the gist of the story is not missing so as to make it sounds natural in the RT.								✓	
26	<u>Boy</u>, it was something to watch, ~~that's for sure~~. (p. 5)	<u>โอ้โห</u>...ช่างเป็นภาพที่น่าดูชมอะไรอย่างนี้ (หน้า 20)	Oh! Dear… How a fascinating picture it was.	<u>Lexical level</u> 1. The generic word, "<u>โอ้โห</u>" is used to express the exclamation of the normal word, "<u>Boy</u>" to make it more interesting and suitable in the RT.			✓						

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
26				Syntactic level 1. The phrase, "that's for sure", is omitted because it is the colloquial language in the ST which sounds unfamiliar in the RT context.								✓	
27	So we'd be hiding behind a tree and Hegbert (what kind of parents name ~~their~~ kid ~~Hegbert,~~ ~~anyway~~?) would stand ~~there~~ waiting for us to give ourselves up, as if ~~he~~ ~~thought~~ we'd be that stupid. (p. 5)	แน่ละ...เราซุ่มตัวเงียบกริบอยู่หลังต้นไม้ และเฮกเบิร์ต (พ่อแม่ชนิดไหนนะตั้งชื่อลูกได้พิลึกพิลั่นขนาดนี้?) จะยืนรอให้เราออกไปมอบตัวโดยดี ทำยังกับว่าเราโง่นักนี่ (หน้า 20)	Of course...we were hiding quietly behind the tree and Hegbert (what kind of parents gave such a ridiculous name for their kids?) would be standing there waiting for us surrendered to him as if we were so stupid.	Lexical level 1. "Quietly" or "เงียบกริบ" is added to explain more if anyone is hiding he/she wouldn't make any noise.	✓								
				2. The addition of an adjective, "ridiculous" or "พิลึกพิลั่น" has been made to show the strong feeling towards the name of Hegbert in the sense of the RT context.	✓								
				3. The words of the determiner, "their", the adverb, "there", are omitted to make the meaning more succinct and acceptable in the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
27				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is the proper name of a person and it does not have the equivalent meaning provided in the RT.						✓			
				2. The phrases, "Hegbert, anyway" and "he thought", are omitted in order to adjust the meaning more acceptable in the RT context.								✓	
				3. The gerund noun, "waiting", is changed into the verb form "รอ" to make the syntactic structure correct and meaningful in the RT language.							✓		
28	We'd put our hands over our mouths to keep from laughing out ~~loud~~, but somehow he'd	มันช่างตลกเสียจนเราต้องเอามือปิดปากกลั้นหัวเราะตัวงอ แต่	It was very funny so we had to put our hands over our mouth and curled up	Lexical level 1. The phrases, "It was very funny" or "มันช่างตลกเสียจน", is added as	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
28	always zero in on us. (p. 5)	ในที่สุดเขาก็เป็นฝ่ายชนะเสมอ (หน้า 20)	ourselves from falling about laughing but finally he always won.	the interjection to give the reason why they were laughing and to convey the emotion of the characters for the stylistic writing of the RT context.									
				2. The adjective, "loud" is omitted but it is substituted with the noun, "curled up ourselves" or "ตัวงอ" for the stylistic writing of the RT context.					✓				
				Syntactic level 1. The gerund noun, "laughing out", in the ST is changed to the verb form, "หัวเราะ", for the acceptable syntactic form of the RT.							✓		
29	He'd be turning from side to side, and then he'd stop, those beady eyes coming right at us, right through the tree. (p. 5-6)	หลังจากหันรีหันขวางอยู่พักหนึ่ง เขาจะหยุด แล้วตายิบหยีคู่นั้น ก็จะจ้องทะลุ	After turning around undecidedly for a while, he halted, then those squinted eyes would stare	Lexical level 1. The phrases, "for a while" or "อยู่พักหนึ่ง", are added to make the meaning more complete and sounds natural in the RT context.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
29		ต้นไม้มาที่เรา (หน้า 20)	through the tree straight at us.	2. The conjunctions, "หลังจาก...แล้ว...ก็", have been made to form the sentence more acceptable and natural in the RT context.				✓					
				Syntactic level 1. The gerund noun, "coming right at" in the ST is changed to the form of verb, "ข้อง", to make the syntactic structure acceptable in the RT context.							✓		
				2. The sentence, "He'd be turning from side to side", is transformed to the phrase, "หลังจากหันรีหันขวางอยู่พักหนึ่ง", to adjust the syntax acceptable in the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
29				3. The phrase, "<u>those beady eyes coming right at us, right through the tree</u>", in ST is transformed into sentence, "<u>แล้วตายิบหยีคู่นั้น ก็จะจ้องทะลุต้นไม้มาที่เรา</u>", for the appropriate syntactic adjustment in the RT language.								✓	
30	"I know who ~~you are~~, <u>Landon Carter,</u>" ~~he'd say, "and the Lord knows, too.~~" (p. 6)	"ฉันรู้นะว่าใคร... <u>แลนดอน คาร์เตอร์</u>" (หน้า 20)	"I know who you are... Landon Carter."	<u>Syntactic level</u> 1. "<u>Landon Carter</u>" is transliterated as "<u>แลนดอน คาร์เตอร์</u>" in the RT language because it is a proper name of a person and it contains no meaning in the RT.						✓			
				2. The phrases, "<u>you are</u>" and "<u>he'd say, "and the Lord knows, too</u>", are omitted because they are the expressions of ST culture which are not familiar in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
31	He'd let that sink in for a minute or so, and then ~~he'd finally~~ head off ~~again~~, and during the sermon that weekend he'd stare right at us and say something like "God is merciful to children, but the children must be worthy as well." (p. 6)	แล้วเขาจะนิ่งเงียบไปนิดหนึ่งก่อนสาวเท้าก้าวเดินต่อ จากนั้นเมื่อถึงวาระขึ้นแท่นเทศน์วันอาทิตย์เขาก็จะจ้องเขม็งมาที่พวกเราพลางเอ่ยวาจาทำนองว่า "พระเจ้าทรงเมตตาต่อเด็ก แต่เด็กก็ต้องทำตัวให้สมควรได้รับพระเมตตาด้วย" (หน้า 20)	Then he kept quiet for a little while before striding forward, then, when preaching a sermon from pulpit on Sunday, he would stare right at us and say something like "God would give children a mercy but children must also behave to deserve compassion."	Lexical level 1. The noun, "pulpit" or "แท่น", is added to convey the meaning more clearly and imaginative of the surrounding of the church on Sunday.	✓								
				2. The generic words, "on Sunday" or "วันอาทิตย์", are used instead of the specific word, "weekend" because the religious celebration is normally held on Sunday and to make it sounds natural and familiar in the RT context.			✓						
				3. The phrases, "ทำตัวให้สมควรได้รับพระเมตตาด้วย" or "also behave to deserve compassion", are used to explain the word, "worthy", more clearly in the RT language.		✓							

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
31				4. The conjunction, "แล้ว…", is added to combine the clauses and to make the meaning sounds natural the in RT.				✓					
				Syntactic level 1. The word, "again" is omitted to make the meaning sound familiar in the RT context.								✓	
				2. The omission of the phrase, "he'd finally", can be made as long as the main idea of the ST is not distorted and to make the meaning more concise in the RT language.								✓	
				3. The adjective, "merciful", is changed to the form of verb, "ทรงเมตตา", to make the syntactic structure acceptable in the RT language.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
32	~~And~~ we'd sort of lower ourselves in the seats, not from embarrassment, ~~but~~ to hide a new round of giggles. (p. 6)	พวกเราก็จะนั่งก้มหน้าเม้มปากแน่น ไม่ใช่ละอายใจอะไร หรอก เราต้องกลั้นหัวเราะกันอีกยกต่างหากล่ะ (หน้า 20)	We would sit with the head tipping down and keep our mouth shut, not ashamed of anything, but we had to hide another round of laughing.	Lexical level 1. The phrases, "keep our mouth" or "เม้มปากแน่น", are added to explain their gesture more clearly and sound familiar in the RT context.	✓								
				Syntactic level 1. The conjunctions, "and" and "but", are omitted to make the sentence more concise and flow naturally in the RT.								✓	
				2. The phrase, "to hide a new round of giggles", is transformed into sentence, "เราต้องกลั้นหัวเราะกันอีกยกต่างหากล่ะ" for the acceptable syntactic structure in the RT.								✓	
				3. The word, "the seats" acts as a noun in the ST and it is changed into the							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
32				verb, "<u>มั่ง</u>", to make more sense in the RT.									
				3. The noun, "<u>embarrassment</u>", is changed into the verb form, "<u>ละอายใจ</u>", to make the syntactic structure correct and make sense of the RT.							✓		
33	<u>Hegbert</u> didn't understand us at all, which was really sort of strange, being that he had a kid ~~and all~~. But then again, she was a girl. More on that, though, later. (p. 6)	<u>เฮกเบิร์ต</u>ช่างไม่เข้าใจพวกเราเอาเสียเลย นี่เป็นเรื่องแปลก<u>เพราะ</u>เขาเองก็มีลูก แต่<u>คิดอีกที</u> <u>ลูก</u>เขาก็เป็นเด็กผู้หญิง แถม<u>เธอยังมีอะไรแปลกๆ ที่ต้องพูดถึงอีกเยอะเลย</u>..... <u>แต่เก็บไว้ทีหลังแล้วกัน</u> (หน้า 20)	Hegbert didn't understand us at all which was really strange <u>because</u> he also had a kid. But his kid was a girl, <u>moreover, she also had a lot of strange things to say about</u>... but <u>talking about that later, then</u>.	<u>Lexical level</u> 1. The conjunctions, "<u>because</u>" or "<u>เพราะ</u>", are added to make a connection among the clauses and to make the meaning sounds natural in the RT.				✓				
				2. The word, "<u>and all</u>" is omitted because it sound unfamiliar in the RT context.					✓				
				3. The phrases, "<u>she also had a lot of strange things to say</u>" or "<u>เธอยังมีอะไร</u>	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
33				แปลกๆ ที่ต้องพูดถึงอีกเยอะเลย", and, "talking later, then" or "เก็บไว้ทีหลังแล้วกัน", are added as the extra information to clarify the intended meaning in ST with the colloquial language style in the RT context.									
				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" in the RT language because it is the proper name of a person and it contains no meaning in the RT language.						✓			
34	Anyway, like I said, Hegbert wrote *The Christmas Angel* ~~one year and decided~~ to put on *that* play instead. (p. 6)	จะอะไรก็ช่าง.... อย่างที่ผมเล่านั่น แหละ เฮกเบิร์ตเขียน บทละคร "ทูตสวรรค์	No matter what...as I said Hegbert wrote the play "the angle of the Christmas day" for the	Lexical level 1. The conjunctions, "for" or "เพื่อ", are added to make a connection among the clauses so as to make it meaningful and sounds natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
34		วันคริสต์มาส" เพื่อใช้แทนเรื่องเก่าเล่ายี่ห้อ (หน้า 20)	substitution of the old play.	Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" in the RT language because it is the proper name of a person which contains no meaning in the RT language.						✓			
				2. The unimportant phrase, "one year and decided", is omitted to because it does not affect the whole meaning of the ST.								✓	
				3. The phrase, "The Christmas Angel", is rearranged to new order as, "ทูตสวรรค์วันคริสต์มาส", so as to make the syntactical structure correct in the RT.								✓	
35	The play itself wasn't bad, actually, which surprised everyone the first year it was	อันที่จริง บทละครของเขาก็ไม่เลวนักหรอก มันทำให้ทุก	In fact, his play was not that bad, it made everyone surprised when the play was	Lexical level 1. The conjunctions, "อันที่จริง....เมื่อเริ่ม", are added				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
35	performed. (p. 6)	คนฮือฮาเมื่อเริ่มแสดงเป็นปีแรก (หน้า 21)	performed in the first year.	to make a connection among the clauses and to make it sounds natural in the RT language.									
				Syntactic level 1. The phrase of passive voice, "the first year it was performed", is transformed into active voice, "เมื่อเริ่มแสดงเป็นปีแรก", so as to make the structure of sentence acceptable in the RT context.								✓	
36	It's basically the story of ~~a man who had lost his wife a few years back~~. (p. 6)	เนื้อเรื่องมีอยู่ว่า (หน้า 21)	There was the story about….	Syntactic level 1. The phrase of "a man who had lost his wife a few years back" is not translated because all details will be given later.								✓	
37	This guy, Tom Thornton, used to be real religious, but ~~he~~ had a crisis of faith after ~~his~~ wife died	ชายคนหนึ่งชื่อ ทอม ธอร์นตัน เคยเป็นคนเคร่งศาสนายึดมั่นใน	A guy's name, Tom Thornton, used to be religious person adhering to	Syntactic level 1. The pronoun of "he" and "his" are omitted to reduce the redundancy and to make it meaningful in the RT language.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
37	during childbirth. (p. 6)	ศีลธรรมแต่มาเกิดวิกฤตศรัทธาเมื่อภรรยาเสียชีวิตไปในระหว่างคลอดลูก (หน้า 21)	morality, but a crisis of faith occurred when his wife passed away while delivering a child.	2. "Name" or "ชื่อ" is added to make it sound natural in the RT context.								✓	
				3. "Tom Thornton" is transliterated as "ทอม ธอร์นตัน" in the RT language because it is the proper name of a person.						✓			
				4. "Religious" is in the form of adjective and it is changed to noun as "คนเคร่งศาสนา" to make more sense in the RT.							✓		
				5. "Childbirth" is a noun and its form is changed to verb as "คลอดลูก" to make the syntactic structure correct and make sense in the RT.							✓		
38	He's raising this little girl all on his own, but ~~he~~ hasn't been the greatest	เขาเลี้ยงดูบุตรสาวมาโดยลำพัง แต่ยังไม่ได้	He brought up his daughter all alone but yet he hasn't been a	Lexical level 1. The word "figure of" or "รูป" is added as a	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
38	father, ~~and what~~ the little girl really wants for Christmas is a ~~special~~ music box with an angel engraved on top, a picture of which she'd cut out from an old catalog. (p. 6)	ทำหน้าที่พ่ออย่างดีที่สุดจนกระทั่งลูกสาวตัวน้อยเกิดอยากได้ของขวัญวันคริสต์มาสเป็นกล่องดนตรีมีฝาปิดเป็นลายแกะสลักรูปทูตสวรรค์ เธอตัดรูปกล่องใบนี้มาจากแคตตาล็อกเก่าๆ เล่มหนึ่ง (หน้า 21)	good father, until his little daughter really wanted a gift for Christmas day as a musical box with an engraved figure of angel on top, she cut this picture of this box from an old catalog.	classifier for the word angel to make it sounds natural and acceptable in the RT context.									
				2. The conjunction "จนกระทั่ง..." is added to combine the clauses in order to make sense of the RT language.				✓					
				3. The unimportant phrases of "and what" and "special" are omitted so as to make the language sound natural in the RT context.					✓				
				4. The addition of noun, "a gift" or "ของขวัญ", is added to bring out the hidden word in the ST.	✓								
				Syntactic level 1. The word "engraved" acts as an adjective in ST but its form is changed to a noun as "ลายแกะสลัก", to make the meaning and syntactic structure							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
38				acceptable in the RT language.									
				2. The pronoun "he" is omitted to reduce the redundancy used of pronoun in the RT.								✓	
				3. The phrase, "a special music box with an angel engraved on top", in ST is rearranged to "กล่องดนตรีมีฝาปิดเป็นลายแกะสลักรูปทูตสวรรค์" in RT for the appropriate syntactical order.								✓	
				4. Although, "catalog", has the meaning provided in the RT but its original name is still transliterated as "แคตตาล็อก" because it sound more familiar than its meaning.						✓			
				5. The phrase, "an old catalog", is rearranged reversely into "แคตตาล็อก								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
38				เก่าๆ เล่มหนึ่ง"to make the syntactic structure correct in the RT language.									
				6. The phrase of "a picture of which she'd cut out from an old catalog" is sequencing into an appropriate order as "เธอตัด รูปกล่องใบนี้มาจากแคตตาล็อกเก่าๆ เล่มหนึ่ง" so as to make it sound natural and acceptable in the RT language.								✓	
39	The guy searches long ~~and hard to find~~ the gift, but ~~he can't find it anywhere~~. (p. 6)	ทอมพยายามหาซื้อกล่องดนตรีแบบนี้แต่มันก็ไม่มีขายตามร้าน (หน้า 21)	Tom tried to buy this music box but it was not available in any stores.	Syntactic level 1. The omission of the phrase, "and hard to find", does not distort the gist of the whole meaning but to make the language sound familiar in the RT context.								✓	
				2. The verbs, "buy" or "ซื้อ", are added to reveal the intended meaning that								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
39				the guy searches the gift in purpose to buy it.									
				3. The phrase, "he can't find it anywhere", is omitted because it is substituted with the phrase, "it was not available in any stores" or "มันก็ไม่มีขายตามร้าน", because this phrase is the answer that "he can't find it because it was not available in any stores." in order to make it sensible in the RT.								✓	
40	So it's Christmas Eve and he's still searching, and while he's out looking through the stores, he comes across a strange woman he's never seen before, and she promises to help him find the gift for his daughter. (p. 6)	จนวันหนึ่งเขาพบกับหญิงแปลกหน้าผู้มาเสนอว่าจะช่วยหากล่องดนตรีให้ (หน้า 21)	One day, he met the strange woman who offered to help him to find the music box.	Lexical level 1. The conjunctions, "One day" or "จนวันหนึ่ง", are added to make a connection among the clauses in order to make it meaningful in the RT.				✓					
				Syntactic level 1. The unimportant phrases, "So it's Christmas Eve and he's								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
40				still searching, and while he's out looking through the stores", "he's never seen before", and "for his daughter" are omitted to avoid the verbiage so as to make it meaningful and more concise in the RT.									
				2. The conjunction, "and", and the pronoun, "him", are omitted in order to adjust the syntactic structure sound natural and acceptable in the RT context.								✓	
41	First, though, they help this homeless person (back then they were called bums, ~~by the way~~), ~~then~~ they stop at an orphanage ~~to see some kids~~, then visit a lonely old woman ~~who just wanted some company on Christmas Eve~~.	โดยมีข้อแม้ว่าเขาจะต้องติดตามนางไปช่วยเหลือผู้ยากไร้ก่อน (ยุคนั้นคนจำพวกนี้ถูกเรียกว่า "คนเข็ญใจ") ทั้งสองไปเยี่ยมบ้านเด็กกำพร้าแล้วแวะเยี่ยม	With the agreement that he must accompany her to help the homeless first (in that time, those homeless people were called "tramp") Both of them made a visit to	Lexical level 1. The phrase, "he must accompany her" or "จะต้องติดตามนาง", is added to make it more clearly in the RT.	✓								
				Syntactic level 1. The conjunction "then" is omitted so as to make the meaning sounds familiar and concise in the RT language.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
41	(p. 6)	หญิงชราผู้โดดเดี่ยวรายหนึ่ง (หน้า 21)	an orphanage then went to visit a lonely old woman.	2. The phrase, "by the way" is omitted because it is not important message which does not distort the main idea of the whole meaning in order to make it sound natural in the RT.								✓	
				3. The omission of the phrases of "to see some kids" and "who just wanted some company on Christmas Eve" have been made to make it more concise and natural in the RT language.								✓	
				4. The phrase of "a lonely old woman" is rearranged into a new order of "หญิงชราผู้โดดเดี่ยวรายหนึ่ง" to make the language sound natural and acceptable in the RT syntax.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
42	At this point the mysterious woman asks Tom Thornton what he wants for Christmas, ~~and~~ he says that he wants ~~his~~ wife back. (p. 6-7)	เมื่อเสร็จภารกิจ หญิงลึกลับก็ถามทอมธอร์นตันว่าเขาอยากได้อะไรเป็นของขวัญวันคริสต์มาสสำหรับตัวเอง ทอมตอบว่าเขาต้องการภรรยาสุดที่รักกลับคืนมา (หน้า 21)	When the task finished, the mysterious woman asks Tom Thornton what a Christmas gift he wants for himself. Tom says that he wants his dearest wife back.	Lexical level 1. The phrases, "gift" or "ของขวัญ" and "for himself" or "สำหรับตัวเอง", are added to bring out the intended words in the ST and make meaning clarified in the RT.	✓								
				2. The words, "dearest" or "สุดที่รัก", are added to add the flavor in the writing style of the RT context.	✓								
				Syntactic level 1. The omission of the conjunction "and" and the pronoun "his" have been made to make it meaningful in the RT.								✓	
				2. "Tom Thornton" and "Christmas" are transliterated as "ทอมธอร์นตัน" and "วัน						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
42				คริสต์มาส" in the RT because they are the proper names of a person and a holy day in the ST culture in which their meanings are not available in the RT context or it sounds unfamiliar to explain its meaning in the RT.									
				2. The phrase of "the mysterious woman" is rearranged in a new order as "หญิงลึกลับ" so as to make it meaningful in the RT context.							✓		
43	She brings him to the city fountain and tells him to look in the water and ~~he'll find what he's looking for~~. (p. 7)	หญิงผู้นั้นจึงพาเขาไปที่น้ำพุกลางเมืองแล้วบอกให้ก้มลงมองในน้ำ (หน้า 21)	Then that woman takes him to the fountain located at the middle of the town and tells him to bend down looking through the water.	Syntactic level 1. The omission of the phrase, "and he'll find what he's looking for", has been made to avoid the verbiage and to make the meaning more concise but it does not misinterpret the main point of the sentence.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
43				2. The adjective, "middle" or "กลาง", is added in the phrase of "the fountain located at the middle of the town" or "น้ำพุกลางเมือง" to make more sense in RT language.								✓	
44	~~When~~ he looks the water, he sees the face of his little girl, and he breaks down and cries ~~right there~~. (p. 7)	ทอมทำตามและได้เห็นใบหน้าของบุตรสาวของตน ลอยเด่นอยู่ในนั้น มันทำให้ เขาสะเทือนใจถึงกับทรุดตัวลงร่ำไห้ (หน้า 21)	Tom follows and he sees his daughter's face reflecting on the water, it makes him grieve so he sinks down and cries.	Lexical level 1. The phrases, "reflecting on the water" or "ลอยเด่นอยู่ในนั้น", are added for the stylistic writing in the RT context.	✓								
				2. The phrase, "right there", is not translated because it is not important message and although the omission has been made but the gist of the whole meaning does not change.					✓				
				3. The addition of the verb, "ทรุดตัวลง" or "sinks down", has been	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
44				made in the RT in order to reveal the deep emotion of the character for the stylistic writing reason.									
				Syntactic level 1. The conjunction, "when", is omitted in order to make it meaningful in the RT.								✓	
45	While he's sobbing, the mysterious lady runs off, and Tom Thornton searches ~~but~~ can't find her anywhere. ~~Eventually he~~ heads home, the lessons from the evening playing in his mind. (p. 7)	ขณะที่เขาฟุบหน้าสะอื้นอยู่นั้น หญิงลึกลับก็หายไปอย่างไร้ร่องรอย เมื่อทอมธอร์นตันหานางไม่เจอก็เดินคอตกกลับบ้าน ระหว่างทางเขาครุ่นคิดถึงบทเรียนที่ได้รับในวันนั้น (หน้า 21)	While he falls his face down and weeps, the mysterious woman suddenly disappears without any sign, when Tom Thornton cannot find her, he then heads off home with despair, on the way, he is pondering about the lessons he receives for that day.	Lexical level 1. The word, "without any sign" or "อย่างไร้ร่องรอย", is added for the literary writing style in the RT context.	✓								
				2. The words, "falls his face down" or "ฟุบหน้า", are added to explain the way of sobbing more clearly in the RT language.		✓							
				3. The conjunction "ก็... ระหว่างทาง" is added to				✓					

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
45				make a connection among the clauses to make it sounds natural in the RT.									
				4. The omission of conjunction, "Eventually", and the pronoun, "he" have been made in order to merge with the previous sentence so as to make it meaningful and concise.					✓				
				5. The addition of preposition, "with despair" or "ดอดก", has been made to show the disappointment of the character.								✓	
				Syntactic level 1. The conjunction, "but", is omitted to make it meaningful in the RT.								✓	
				2. "Tom Thornton" is transliterated as "ทอม ธอร์นตัน" because it is a proper name of a person						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
45				which has no meaning in the RT.									
				2. This phrase, "the lessons from the evening playing in his mind", is rearranged into new order and transformed from phrase into sentence as, "เขาครุ่นคิดถึงบทเรียนที่ได้รับในวันนั้น",so as to make it sound natural in the RT language.								✓	
46	He walks into his little girl's room, and her sleeping figure makes him realize that she's all he has left of his wife, and he ~~starts to~~ cry again ~~because he knows~~ he hasn't been a good enough father to her. (p. 7)	และเมื่อเข้าไปในห้องลูก ภาพลูกสาวที่กำลังหลับสนิททำให้เขานึกได้ว่านี่แหละคือสิ่งเดียวที่ภรรยาของเขาทิ้งไว้ให้ดูต่างหน้าแล้วเขาก็ร่ำไห้อีกยกด้วยความสำนึกผิดว่าตัวเองยังไม่เป็นพ่อ	And when he enters his kid's room, the sleeping figure of his daughter makes him realizes that this is the only thing that his wife left for him to recall, then he cries again with guilt that he has not yet been a great	Lexical level 1. The phrases, "wife left for him to recall" or "ทิ้งไว้ให้ดูต่างหน้า", are added for the literary writing style of the RT.	✓								
				2. The phrases, "with guilt" or "ด้วยความสำนึกผิด", are added to explain more about the feeling of being guilty that he has not been a good father.	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
46		ที่ดีพอสำหรับลูกเลย (หน้า 21)	father for his daughter.	3. The conjunctions, "and" or "และ", are added to make a connection among the clauses so as to make it meaningful and sounds natural in the RT.				✓					
				Syntactic level 1. The gerund noun, "sleeping", is constructed into the form of verb, "หลับสนิท", so as to make the syntactic structure acceptable in the RT language.							✓		
				2. The phrase, "he has left of his wife", is rearranged into new order as "ภรรยาของเขาทิ้งไว้ให้ดูต่างหน้า" to make more sense in the RT language.								✓	
				3. The sentence, "He walks into his little girl's room", is transformed into a short form of phrase,								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
46				"เมื่อเข้าไปในห้องลูก", to reduce the redundancy of the pronoun so as to make it more concise and meaningful in the RT.									
				4. The phrase, "her sleeping figure", is reconstructed into the sentence of "ภาพลูกสาวที่กำลังหลับสนิท" to make the language sounds natural in the RT.								✓	
				5. The conjunction, "แล้ว .....ว่า" or "Then… that", is added to combine the clauses and to make the correct syntax in RT.								✓	
				6. The messages of "start to" and "because he knows" are omitted to avoid the verbiage in order to make the meaning more concise					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
46				and sound natural in the RT language.									
47	The next morning, ~~magically~~, the music box is underneath the tree, and the angle that's engraved on it looks exactly like the woman he'd seen the night before. (p. 7)	เช้าวันรุ่งขึ้นทอมพบกล่องดนตรีที่ต้องการวางอยู่ใต้ต้นไม้หน้าบ้านและลายแกะสลักรูปทูตสวรรค์บนฝากล่องก็มีใบหน้าเป็นพิมพ์เดียวกับหญิงลึกลับที่เขาพบเมื่อวาน (หน้า 22)	The next morning, Tom finds the music box that he wants under the tree in front of his house, and an engraved angel on top of the box has the same face figure as the mysterious woman who he found yesterday.	Lexical level 1. The phrases, "Tom finds" or "ทอมพบ", "the music box that he wants" or "กล่องดนตรีที่ต้องการ" and "front of his house" or "หน้าบ้าน", are added to bring out the intended meaning in the ST and to make the meaning more clarified in the RT.	✓								
				2. The word, "magically", is not translated to make it sound familiar in the RT context.					✓				
				3. The words, "mysterious" or "ลึกลับ", are added after the word "woman" to emphasize that she is the same woman which is already mentioned.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
47				4. The addition of the phrases, "the same face figure" or "ใบหน้าเป็นพิมพ์", have been made to make it sound natural in the RT context.	✓								
				5. The word, "yesterday" or "เมื่อวานนี้" presents the meaning more generic than "the night before" in the RT context.			✓						
				Syntactic level 1. The sentence, "the angle that's engraved on it", is transformed into phrase, "ลายแกะสลักรูปทูตสวรรค์บนฝากล่อง", to make sense and to make the syntactic structure acceptable in the RT.								✓	
				2. The pronoun, "who" or "ที่", is added among the clauses to make the syntax acceptable in the								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				RT language.									
48	So it wasn't that bad, really. If truth be told, people cried buckets <u>whenever they saw it</u>. (p. 7)	เห็นไหมล่ะ<u>ว่า</u>ละครนี่ไม่เลวเลยจริงๆ เราต้องยอมรับว่า ผู้ชมร้องไห้น้ำตาท่วมโรง<u>ทุกรอบ</u> (หน้า22)	See! <u>that</u> this play wasn't that bad, really, we had to accept that the audiences in all rounds always burst into tears	<u>Lexical level</u> 1. The conjunctions, "<u>That</u>" or "<u>ว่า</u>", are added among the clauses to make a connection in order to make it meaningful and sounds familiar in the RT context.				✓					
				<u>Syntactic level</u> 1. The sentence, "<u>whenever they saw it</u>" in the ST, has been briefly transformed into the phrase of "<u>ทุกรอบ</u>" to make it meaningful and concise in the RT.								✓	
49	~~The play sold out every year it was performed~~, and due to its popularity, <u>Hegbert</u> ~~eventually~~ had to move it from the church to the Beaufort Playhouse,	และเมื่อได้รับความนิยม<u>สูงขึ้นเรื่อยๆ</u> เฮกเบิร์ตก็ต้องย้ายเวทีจากโบสถ์มา <u>เปิดแสดงที่</u>โรงละคร	And when its popularity was <u>steadily risen</u>, Hegbert had to have the stage moved from the church <u>to play</u> at Beaufort theatre,	<u>Lexical level</u> 1. The addition of the message, "<u>steadily risen</u>" or "<u>สูงขึ้นเรื่อยๆ</u>", is logically interpreted from the sentence, "<u>The play sold out every year it was performed</u>".	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
49	which had a lot more seating. (p. 7)	บิวฟอร์ดซึ่งจุผู้ชมได้มากกว่าหลายเท่า (หน้า 22)	which could contain a lot more number of audiences.	2. The adverb, "eventually", is omitted to avoid the verbiage message in the RT.					✓				
				Syntactic level 1. The phrase, "The play sold out every year it was performed", is omitted to make the meaning more concise and sounds familiar in the RT.								✓	
				2. "Hegbert" and "Beaufort" are transliterated as "เฮกเบิร์ต" and "บิวฟอร์ด" because they are the proper names of a person and a place which do not use for general purpose and no meaning available in the RT language.						✓			
				3. The verb, "to play" or "เปิดแสดง", is added to make it meaningful and acceptable syntactic structure in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
50	By the time I was a senior in high school, the performances ran twice to packed houses, which, considering who actually performed it, was a story in and of itself. (p. 7)	ก่อนผมขึ้นม.ปลายปีสุดท้าย การแสดงชุดนี้ได้เพิ่มเป็นสองรอบ และมีผู้ชมแน่นขนัดเมื่อพิจารณาจากทีมผู้แสดงซึ่งไม่ใช่พวกเจนเวทีมีแฟนประจำบทละครที่ประสบความสำเร็จระดับนี้จะต้องมีดีในตัวมันเองเป็นแน่แท้ (หน้า 22)	Before I passed to the senior level in high school, this performance ran two rounds and each round was full of audiences; when considering from the performance team who weren't the professionals without any fan club; the play which could achieve the success at this level must be certainly great in itself.	Lexical level 1. The phrases, "who weren't the professionals without any fan club" or "ซึ่งไม่ใช่พวกเจนเวทีมีแฟนประจำ", "which could achieve the success at this level" or "ที่ประสบความสำเร็จระดับนี้", and "certainly" or "เป็นแน่แท้", are added to bring out the intended meaning in the ST and make it clear and meaningful in the RT context.	✓								
				2. The conjunctions, "and…when" or "และ…เมื่อ", are added to combine the clauses so as to make it sound natural and acceptable in the RT context.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
51	You see, Hegbert wanted young people to perform the play–seniors ~~in high school,~~ not the theater group. (p. 7)	เฮกเบิร์ตนั่นแหละที่ต้องการให้นักเรียนเป็นผู้แสดงในละครของเขา นักเรียนที่ไม่จำเป็นต้องสังกัดชมรมละครด้วย (หน้า 22)	It's Hegbert who wanted the students to perform his play, students who didn't need to belong to a drama club.	Lexical level 1. The specific word "young people" and "seniors" are translated as a generic word "นักเรียน" to convey the meaning which sounds familiar in the RT context.			✓						
				Syntactic level 1. The phrase "in high school" is omitted to avoid the verbiage and to make it more concise in the RT language.								✓	
				2. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person which contains no meaning in the RT language.						✓			
				3. The phrase, "not the theater group", is transformed into a sentence, "นักเรียนที่ไม่จำเป็นต้องสังกัดชมรมละคร								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
51				ด้วย", to make the meaning more clearly in the RT language.									
				4. The pronouns, "his" or "ของเขา", are added to make the syntactic structure acceptable in the RT language.								✓	
52	~~I reckon~~ he thought ~~it would be a good learning experience~~ before the seniors headed off to college and came face-to-face with all the fornicators. (p. 7)	เขาคงอยากให้เด็ก ม. ปลายปีสุดท้ายได้ซึม ซับรสพระธรรมก่อน แยกย้ายกันไปเรียน ต่อมหาวิทยาลัย และ ต้องเผชิญกับบรรดา "มารศาสนา" อย่างจัง หน้า (หน้า 22)	He may want the seniors to gradually learn the Sermon on the Mount before dispersedly going to university and incidentally facing the Satan.	Lexical level 1. The addition of the phrases, "learn the Sermon on the Mount" or "ได้ซึมซับรสพระธรรม", have been made for the literary writing style and meaningful in the RT context.	✓								
				2. The phrases, "อย่างจัง หน้า" or "incidentally", are added as the spoken language of the RT.	✓								
				Syntactic level 1. The phrase, "I reckon", is omitted to avoid the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
52				verbiage and to make it more concise in the RT.									
				2. The phrase, "it would be a good experience", is omitted but substituted with the messages, "learn the Sermon on the Mount" or "ได้ซึมซับรสพระธรรม" which are more appropriated and make sense in the RT context.								✓	
				3. The phrase, "he thought it would be a good learning experience before the seniors headed off to college", is rearranged into "เขาคงอยากให้เด็ก ม. ปลายปีสุดท้ายได้ซึมซับรสพระธรรมก่อนแยกย้ายกันไปเรียนต่อมหาวิทยาลัย" so as to make more sense in the RT language.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
53	He was that kind of guy, ~~you know~~, always wanting to save us from temptation. (p. 7)	เขาเป็นคนแบบนี้ คิดแต่จะช่วยให้เรารอดพ้นจากปวงกิเลสตัณหา (หน้า 22)	He was this kind of guy who always wanted to help us safe from all desires and cravings.	Lexical level 1. The phrase, "ปวงกิเลสตัณหา" or "all desires and cravings", is used instead of a single word, "temptation", so as to make it meaningful in the RT language.		✓							
				Syntactic level 1. The phrase, "you know", is omitted because it is the expression of the ST culture but it does not sound familiar in the RT context.					✓				
54	~~He wanted us~~ to know that God is out there watching you, even when you're away from home, and that if ~~you~~ put ~~your~~ trust in God, ~~you~~'ll be all right ~~in the end~~. (p. 7)	ให้สำนึกไว้ว่าพระเจ้าทรงเฝ้าดูเราเสมอแม้ในยามไกลบ้าน และให้เชื่อมั่นว่า ถ้าวางใจในพระองค์เราจะปลอดพ้นภัยพาล	Please always realize that God is taking care of us at all times even when away from home and please always believe that if you trust in God we would	Lexical level 1. The phrases, "please always believe that" or "และให้เชื่อมั่นว่า", are added as a conjunction to make a connection among the clauses and to make it meaningful and sounds natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
54		(หน้า 22)	be safe from all dangers.	Syntactic level 1. The omission of the phrases, "He wanted us" and "in the end", is made to avoid the verbiage but to make it meaningful and concise in the RT.								✓	
				2. The gerund noun, "watching" is changed in the verb form of "ทรงเฝ้าดู" to make the syntactic structure acceptable in the RT.							✓		
				3. The sentence, "you're away from home", is changed to the phrase, "แม้ในยามไกลบ้าน", to make the language style sounds natural and beautiful in the RT context.								✓	
				4. The omission of pronouns underlined, "you put your trust in God, you'll be all right", have been made to avoid								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
54				the verbiage so as to make it sounds natural in the RT.								✓	
55	It was a lesson that I would eventually learn in time, though it wasn't Hegbert who taught me. (p. 7-8)	สิ่งเหล่านี้ คือบทเรียนชีวิตจริงของผมในเวลาต่อมา แต่เฮกเบิร์ตก็ยังไม่ใช่คนที่จะสอนผมให้สำนึกได้ในตอนนั้น (หน้า 22)	These are real life lessons to me later on but Hegbert wasn't the one who would teach me to realize at that time.	Lexical level 1. The addition of the phrases, "real life" or "ชีวิตจริง" and "to realize at that time" or "ให้สำนึกได้ในตอนนั้น" have been made for the literary writing style of the RT.	✓								
				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a name of a person which has no meaning in the RT.						✓			
56	~~As I said before, Beaufort was fairly typical as far as southern towns went~~, though it did have an interesting history. (p. 8)	เฮกเบิร์ตเป็นคนเรียบง่ายสมถะเข้ากับสภาพท้องถิ่นทางใต้ ถึงแม้เมืองเราจะมีประวัติค่อนข้างโลด	Hegbert had a simple way of life which could get along well with the local southern environment, although, we had	Lexical level 1. The phrases, "Hegbert had a simple way of life which could get along well with the local southern environment" or "เฮกเบิร์ตเป็นคนเรียบง่าย	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
56		โผนก็ตามที (หน้า 22)	a thrilling history of life.	<u>สมถะเข้ากับสภาพท้องถิ่นทางใต้</u>", are the extra information added to explain more on Hegbert's characteristic and the surrounding of the southern towns.									
				<u>Syntactic level</u> 1. The omission of the phrase, "<u>As I said before, Beaufort was fairly typical as far as southern towns went</u>", has been made but it is substituted with the message, "<u>Hegbert had a simple way of life which could get along well with the local southern environment</u>" or "<u>เฮกเบิร์ตเป็นคนเรียบง่ายสมถะเข้ากับสภาพท้องถิ่นทางใต้</u>", to make it coherent with the previous sentence.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
57	Blackbeard the pirate once owned a house there, and his ship, Queen Anne's Revenge, is supposedly buried somewhere in the sand just offshore. (p. 8)	ครั้งหนึ่งสลัดเคราดำเคยมาซ่องสุมตั้งหลักแหล่งที่นี่ และเชื่อว่าเรือ "แรงพยาบาทควีนแอนน์" ของเขายังจมอยู่ก้นอ่าวใกล้ๆ นี่เอง (หน้า 22)	The black beard pirate was once ganged up and settled down here and it was believed that his ship "The Revenge of Queen Anne" still sank at the bottom of the bay nearby.	Syntactic level 1. "Queen Anne" is transliterated as "ควีนแอนน์" because it is a proper name of a ship which has no specific meaning in the RT.						✓			
				2. The phrase, "Blackbeard the pirate once owned a house there", is rearranged into new order as "ครั้งหนึ่งสลัดเคราดำเคยมาซ่องสุมตั้งหลักแหล่งที่นี่", so as to make it sound natural in the RT context								✓	
				3. The phrase, "Queen Anne's Revenge", is rearranged into new order, "เรือแรงพยาบาทควีนแอนน์", so as to make sense and the syntactic structure acceptable in the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
57				RT language.									
				4. The phrase in passive voice form, "Queen Anne's Revenge, is supposedly buried somewhere in the sand just offshore", is transformed into active voice, ""เรือแรงพยาบาทควีนแอนน์" ของเขายังฆมอยู่ก้นอ่าว", to make it meaningful and to make the syntax correct in the RT context.								✓	
58	Recently some archaeologists or oceanographers or whoever looks for stuff like that said they found it, but no one's certain just yet, being that it sank over 250 years ago and you can't ~~exactly reach into the glove~~	ไม่กี่ปีก่อน นักโบราณคดี นักสมุทรศาสตร์ และนักอะไรต่อมิอะไรทั้งหลายแหล่กันมางมหาชิ้นส่วนที่จะเป็นหลักฐานยืนยันว่าตนคือผู้ค้นพบซาก	In the recent years, some archeologists, oceanographers, and whoever experts parade here to fumble for a piece of the evidence to confirm that they were the discoverer of that	Lexical level 1. A single word, "whoever", is translated as a phrase of "นักอะไรต่อมิอะไรทั้งหลาย" or "whoever experts" as the colloquial language style in the sarcastic way of the RT context.		✓							

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
58	~~compartment~~ and check the registration. (p. 8)	เรือนั่นแต่จนทุกวันนี้ก็ยังไม่มีใครพบอะไร อีกอย่างถ้าเรือจมอยู่ก้นทะเลมานานตั้ง 250 ปี ใครล่ะจะตรวจเช็กป้ายทะเบียนได้ว่าใช่มันจริงๆ? (หน้า 23)	ruined ship. But even now, there was still no one who could ever find anything. In addition, if the ship sank there at the bottom of the bay for 250 years then who else could check that it was really a register plate of the ship.	2. A single word, "looks for", is interpreted as a phrase of "แห่กันมางมหา" or "parade here to fumble for" as the literary writing style and the colloquial language of the RT.		✓							
				3. A single word, "it" is interpreted as "ซากเรือ" or "ruined ship" to convey the meaning more clearly in the RT language.		✓							
				4. The phrases, "at the bottom of the bay" or "อยู่ก้นทะเล", are added to make the meaning more complete and meaningful in the RT.	✓								
				5. The addition of the phrases, "it was really" or "ว่าใช่มันจริงๆ?" have been made to make the meaning more complete in the RT context.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
58				6. The conjunctions, "if… who else" or "ถ้า…ใคร ก่ะ", are added to combine the clauses so as to make the message meaningful and sounds natural in the RT context.				✓					
				Syntactic level 1. The phrase, "exactly reach into the glove compartment", is not translated because it makes sense in the ST but it does not sound familiar in the RT context.								✓	
				2. The affirmative sentence, "no one's certain just yet", is translated in the negative sentence as "จนทุกวันนี้ก็ยังไม่มีใครพบอะไร" because the word, "no one", is used in the affirmative form in the ST but it is translated into								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
58				a negative form in the RT syntax.									
59	Beaufort's come a long way since the 1950s, but it's still not exactly a major metropolis or anything. (p. 8)	หลังปี 1960 บิวฟอร์ตได้พัฒนามาไกลทีเดียว แต่ก็ยังไม่ใช่มหานครหรือศูนย์กลางของอะไรทั้งสิ้น (หน้า 23)	After the year 1960, Beaufort had developed so far but it wasn't the metropolis or the center of anything.	Lexical level 1. The word, "the center of" or "ศูนย์กลาง", is added to make it meaningful in the RT context.	✓								
				Syntactic level 1. "Beaufort" is transliterated as "บิวฟอร์ต" because it is a proper name of a place and it provides no meaning in the RT language.						✓			
				2. The phrase, "Beaufort's come a long way since the 1950s" is rearranged into new order as "หลังปี 1960 บิวฟอร์ตได้พัฒนามาไกลทีเดียว " so as to make it sounds natural in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
60	Beaufort was, and always will be, on the smallish side, but when I was growing up, it barely warranted a place on the map. (p. 8)	บิวฟอร์ตเคยเป็นและยังคงเป็นเมืองเล็กระดับเดิมอยู่นั่นเองต่างกันแค่สมัยผมรุ่นๆ มันยังไม่มีชื่อปรากฏบนแผนที่ (หน้า 23)	Beuafort used to be and will be the fairly small town at its level but the difference was its name didn't appear on the map when I was young.	Lexical level 1. The phrase, "fairly small town at its level" or "เมืองเล็กระดับเดิม", is used instead of a single word, "the smallish" to make it more clearly and meaningful in the RT.		✓							
				Syntactic level 1. "Beaufort" is transliterated as "บิวฟอร์ต" because it is a proper name of a place and it provides no meaning in the RT language.						✓			
				2. The change of affirmative sentence, "it barely warranted a place on the map", into the negative sentence, "มันยังไม่มีชื่อปรากฏบนแผนที่", has been made for the acceptable syntactic structure and because the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
60				word "barely" conveys the negative meaning in the RT language.									
				3. The verb, "growing up", is changed into the form of adjective, "รุ่นๆ" in order to make sense in the RT context.									
61	To put it into perspective, the congressional district that included Beaufort covered the entire eastern part of the state–some twenty thousand square miles–and here wasn't a single town with more than twenty-five thousand people. (p. 8)	จะบอกตำแหน่งแต่ละทีก็ต้องพูดกว้างๆ ว่าเขตเลือกตั้งที่รวมเอาบิวฟอร์ตเข้าไว้ด้วยก็คือซีกตะวันออกทั้งหมดของรัฐ(พื้นที่รวมราวสองหมื่นตารางไมล์) เนื่องจากว่าไม่มีเมืองไหนเลยที่มีประชากรเกินสองหมื่นห้าพันคน (หน้า 23)	To tell the position each time, we had to talk in general that the congressional district including Beaufort was the entire eastern region of the state (the total area was around twenty thousand square miles) because there was no town which the number of population	Lexical level 1. The phrases, "each time, we had to talk in general that" or "แต่ละทีก็ต้องพูดกว้างๆ ว่า", are added as a conjunction to combine the clauses to form an acceptable sentence and to make it meaningful in the RT language.				✓					
				Syntactic level 1. The phrase, "the entire eastern part of the state", is rearranged into the new order, "ซีกตะวันออกทั้งหมดของรัฐ", so as to								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
61			exceeded twenty-five thousand persons.	make it sounds natural in the RT language.									
				2. "Beaufort" and "miles" are transliterated as "บิวฟอร์ต" and "ไมล์" because they are a name of a place and a unit of a measurement of the distance which contain no meanings in the RT.						✓			
				3. The nouns, "persons" or "คน", are added as a classifier with the number of population so as to make the syntax correct and to make the language sounds familiar in the RT context.								✓	
62	Even compared with those towns, Beaufort was regarded as being on the small side. (p. 8)	ถึงจะเทียบกับเมืองเล็กๆ พวกนี้แล้ว บิวฟอร์ตอยู่ในระดับเมืองเล็กอยู่นั่นเอง (หน้า 23)	Although comparing Beaufort with those small towns, it was still in rank of the small town.	Lexical level 1. The words underlined, "small towns" or "เมืองเล็กๆ" are added to explain more on the size of those towns.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
62				Syntactic level 1. "Beaufort" is transliterated as "บิวฟอร์ต" because it is a proper name of a place and it provides no meaning in the RT.						✓			
				2. The phrase in the form of passive voice, "Beaufort was regarded as being on the small side.", is transformed into active voice, "บิวฟอร์ตอยู่ในระดับเมืองเล็กอยู่นั่นเอง", to make it sounds natural and acceptable in the RT.								✓	
63	Everything east of Raleigh and north of Wilmington, all the way to the Virginia borders, was the district my father represented. (p. 8)	และทุกเมืองที่อยู่ถัดไปทางตะวันออกของราเลห์ เหนือวิลมิงตันขึ้นไปจรดพรมแดนรัฐเวอร์จิเนีย ก็คือเขตเลือกตั้งที่พ่อ	And all the cities located next to the east of Raleigh ways above Wilmington near the state of Virginia border were the	Lexical level 1. The word, "the state of" or "รัฐ", is added as a classifier to show that "Virginia" is a name of the region of the country.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
63		ผมเป็นผู้แทนฯ (หน้า 23)	electorate area in which my father was a representative.	2. The words underlined, "the electorate area" or "เขตเลือกตั้ง" are added to make it clear that it is the area for political voting.	✓								
				3. The conjunctions, "และ…จรด" or "and… near", are added to make a combination among the clauses sounds familiar in the RT.				✓					
				Syntactic level 1. The proper names of places, "Raleigh", "Wilmington", and "Virginia", are transliterated as "ราเลห์", "วิลมิงตัน", and "เวอร์จิเนีย" because they have no meanings available in the RT.						✓			
				2. The word in the verb form, "represented", is changed to the form of							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
63				noun, "ผู้แทนฯ" or "representative", to make it sounds familiar and make the syntax correct in the RT language.									
64	~~I suppose~~ you've heard of him. He's sort of a legend, even now. (p. 8)	คุณน่าจะเคยได้ยินชื่อพ่อผมมาบ้าง เรื่องราวของพ่อเป็นตำนานขานเล่ามาจนทุกวันนี้ (หน้า 23)	You might have heard my father's name, the story of my father was a legend narrated up to now.	Lexical level 1. The words underlined, "a legend narrated" or "ตำนานขานเล่า", are the reduplications added for the literary writing style in the RT context.	✓								
				Syntactic level 1. The omission of the phrase, "I suppose", has been made to avoid the verbiage which sounds unfamiliar in the RT context.								✓	
65	His name is Worth Carter, ~~and he~~ was a congressman for almost thirty years. (p. 8)	พ่อผมชื่อเวิร์ธ คาร์เตอร์ เคยเป็นวุฒิสมาชิกนานเกือบสามสิบปี (หน้า 23)	My father was Worth Carter, used to be a congressman long for almost thirty years long.	Lexical level 1. The adjectives, "long" or "นาน", are added to show the long period of time in order to make it sound natural in the RT context.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
65				Syntactic level 1. The omission of conjunction, "and" and pronoun, "he" have been made to avoid the verbiage and to reduce the redundancy used of pronoun so as to adjust the meaning more concise in the RT language.								✓	
				2. "Worth Carter" is transliterated as "เวิร์ธ คาร์เตอร์" because it is a proper name of a person that contains no meaning in the RT language.						✓			
66	~~His~~ slogan every other year ~~during the election season~~ was "Worth Carter represents _____," and the person was supposed to fill in the city name ~~where he or~~	คำขวัญหาเสียงที่ใช้หาเสียงปีเว้นปีมาโดยตลอดก็คือ "เวิร์ธ คาร์เตอร์ ผู้แทนของ...." แล้วเว้นช่องว่างให้	The campaign slogan which run thoroughly for election every other year was "Worth Carter, the representative of ....." then	Lexical level 1. The words underlined, "campaign slogan" or "คำขวัญหาเสียง", "run thoroughly for election" or "ที่ใช้หาเสียง", "leaving the blank space" or "แล้ว	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
66	~~she lived~~. (p. 8)	ผู้คนเติมชื่อเมืองของตนเอง (หน้า 23)	leaving the blank space for people to fill their city's name.	เว้นช่องว่าง" and "their city's name." or "ชื่อเมืองของตนเอง" are added to adjust the meaning more complete and sound natural in the RT.									
				Syntactic level 1. The omission of the pronoun, "His" has been made to avoid the verbiage and to make it meaningful and concise in the RT.								✓	
				2. The phrases, "during the election season" and "where he or she lived", are omitted to avoid the verbiage in the RT.								✓	
				2. The verb form of the word, "represents", is changed to the form of noun as "ผู้แทน" so as to make the meaning sound familiar in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
67	I can remember, driving ~~on trips~~ when me and Mom had to make our appearances to show ~~the people~~ he was a true family man, that we'd see those bumper stickers, stenciled in with names like Otway and Chocawinity and Seven Springs. (p. 8-9)	ผมจำได้ว่าเวลาผมกับแม่นั่งรถตามไปปรากฏตัวให้เป็นที่ประจักษ์ว่าพ่อเป็นคนรักครอบครัว เราจะเห็นสติ๊กเกอร์ท้ายรถมีลายมือเขียนต่อเป็นชื่อเมืองต่างๆ เช่น ออตเวย์ โชคาวินิตี้ หรือเซเว่น สปริงส์ (หน้า 23)	I remember that when me and my mum were on the trip to show that dad was a family man, we often saw the bumper stickers stenciled as names of cities such as Otway and Chocawinity and Seven Springs at the end of the car.	Syntactic level 1. Although, the unimportant phrases of "on trip" and "the people" are omitted but it does not changed the whole meaning but to make it more meaningful in RT language.								✓	
				2. The phrase, "driving on trips when me and Mom", is rearranged into new order, "เวลาผมกับแม่นั่งรถตาม", so as to make it meaningful and sounds familiar in the RT.								✓	
				3. "Stickers" is transliterated as "สติ๊กเกอร์" because it is used as a loan word which is already familiar in the RT context.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
67				4. The proper names of places of "Otway", "Chocawinity", and "Seven Springs" are transliterated as "ออตเวย์", "โชคาวินิตี้", and "เซเว่นสปริงส์" because they have no equivalent meaning available in the RT.						✓			
				5. The gerund noun, "driving", is changed to the form of verb, "นั่งรถ", to make the syntactic structure acceptable and meaningful in the RT language.							✓		
				6. The phrase, "bumper stickers", is rearranged into new order, "สติ๊กเกอร์ท้ายรถ", to make the syntactic acceptable in the RT language.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
68	Nowadays stuff like that wouldn't fly, but back then that was fairly sophisticated publicity. (p. 9)	มันไม่ใช่มุขเด็ดสำหรับยุคปัจจุบันแน่ แต่ตอนนั้นต้องถือว่าเป็นมุขประชาสัมพันธ์ที่เฉียบมาก (หน้า 23)	It wasn't for sure a splendid prank for the present but at that time, it was a brilliant public relation gag.	Lexical level 1. The words underlined, "public relation gag" or "มุขประชาสัมพันธ์" are added as the colloquial words to convey the equivalent meanings and mood in the ST and to make sense in the RT context.	✓								
				Syntactic level 1. The phrase, "Nowadays stuff like that wouldn't fly", is rearranged into new order as "มันไม่ใช่มุขเด็ดสำหรับยุคปัจจุบันแน่" so as to make it meaningful and natural in the RT.								✓	
69	I imagine if he tried to do that now, people opposing him would insert all sorts of foul language ~~in the blank space~~, but we never saw it	ผมว่าถ้าพ่อเอามาใช้ในยุคนี้ คนที่เหม็นหน้าพ่อก็คงเติมถ้อยคำลามกอนาจาร	I think if dad tried to use it today, the people who disliked him would fill some pornographic words in the	Lexical level 1. The word, "those days" or "สมัยนั้น", is added to make the meaning more complete and sound natural in the RT context.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
69	once. (p. 9)	ต่างๆ ลงไป แต่สมัยนั้นเรื่องแบบนี้ไม่เคยปรากฏ (หน้า 24)	blank space but those days that kind of stuff would never happen.	Syntactic level 1. The gerund noun, "opposing", is changed into the verb form, "เหม็นหน้า", to make the syntactic structure correct and make sense in the RT.								✓	
				2. The omission of this phrase, "in the blank space", has been made to avoid the verbiage in the RT language.								✓	
				3. The phrase, "foul language", is rearranged into a new order as "ถ้อยคำลามกอนาจาร" for the acceptable syntactic structure in the RT.								✓	
				4. The changed of affirmative sentence, "we never saw it once", into the negative sentence, "เรื่องแบบนี้ไม่เคยปรากฏ", because the word,								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
69				"never" is used in the affirmative sentence in the ST but when it is translated in the RT, it gives the negative meaning in the negative form of the RT.								✓	
70	A farmer from Duplin County once wrote the word shit in the blank space, ~~and when~~ my mom saw it, she covered my eyes ~~and~~ said a prayer asking for forgiveness for the poor ignorant bastard. (p. 9)	ชาวนาจากดับลิน เคาน์ตี้ เติมคำว่า "ขี้" ลงในช่องว่างนั่น แม่เห็นปุ๊บรีบเอามือปิดตาผม ปากพร่ำภาวนาขอให้พระเจ้าทรงอภัยแก่ไอ้สันดานถ่อยทุเรศโสมมผู้นั้น (หน้า 24)	A farmer from Duplin County filled the word "shit" in that blank space, once mom saw it then immediately covered my eyes with her hands and prayed for God forgiving for that damn bastard.	Syntactic level 1. The omission of conjunctions, "and when" and "and", have been made to make it meaningful and concise in the RT.								✓	
				2. "Duplin County" is transliterated as "ดับลิน เคาน์ตี้" because it is the proper name of a place which contains no meaning in the RT.						✓			
				3. The gerund noun, "asking", is changed into the verb form, "ขอ", to make it meaningful and acceptable syntactic							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
70				structure in the RT.									
				3. The noun, "forgiveness", is changed into the verb form, "ทรงอภัย", to make the syntax correct and meaningful in RT.							✓		
				4. The word, "God" or "พระเจ้า", is added as a pronoun to make the syntax correct of the RT.								✓	
71	She didn't say exactly ~~those words,~~ but I got the gist of it. (p. 9)	(จริงๆ แม่ผมไม่ได้ด่าไฟแลบแบบนั้น แต่ผมก็รู้สึกได้ว่าถ้อยคำที่แม่ใช้ก็ส่อความหมายใกล้เคียงทีเดียว) (หน้า 24)	In fact, my mom didn't swear with a nasty foul-mouthed word but I felt she used the words which implied the very close meaning to it.	Lexical level 1. The conjunctions, "In fact" or "จริงๆ", are added as the spoken language and to make the meaning sounds natural in the RT context.				✓					
				Syntactic level 1. The phrase, "those words", is omitted to make it sound natural in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
71				2. The phrase, "the gist of it" is transformed into the sentence, "ถ้อยคำที่แม่ใช้ก็ส่อความหมายใกล้เคียงทีเดียว)" or "she used the words which implied the very close meaning to it", to explain the meaning more clearly in the RT.								✓	
72	So my father, Mr. Congressman, was a bigwig, and everyone but everyone knew it, including old man Hegbert. (p. 9)	ผมก็เลยได้ชื่อว่าเป็นลูก ส.ว. คนดังที่ใครๆ ก็รู้จักรวมทั้งเฒ่าเฮกเบิร์ตด้วย (หน้า 24)	I was known as the son of a famous senator who anyone knew including old Hegbert.	Lexical level 1. The generic words, "famous" or "คนดัง", are used instead of the specific word, "a bigwig", as a colloquial word in order to make it sounds familiar in the RT context.			✓						
				2. The generic words, "anyone" or "ใครๆ", are used instead of the specific word, "everyone", to make it sounds natural in the RT context.			✓						

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
72				3. The generic word, "เฒ่า", is used instead of the specific word, "old man", for the literary writing style and to make it sound natural in the RT.			✓						
				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person and it contains no meaning in the RT language.						✓			
73	Now, the two of them didn't get along, ~~not at all~~, despite the fact that my father went to Hegbert's church whenever ~~he~~ was in town, which ~~to be frank~~ wasn't all that often. (p. 9)	แต่เขากับพ่อไม่ลงรอยกัน แม้พ่อจะไปโบสถ์ของเฮกเบิร์ตทุกครั้งที่กลับมาเยี่ยมบ้าน (ซึ่งเท่ากับนานๆ ครั้ง) (หน้า 24)	But he and dad didn't get along although dad would go to Hegbert's church whenever he came to home (which means not very often)	Lexical level 1. The phrase, "not at all" and "to be frank", are not translated to avoid the verbiage and because they are a kind of colloquial words of the ST language which may not sound familiar in the RT context.					✓				

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
73				Syntactic level 1. The omission of pronoun, "he" has been made to avoid the redundancy of pronoun which is already mentioned in the same sentence.								✓	
				2. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person and it contains no meaning in the RT language.						✓			
74	Hegbert, in addition to his belief that fornicators were destined to clean the urinals in hell, also believed that communism was "a sickness that doomed mankind to heathenhood." (p. 9)	เฮกเบิร์ตก็ยังมีความเชื่อฝังหัวว่าพวกที่ประพฤติตนนอกรีตจะต้องไปล้างส้วมในนรก และยังเชื่อด้วยว่าลัทธิคอมมิวนิสต์คือ "โรคร้ายที่จะนำ	Hebgert had a strong belief that those rebels who behaved unconventionally must go to clean the toilet in hell, and also believed that the communism doctrines was "a	Lexical level 1. The words underlined, "strong belief" or "เชื่อฝังหัว", are added to express that Hegbert is a religious person and strict to the religion's rules.	✓								
				2. The words underlined, "communism doctrines"	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
74		มนุษยชาติไปสู่ยุค ทมิฬหินชาติ" (หน้า 24)	serious sickness that led mankind to the age of savage heathenhood".	or "ลัทธิคอมมิวนิสต์" are added as a classifier to show that communism is a kind of belief.									
				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person which contains no meaning in the RT language.						✓			
				2. The phrase in the form of passive voice, "fornicators were destined to clean the urinals in hell", is changed to active voice, "พวกที่ประพฤติตนนอกรีตจะต้องไปล้างส้วมในนรก", in order to make the language sounds familiar in the RT context.								✓	
				Syntactic level 1. The word, "communism", is						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
74				transliterated as "คอมมิวนิสต์" because it is a certain name of a set of belief which is used as a loan word in the RT.						✓			
75	~~Even though~~ heathenhood wasn't a word ~~I can't find it~~ in any dictionary–the congregation knew what the meant. (p. 9)	คำว่า heathenhood นี่ไม่มีในใน พจนานุกรม แต่ผู้คนที่ ไปโบสถ์ต่างเข้าใจดี ว่าเขาหมายถึงอะไร (หน้า 24)	The word heathenhood was not in the dictionary but the people who gathered in the church each realized that what he meant.	Lexical level 1. A single word, "the congregation", is translated as a phrase "ผู้คนที่ไปโบสถ์", because no equivalent meaning provided in the RT.		✓							
				Syntactic level 1. The phrases, "Even though" and "I can't find it", are omitted to avoid the verbiage and to adjust the meaning more concise in the RT language.								✓	
				2. The conjunctions, "but… that " or "แต่…ว่า ", are added to show the contrast in the sentence so as to make it meaningful and natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
75				3. The noun, "the meant", is changed to the form of verb, "หมายถึง", to make the syntactic structure correct and meaningful in the RT.							✓		
				4. The pronouns, "he" or "เขา", are added to make the syntactic structure correct and make sense in the RT language.								✓	
76	~~They~~ also knew that he was directing his words specifically to my father, who would sit ~~with his~~ eyes closed ~~and~~ pretend not to listen. (p. 9)	และรู้ด้วยว่าเขาจงใจพูดใส่หน้าพ่อผม ส่วนพ่อก็จะนั่งนิ่งหลับตาทำเป็นไม่ได้ยิน (หน้า 24)	And they knew that he intentionally spoke to my father and while my father would sit silently pretending not to listen.	Lexical level 1. The conjunctions, "and…as for" or "และ…ส่วน", are added to make a connection among the clauses to make it meaningful and natural in the RT.				✓					
				Syntactic level 1. The omission of pronoun, "they", has been made to avoid the verbiage use of pronoun because it is already								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
76				mentioned at the previous sentence so as to reduce the redundancy of pronoun.									
				2. The conjunction, "and", is omitted to make the meaning more concise and sounds natural in the RT context.								✓	
				3. The word, "words", acts as a noun in the ST and the form is changed to verb, "พูด" or "spoke", so as to make the syntactic structure acceptable and to make it meaningful in the RT.							✓		
				4. The words, "with his", is omitted to make the meaning sound natural and make sense in RT.								✓	
				5. The pronouns, "my father" or "พ่อ", are added to make the syntactic structure correct so as to make the meaning								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				acceptable in the RT.									
77	My father was on one of the House committees that oversaw the "Red influence" ~~supposedly~~ infiltrating ~~every~~ aspect of the country, including national defense, higher education, and even tobacco farming. (p. 9)	พ่อผมเคยอยู่ใน คณะกรรมาธิการการ สอบสวน "ภัยแดง" ที่ แทรกซึมประเทศชาติ ทั้งด้านการป้องกัน ประเทศ วงการศึกษา ระดับสูง หรือกระทั่ง ไร่ยาสูบ (หน้า 24)	My father used to be one of the investigation committees of "Red danger" which gradually infiltrated into the country including the aspect of national defense, higher education circles or even tobacco farming.	Lexical level 1. The classifiers underlined, "aspect of national defense" or "ด้านการป้องกันประเทศ" and "higher education circles" or "วงการศึกษาระดับสูง", are added to make it meaningful and sounds natural in the RT.	✓								
				2. The generic words, "ภัย" or "danger", is used instead of the specific word, "influence" to make the meaning sounds familiar and natural in the RT.			✓						
				Syntactic level 1. The words, "supposedly" and "every", are omitted to avoid the verbiage in order to make more sense in the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
77				2. The verb, "oversaw", is changed to the form of noun, "การสอบสวน", to make the language sound natural in the RT context.							✓		
				3. The gerund noun, "infiltrating", is changed to the form of verb, "แทรกซึม", to make the correct syntactic structure and to make it meaningful in the RT context.							✓		
78	You have to remember that this was ~~during~~ the cold war; tensions were running high, and ~~we~~ North Carolinians needed something to bring it down to a more personal level. (p. 9)	อย่าลืมว่านั่นเป็นที่สงครามเย็นกำลังตึงเครียด และชาวนอร์ทแคโรไรนาก็ต้องการอะไรที่พอจะเป็นรูปธรรมใกล้ตัวบ้าง (หน้า 24)	Don't forget that was the serious cold war and the North Carolinians also needed something concrete which closed to the existing personal level.	Syntactic level 1. The words, "during" and "we", are omitted to avoid the verbiage and to make the meaning more concise in the RT.								✓	
				2. The phrase, "the cold war", is rearranged into new order as "สงครามเย็น" in order to make the syntactic structure correct in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
78				2. The sentence, "tensions were running high", is transformed into the phrase, "กำลังตึงเครียด", so as to make the meaning sound natural in the RT context.								✓	
				3. The affirmative phrase, "You have to remember", is constructed into the negative phrase, "อย่าลืมว่า", to make it sound natural as a colloquial language in the RT context.								✓	
				4. The word, "North Carolinians", is transliterated as "นอร์ทแคโรไรนา" because it is a proper name of a person in the state of Carolinas and it contains no meaning in the RT.						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
79	My father had consistently looked for facts, which were irrelevant to people like Hegbert. (p. 9)	พ่อผมจึงมีหน้าที่ไต่สวนสืบหาข้อมูลต่างๆ ซึ่งไม่เห็นจะเกี่ยวอะไรเลยกับคนอย่างเฮกเบิร์ต (หน้า 24)	My father was in charge of interrogating and looking for the facts which there was nothing to do with people like Hegbert.	Lexical level 1. The verb, "interrogating" or "ไต่สวน", is added as a reduplication for the stylistic writing of the RT.	✓								
				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person which contains on meaning in the RT language.						✓			
				2. The adverb, "consistently", is changed into the noun, "หน้าที่", to make the correct syntax and to make sense in the RT context.							✓		
				3. The word, "facts" is in the plural form and it is translated as "ข้อมูลต่างๆ" to make the meaning equivalent under the							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
79				syntactical rule of the ST and the RT.									
				4. The affirmative phrase, "which were irrelevant to people like Hegbert." is changed into the negative form, "ซึ่งไม่เห็นจะเกี่ยวอะไรเลยกับคนอย่างเฮกเบิร์ต" because the word "irrelevant" is used in the affirmative form of the ST but it gives the negative meaning in the RT provided that the form is logically changed in the negative form in the RT.								✓	
80	Afterward, when my father would come home after the service, he'd say something like "Reverend Sullivan was in rare form today. (p. 9-10)	เมื่อกลับจากโบสถ์พ่อชอบพูดลอยๆ ว่า "วันนี้สาธุคุณซัลลิแวนมีอะไรแปลกๆ (หน้า 24)	After returning from the church, dad often said something nonspecifically like "Today, Reverend Sullivan was bizarre."	Lexical level 1. The addition of the word underlined, "said nonspecifically" or "พูดลอยๆ", has been made for the literary writing style of the RT context.	✓								
				2. The specific word, "in rare" is translated as the			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
80				generic word, "bizarre" or "แปลกๆ" as a colloquial language so as to make it sounds natural in the RT.									
				Syntactic level 1. "Sullivan" is transliterated as "ซัลลิแวน" because it is the proper name of a person which contains no meaning in the RT.						✓			
				2. The sentence, "when my father would come home after the service", is transformed into the phrase, "เมื่อกลับจากโบสถ์", to make it more concise and to make it sounds natural in the RT.							✓		
81	~~I hope you~~ heard that part about ~~the Scripture~~ where Jesus was talking about the poor…"	ได้ยินใช่มั้ยที่ท่านอ้างตอนที่พระเยซูตรัสกับพวกคนยากไร้น่ะ	Have you heard that when he referred to part of Jesus was talking to the	Syntactic level 1. The phrases, "I hope you" and "the Scripture", are omitted to make it less formal as a spoken								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
81	(p. 10)	...." (หน้า 24)	poor people?	words in the RT context and it does not distort the gist of the message.									
				2. The phrases, "he referred" or "ท่านอ้าง", are added to refer to Hegbert who mentioned about the Scripture in order to make the syntactic structure correct and meaningful in the RT.								✓	
82	Yeah, sure, Dad.... My father tried to defuse situations whenever possible. (p. 10)	จริงด้วยครับพ่อ.....พ่อผมสามารถพลิกสถานการณ์ให้ตัวเองเป็นต่ออย่างแนบเนียนทุกครั้งที่มีเงื่อนไข (หน้า 25)	That's true dad... my father could turn the situations upside down to prevail himself seamlessly every single claim.	Lexical level 1. The addition of the phrases, "to prevail himself seamlessly" or "ให้ตัวเองเป็นต่ออย่างแนบเนียน", have been made for the literary writing style of the RT.	✓								
83	I think that's why he stayed in Congress for so long. (p. 10)	ผมว่าที่พ่อได้เป็นผู้แทนฯ หลายสมัยก็เพราะอย่างนี้นี่เอง (หน้า 25)	I wondered that's the reason why dad stayed on the house of representatives for a long time.	Syntactic level 1. The phrase, "that's the reason why he stayed in Congress for so long", is rearranged into a new order as "พ่อได้เป็นผู้แทนฯ								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
83				หลายสมัยก็เพราะอย่างนี้นี่เอง" to make the meaning sound natural in the RT context.									
84	The guy could kiss the ugliest babies known to mankind and still come up with something nice to say. (p. 10)	นักการเมืองอย่างพ่อสามารถก้มลงจูบทารกหน้าตาอัปลักษณ์ที่สุดแล้วพูดอะไรดีๆ ออกมาได้อย่างเต็มปากเต็มคำ (หน้า 25)	The politician like my father could bend down to kiss a baby with the ugliest face, then, said something nice without embarrassment.	Lexical level 1. The phrase, "นักการเมืองอย่างพ่อ", is used instead of a single word, "The guy" to explain more clearly and to express the sarcastic feeling of the character toward his father.		✓							
				2. The addition of verb, "bend down to kiss" or "ก้มลงจูบ", has been made for the stylistic writing reason to express his kindness to the babies.	✓								
				2. The word underlined, "the ugliest face" or "หน้าตาอัปลักษณ์",is added to make the language sound natural in the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
84				3. The phrases underlined, "said <u>something nice without embarrassment</u> or "<u>ออกมาได้อย่างเต็มปากเต็มคำ</u>", are added for the literary writing style.	✓								
85	"He's such a gentle child," he'd say when a baby had a giant head, or, "~~I'll bet~~ she's the sweetest girl in the world," if she had a birthmark over her entire face. (p. 10)	"ลูกคุณเรียบร้อยดีจัง" พ่อจะพูดอย่างนี้ถ้า<u>เจอ</u>เด็กหัวโต<u>ปัญญานิ่ม</u> หรือ "แม่หนูคนนี้จะต้องโตขึ้นเป็นหญิงสาวที่สวยที่สุดในโลก" ต่อให้เด็กคนนั้นมีปานเต็มหน้าก็ตาม (หน้า 25)	"Your kid is well-behaved" dad would always say something like this if he <u>met</u> a kind of an idiot baby with a big head or "This girl will definitely be the most beautiful lady in the world" even though that girl's face was entirely covered with birthmarks.	<u>Lexical level</u> 1. The word, "<u>an idiot</u> baby with a big head" or "<u>หัวโตปัญญานิ่ม</u>", is added for the stylistic writing in the sarcastic way of the RT.	✓								
				<u>Syntactic level</u> 1. The phrase, "<u>I'll bet</u>", is omitted to avoid the verbiage and to make it sound natural in the RT.								✓	
				2. The verb, "<u>met</u>" or "<u>เจอ</u>", is added to make the syntactic structure correct and to make sense of the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
86	One time a lady showed up with a kid in a wheelchair. (p. 10)	ครั้งหนึ่งมีผู้หญิงเข็นรถเด็กพิการเข้ามาหา (หน้า 25)	Once there was a lady pushing a wheel chair with the disabled children to him.	Lexical level 1. The generic words, "the disabled children" or "เด็กพิการ", are used instead of the specific word of "a kid in a wheelchair" to make it sounds familiar in the RT context.			✓						
87	My father took one look at him and said, "~~I'll~~ bet you ten to one that you're smartest kid in ~~your~~ class." (p. 10)	พ่อเหลือบมองเด็กแล้วพูดทันทีว่า "ท้าพนันสิบต่อหนึ่งเลยว่าเธอต้องเรียนเก่งที่สุดในชั้น"(หน้า 25)	Dad glanced at the girl and said at once "I bet ten to one, she must be the most talented in the classroom."	Lexical level 1. The words, "at once" or "ทันที", are added to indicate that he does not hesitate to show off his idea toward a girl in order to please her.	✓								
				2. The generic words, "glanced at" or "เหลือบ", are used instead of the specific words of "took one look" to make it meaningful in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
87				3. The word, "<u>your</u>", is omitted to make it less formal and concise in the RT context.								✓	
				<u>Syntactic level</u> 1. The phrase, "<u>I'll</u>", is omitted to make the conversation more colloquial in the context of RT.								✓	
88	And he was! Yeah, my father was <u>great</u> at stuff like that. (p. 10)	<u>แล้วคุณรู้มั้ย</u>.....ใช่จริงๆ! เรื่องแบบนี้พ่อ<u>ถนัด</u>นัก (หน้า 25)	<u>And do you know</u>…yes, it really was, dad was so <u>keen on</u> this kind of thing.	<u>Lexical level</u> 1. The phrases, "<u>And do you know</u>" or "<u>แล้วคุณรู้มั้ย</u>", are added to show the excitement of the character in the mood of the RT context.	✓								
				<u>Syntactic level</u> 1. The word, "<u>great</u>", acts as an adjective in the ST but its function turns into a verb as "<u>ถนัด</u>" to make the syntactic structure correct and make it meaningful in the RT language.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
89	And he wasn't such a bad guy, ~~not really~~, ~~especially~~ if ~~you~~ consider the fact that he didn't beat me ~~or anything~~. (p. 10)	แต่พ่อก็ไม่ใช่พ่อที่เลวร้ายนัก ถ้าจะว่ากันตามข้อเท็จจริงที่เขาไม่เคยดุด่าเฆี่ยนตีผมเลย (หน้า 25)	But dad wasn't that bad if considering the fact that he never hit or told me off even once.	Lexical level 1. The words underlined, "told me off" or "ดุด่า", are added as a reduplication with the main words "hit" or "เฆี่ยนตี", as the reduplication for the stylistic writing in the RT context.	✓								
				Syntactic level 1. The omission of words, "not really", "especially", "you", and "or anything", can be made as long as the main idea of the message in the ST are not distorted to avoid the verbiage so as to make it meaningful in the RT.								✓	
90	But he wasn't there for me ~~growing up~~. (p. 10)	ก็พ่อไม่เคยอยู่กับผมเลยนี่นา.... (หน้า 25)	Because dad never stayed with me at all.	Lexical level 1. The word, "growing up", is omitted because it makes sense of the ST context but it sounds unfamiliar in the RT.					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
91	I hate to say that because nowadays people claim that sort of stuff even if their parent was around and use it to excuse their behavior. (p. 10)	จริงๆ ผมไม่อยากพูดแบบนี้เพราะสมัยนี้ใครๆก็ใช้เหตุผลนี้เป็นข้ออ้างสำหรับพฤติกรรมห่วยๆ ของตัวเอง ต่อให้มีพ่อแม่พร้อมหน้าก็ยังอุตส่าห์บอกว่า (หน้า 25)	In fact, I don't want to say something like that because nowadays anyone would use this reason as the excuse to claim for their bad behavior; even their parents was around they still demanded that..	Lexical level 1. The words, "In fact" or "จริงๆ", are added as a spoken language when someone wants to say something honestly for the stylistic writing of the RT language.	✓								
				2. The words underlined, "bad behavior" or "พฤติกรรมห่วยๆ", is added as the colloquial language in the sense of RT.	✓								
				Syntactic level 1. The phrase, "nowadays people claim that sort of stuff even if their parent was around and use it to excuse their behavior", is rearranged into a new order of "สมัยนี้ใครๆ ก็ใช้เหตุผลนี้เป็นข้ออ้างสำหรับพฤติกรรมห่วยๆ ของตัวเอง								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
91				ต่อให้มีพ่อแม่พร้อมหน้าก็ยังอุตส่าห์บอกว่า", to make it meaningful and sound natural in the RT context.									
				2. The affirmative sentence, "I hate to say", is changed to the negative sentence, "จริงๆ ผมไม่อยากพูดแบบนี้", to present another form of sentence structure in the RT but convey the same meaning as in the ST.								✓	
92	My dad….~~he~~ didn't love me…that's why I became a stripper and performed on The Jerry Springer Show…. I'm not using it to excuse ~~the person I've become~~, ~~I~~'m simply saying it as a fact. (p. 10)	พ่อไม่รักผม ผมจึงต้องมาเต้นจ้ำบ๊ะออกทีวีในรายการเจอร์รี่สปริงเกอร์โชว์.... ผมจะไม่แก้ตัวน้ำขุ่นๆ แบบนั้น ขอบอกเพียงข้อเท็จจริงแล้วกันว่า (หน้า 25)	dad didn't love me so I had to perform a stripper on TV in The Jerry Springer Show program ….I wouldn't excuse unreasonably like that; I just want to tell the fact that…	Lexical level 1. The words, "program" or "รายการ", are added to make sense in the RT.	✓								
				2. The generic word, "ออกทีวี", is used instead of the specific word, "performed", as a spoken word so as to make it sounds more familiar in the RT context.			✓						

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
92				Syntactic level 1. The pronoun, "he" is omitted to avoid the verbiage because it is already mentioned as "My dad" to make it meaningful and concise in the RT.								✓	
				2. The proper name of the TV show of "Jerry Springer Show" is transliterated as "เจอร์รี่ สปริงเกอร์โชว์" because it provides non-equivalent meaning in the RT.						✓			
				3. The word, "a stripper", acts as a noun in the ST and the form is changed to a verb, "perform a stripper" or "เต้นจ้ำบี๊ะ", to make the syntactic structure correct and make sense of the RT.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
92				4. The omission of the phrase, "the person I've become", can be made as long as the main idea of the ST is not distorted and to make it meaningful and concise in the RT.								✓	
				5. The pronoun, "I", is omitted to reduce the redundancy used of pronoun "I" because it is already mentioned in the previous clause so as to make the meaning sounds familiar in the RT.								✓	
93	My father was gone nine months of the year, living out of town in a Washington, D.C., apartment three hundred miles away. (p. 10)	พ่อผมไม่อยู่บ้านเสียปีละเก้าเดือน แต่ไปอยู่อพาร์ตเมนต์ชานกรุงวอชิงตัน ดี. ซี. ไกลบ้านสามร้อยไมล์ (หน้า 25)	My dad didn't stay home for nine months a year but lived somewhere else in the apartment on the outskirts of Washington, D.C. capital city, three hundred miles away from home.	Lexical level 1. The word, "capital city" or "กรุง", is added to the main word of "Washington, D.C." to clarify that it is a name of the capital city of US.	✓								
				2. The conjunction, "but" or "แต่", is placed to show the contrast between the clauses and to make it				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
93				meaningful in the RT.									
				Syntactic level 1. "Washington, D.C.", "apartment", and "miles" are the proper names of a place, a kind of building and a measurement of distance which are transliterated as "วอชิงตัน ดี. ซี.", "อพาร์ตเมนต์", and "ไมล์" because they have no equivalent meaning provided in RT language except the word "apartment" which its meaning sound unfamiliar in the RT context.						✓			
94	My mother didn't go with him because ~~both of them~~ wanted me to grow up "the same way they had." (p. 10)	ส่วนแม่ไม่ไปอยู่กับพ่อ เพราะได้ตกลงกันว่าจะให้ผมเติบโตขึ้น "แบบเดียวกับที่เราเคยโตมา" (หน้า 25)	As for mum wasn't there with dad because they were agreed to let me growing up "the same way as they had grown up"	Lexical level 1. The conjunction, "As for" or "ส่วน", is added at the beginning of the clauses to make it meaningful and sound natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
94				2. The phrases underlined, "had <u>grown up</u>" or "<u>เคยโตมา</u>", are added to bring out the intended meaning so as to make it much more clearer in the RT.	✓								
				<u>Syntactic level</u> 1. The phrase, "<u>both of them</u>", is omitted to avoid the verbiage so as to make it sound natural in the RT.								✓	
95	~~Of course~~, my father's father took him <u>hunting</u> and <u>fishing</u> taught him to play ball, showed up for birthday parties, all that <u>small stuff</u> that <u>adds up</u> to quite a bit before <u>adulthood</u>. (p. 10)	พ่อของพ่อยังได้พาลูกไป<u>ล่าสัตว์</u> <u>ตกปลา</u> หัดเล่นบอลฉลองวันเกิดและทำโน่นนี่หลายอย่างที่ถือเป็น<u>การฟูมฟักบ่อเพาะ</u>ก่อน<u>ลูกเติบใหญ่</u> (หน้า 25)	The father of dad took him for hunting, fishing, and practicing a ball for his birthday party <u>and did a lot of things</u> to nurse carefully before <u>kids grew up</u>.	<u>Lexical level</u> 1. The phrase, "<u>Of course</u> is omitted to make the language sounds familiar and natural in the RT.					✓				
				2. The phrases, "<u>kids grew up</u>" or "<u>ลูกเติบใหญ่</u>", are used instead of a single word, "<u>adulthood</u>", for stylistic writing in the RT context.		✓							

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
95				3. The phrases, "<u>did a lot of things</u>" or "<u>ทำโน่นนี่หลายอย่าง</u>", are used instead of the word, "<u>small stuff</u>", in order to make it meaningful and make sense of the RT.		✓							
				4. The conjunctions, "<u>and</u>" or "<u>และ</u>", are added to make a connection among the clauses so as to make it meaningful and natural in the RT.				✓					
				<u>Syntactic level</u> 1. The gerund noun, "<u>hunting</u>", in the ST is changed to the form of a verb, "<u>ล่าสัตว์</u>", to make the syntactic structure correct and to make it meaningful in the RT.							✓		
				2. The gerund noun, "<u>fishing</u>", is changed to the form of a verb, "<u>ตก</u>							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
95				ปลา", to make the correct syntax and meaningful in the RT.									
				3. The verb, "adds up", is changed to the form of noun, "การฟูมฟักบ่อเพาะ", for the correct syntax and the stylistic writing of the RT.							✓		
96	My father, ~~on the other hand~~, was a stranger, ~~someone I barely knew at all~~. (p. 10)	แต่พ่อผมเป็นแค่ชายแปลกหน้าสำหรับผม (หน้า 26)	But my dad was just a stranger for me.	Lexical level 1. The phrases, "for me" or "สำหรับผม", are added at the end of sentence to make the meaning more complete in the RT.	✓								
				2. The conjunctions, "But…just" or "แต่…แค่", are added to show the contrast against the previous sentence in order to make it meaningful and natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
96				Syntactic level 1. The omission of the phrases, "on the other hand" and "someone I barely knew at all", have been made to avoid the verbiage and to make it meaningful and concise in the RT.					✓				
97	For the first five years ~~of my life~~ I thought all fathers lived somewhere else. (p. 10-11)	ในช่วงห้าขวบปีแรก ผมเคยคิดว่าพ่อทุกคนก็ไม่ค่อยอยู่บ้าน (หน้า 26)	During my first five years, I thought that every other dad wouldn't stay home.	Syntactic level 1. The phrase, "of my life", is omitted because it is not important message and it does not distort the whole meaning of the ST so as to make it meaningful and concise in the RT.								✓	
				2. The affirmative sentence, "all fathers lived somewhere else", is adjusted into the negative sentence, "พ่อทุกคนก็ไม่ค่อยอยู่บ้าน", to convey the equivalent meaning in the negative form of the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
98	~~It wasn't~~ until my best friend, Eric Hunter, asked me in kindergarten who that guy was who showed up at my house the night before that I realized something wasn't quite right ~~about the situation~~. (p. 11)	จนกระทั่งเอริค ฮันเตอร์ เพื่อนซี้อนุบาลมาถามผมว่าผู้ชายที่อยู่ในบ้านเราเมื่อคืนก่อนเป็นใคร ผมจึงเริ่มเอะใจว่ามันคงไม่ใช่เรื่องปกติธรรมดาแล้ว (หน้า 26)	Until Eric Hunter my kindergarten best friend asked me who was the guy in your house the night before and I woke up to the fact that something wasn't quite right here.	Syntactic level 1. The omission of the phrases, "It wasn't", and "about the situation", have been made because they do not distort the main idea of the message in the ST and to avoid the verbiage so as to make them sound natural in the RT context.								✓	
				2. The proper name of a person, "Eric Hunter", is transliterated as "เอริค ฮันเตอร์", and it has no meaning provided in the RT language.						✓			
				3. The phrase, "my best friend, Eric Hunter, asked me in kindergarten", is sequencing the important message into a new order, "เอริค ฮันเตอร์ เพื่อนซี้อนุบาล", the word, "best friend", is merged with								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
98				the word "kindergarten", results in a new word, "kindergarten best friend" or "เพื่อนซี้อนุบาล" in the RT spoken language.									
99	"Oh," Eric said as he rifled through my lunchbox, looking for my Milky Way. "I didn't know you had a father." (p. 11)	"อ้าว เหรอ?" เอริคพูดพลางฉวยกล่องอาหารของผมไปรื้อหาแท่งมิลกี้เวย์ "ไม่ยักรู้ว่านายมีพ่อด้วย" (หน้า 26)	"Really?" Eric said and grabbed my food box seeking for a piece of Milky Way "Didn't know you've got a father."	Lexical level 1. The word, "a piece of" or "แท่ง", is added to the main word, "Milky Way" or "มิลกี้เวย์", as a classifier to show the figure of the snack in order to make it sound familiar in the RT.	✓								
				Syntactic level 1. The omission of pronoun, "I", has been made to show that it is the informal conversation between the close friends to make sense of the use of colloquial language of the RT context.								✓	
				2. The proper names of a person and snack, "Eric" and "Milky Way", are							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
99				transliterated as "เอริค" and "มิลคี่เวย์", because they do not have the equivalent in the RT.									
				2. The gerund noun, "looking", is changed to the form of verb, "รื้อหา", to make the correct syntactic structure and the meaning sounds familiar in the RT language.							✓		
100	~~Talk about something~~ whacking you straight in the face. (p. 11)	มันเหมือนผมโดนชกหน้าเข้าอย่างจังโดยไม่ทันตั้งตัว (หน้า 26)	It was like I was totally whacked without protecting myself.	Lexical level 1. The phrases, "without protecting myself" or "โดยไม่ทันตั้งตัว", are added to show the unexpected feeling of the character.	✓								
				Syntactic level 1. The phrase, "Talk about something", is omitted because it is a kind of a spoken language in the ST but it sounds unfamiliar in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
100				2. The gerund noun, "<u>whacking</u>", is changed to the form of verb, "<u>ชก</u>", to make the syntactic structure correct and make sense of the RT.							✓		
				3. The sentence in the form of active voice, "<u>Talk about something whacking you straight in the face</u>", is changed to the form of passive voice, "มันเหมือนผม<u>โดน</u>ชกหน้าเข้าอย่างจังโดยไม่ทันตั้งตัว", because it is appropriate for the negative meaning and it makes sense of the RT context.								✓	
101	~~So~~, I grew up under the care ~~of~~ my mother. (p. 11)	ผมจึงเติบโตมาด้วยน้ำมือแม่<u>เพียงผู้เดียว</u> (หน้า 26)	So I was growing up with the only care of my mother's <u>own hands</u>.	<u>Lexical level</u> 1. The phrases, "mother's <u>own hands</u>" or "<u>เพียงผู้เดียว</u>", are added at the end of the sentence to make the meaning more complete in the RT.	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
101				Syntactic level 1. The words, "So" and "of", are omitted to adjust the meaning more concise and sounds natural in RT.								✓	
102	~~Now~~ she was a ~~nice lady~~, sweet and gentle, the kind of mother most people dream about. (p. 11)	แม่ผมช่างอ่อนหวาน ใจดีแบบแม่ในฝัน ของทุกๆ คน (หน้า 26)	My mum was so sweet and gentle like an idol mum whom everyone dreamt of.	Lexical level 1. The phrase, "a nice lady", is omitted to avoid the verbiage so as to make it sound natural in the RT.					✓				
				Syntactic level 1. The auxiliary verb, "so" or "ช่าง", is added for the literary writing style of the RT language.								✓	
				2. The spoken, "Now", is omitted because it is a sense of the ST expression and to avoid the unfamiliar meaning in the RT.					✓				
103	But she wasn't, ~~nor could she ever be~~, a manly influence ~~in my life~~, ~~and~~ that fact, coupled with	แต่แม่ก็ไม่อาจเป็นพ่อพิมพ์ของลูกผู้ชายได้ ความจริงข้อนี้บวกกับ	But mum couldn't be a father of a man, this fact coupled with the	Lexical level 1. The generic word, "a father of a man" or "พ่อพิมพ์", is used instead of a			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
103	my growing disillusionment with my father, made me become ~~something~~ ~~of~~ a rebel, ~~even~~ at a young age. (p. 11)	ความผิดหวังในตัวพ่อที่สะสมขึ้นเรื่อยๆ ทำให้ผมดื้อรั้นตั้งแต่เด็ก (หน้า 26)	disappointment in my father was gradually risen which made me stubborn ever since I was a child.	specific word, "a manly influence", for the literary writing style of the RT.									
				2. The generic words, "a child" or "เด็ก", are used instead of the specific word, "a young age" to make it sounds natural in the RT.			✓						
				3. The words, "something of", is omitted because it does not make any sense in the RT language.					✓				
				Syntactic level 1. The omission of the conjunction, "and", and the adverb, "even", have been made to make the meaning more concise and sounds natural in the RT.								✓	
				2. The phrases, "nor could she ever be", and "in my life", are omitted to cut out the verbiage so as to make it more meaningful in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
103				2. The gerund noun, "growing", is changed to the verb form, "สะสมขึ้นเรื่อยๆ", in order to make the syntactic structure correct and make sense of RT language.							✓		
104	Not a bad one, ~~mind you~~. Me and my friends might sneak out late and soup up car windows ~~now and then~~ or ~~eat~~ boiled peanuts in the graveyard behind the church, but in the fifties that was the kind of thing that made other parents shake their heads and whisper to their children, "You don't want to be like that Carter boy. He's on the fast track to prison." (p. 11)	แต่ไม่ถึงขั้นเด็กสารเลวอะไร แค่บางทีผมกับเพื่อนๆ ย่องออกจากบ้านตอนดึกเพื่อจะเอาอะไรไปละเลงกระจกรถที่จอดอยู่หน้าบ้านคนอื่น แล้วไปต้มถั่วกันในป่าช้าหลังโบสถ์แต่สำหรับยุคฟิฟตี้ส์ นั่นเป็นพฤติกรรมที่พ่อแม่เด็กอื่นๆ พากันส่ายหน้า	But I wasn't extremely bad, only I and my friends sometimes sneaked out of the house late at night for taking something out and smeared on a car's window parking in front of other people's house then boiled the peanuts in the cemetery behind the church but for the fifties era,	Lexical level 1. The phrases, "of the house" or "ออกจากบ้าน", "taking something out" or "จะเอาอะไร", and "parking in front of other people's house" or "ที่จอดอยู่หน้าบ้านคนอื่น", are added to make the meaning more complete and to make sense of the RT.	✓								
				2. The conjunctions, "but…only…for…then" or "แต่…… แค่…… เพื่อ…..แล้ว", are added to				✓					

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
104		ระอาใจแล้วกระซิบบอกลูกตัวเองว่า "อย่าเอาอย่างเจ้าเด็กคาร์เตอร์นั่นนะ เกกมะเหรกเกเรแบบนี้อีกหน่อยต้องเข้าปี้งแน่" (หน้า 26)	it was an unacceptable behavior in which the parents of other children tediously shook their head, they then whispered to their kids "Do not imitate that Carter boy. Such an insolent child! He will soon be sent in jail."	make a connection among the clauses in order to make it meaningful and sounds natural in the RT context.				✓					
				3. The words underlined, "the fifties era" or "ยุคฟิฟตี้ส์", are added to clarify that it is the age of fifties so as to make it meaningful in the RT.	✓								
				4. The words underlined, "parents of other children" or "พ่อแม่เด็ก", are added as a spoken language to make it sound familiar in the RT context.	✓								
				5. The words underlined, "tediously shook their head" or "ส่ายหน้าระอาใจ", are added as the reduplication for the literary writing style of the RT language.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
104				6. The phrases, "Such an insolent child" or "เกกมะเหรกเกเรแบบนี้", are added to show the cause of being sent to prison.	✓								
				7. The generic word underlined, "อีกหน่อยต้องเข้าปึ้งแน่", is used instead of the specific word underlined, "He's on the fast track to prison.", to convey the intended meaning in the colloquial style of the RT context.			✓					✓	
				Syntactic level 1. The verb, "eat", is omitted but it is substituted with the verb, "boiled" or "ต้ม", so it makes the meaning change in the RT.									✓
				2. The phrases, "mind you" or "now and then", are omitted because they are the colloquial					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
104				language of the ST but they do not make any sense in the RT context.									
				3. The adjective, "boiled" , is changed to the form of verb, "ต้ม", which may misinterpret the original meaning but it does not affect the main idea in the ST.							✓		
				4. The proper name of a person, "Carter", is transliterated as "คาร์เตอร์" because it contains no meaning in the RT language.						✓			
105	Me. A bad boy. For eating boiled peanuts in the graveyard. Go figure. (p. 11)	ผมถูกมองว่าเป็นเด็กเกเรเพราะชอบกินถั่วต้มในป่าช้า....คิดดูแล้วกัน (หน้า 26)	I was criticized as a bad boy because I liked to eat peanuts in the cemetery. Think about this, yourself.	Lexical level 1. The conjunctions, "because" or "เพราะ", are added to make a connection among the clauses so as to make it meaningful and sound natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
105				Syntactic level 1. The gerund noun, "eating" is changed to the form of verb, "กิน", so as to make the syntactic structure correct and to make the meaning sound familiar in the RT.							✓		
				2. The phrase, "Me. A bad boy", is transformed into a passive sentence, "ผมถูกมองว่าเป็นเด็กเกเร", to convey the equivalent meaning and make sense in the RT language.								✓	
106	Anyway, my father and Hegbert didn't get along, ~~but~~ it wasn't' only because of politics. (p. 11)	เอาละ....ที่พ่อกับเฮกเบิร์ตไม่กินเส้นกันน่ะมันไม่ใช่เหตุผลทางการเมืองเท่านั้น (หน้า 27)	Anyhow…as dad and Hegbert didn't get along, it was not only the political reasons.	Lexical level 1. The words underlined, "the political reasons" or "เหตุผลทางการเมือง", are added to make it meaningful in the RT.	✓								
				2. The conjunction, "as" or "ที่", is added to give the reason why Hegbert and his father didn't get				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
106				along to make it sound natural in the RT.									
				Syntactic level 1. The proper name of a person, "Hegbert", is transliterated as "เฮก เบิร์ต", because it contains no meaning in the RT.						✓			
				2. The conjunction, "but", is omitted because it sound unfamiliar in the RT.								✓	
107	~~No~~, it seems that my father and Hegbert knew each other from way back when. (p. 11)	ผมเข้าใจว่าเขารู้จักกันมานานก่อนหน้านั้น (หน้า 27)	I understand that they knew each other for long time before that.	Lexical level 1. The phrases, "for long time" or "มานาน", are added to show the long period of time in the language style of the RT.	✓								
				2. The generic word, "they" or "เขา", is used instead of the specific words, "my father and Hegbert" to make it more concise and make sense of the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
107				Syntactic level 1. The exclamation, "No", is omitted because it may be used to show the agreement which may cause the confusion for the readers in the RT.								✓	
108	Hegbert was about twenty years older than my father, ~~and~~ back before he was a minister, he used to work for my father's father. (p. 11)	เฮกเบิร์ตแก่กว่าพ่อร่วมยี่สิบปี ก่อนมาเป็นนักเทศน์เขาเคยทำงานกับปู่ผม (หน้า 27)	Hegbert was about twenty years older than my dad; before becoming a preacher, he used to work with my grandfather.	Syntactic level 1.The conjunction, "and", is omitted to make the language sound natural in the RT.					✓				
				2. The proper name of a person, "Hegbert", is transliterated as "เฮกเบิร์ต" because it contains no meaning in the RT.						✓			
				3. The phrase, "Hegbert was about twenty years older than my father", is rearranged into a new order as "เฮกเบิร์ตแก่กว่าพ่อร่วมยี่สิบปี", so as to make the language sound natural in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
109	My grandfather—even though ~~he~~ spent lots of time with my father—was a true bastard if there ever was one. (p. 11)	ถึงปู่จะมีเวลากับพ่อเหลือเฟือ แต่แกเป็นคน "ชั่วช้าสารเลว" เท่าที่คำนี้จะครอบคลุมได้ (หน้า 27)	Although, my grandfather had a plenty of time but he was "a true bastard" as long as this word could ever explain him.	Syntactic level 1. The word, "he", is omitted to reduce the redundancy used of pronoun which is already mentioned in the first clause.								✓	
				2. The conjunction, "but" or "แต่", is added to show the contrast among the clauses so as to make the language sound familiar in the RT.								✓	
				2. The pronoun, "he" or "แก", is added to make the syntactic structure correct and to make the sentence meaningful in the RT language.								✓	
110	He was the one, ~~by the way~~, who made the family fortune, but I don't want you to imagine him as the sort of man who	ปู่คือผู้บุกเบิกความมั่งคั่งให้ตระกูลเราแต่อย่าคิดนะว่าแกเป็นคนหนักเอาเบาสู้ ขยัน	My grandfather was the founder who made a fortune for our family, but don't you think that he	Syntactic level 1. The phrase, "by the way", is omitted to avoid the verbiage and to make the language sound familiar in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
110	slaved over his business, working diligently and watching it grow, prospering slowly over time. (p. 11-12)	ทำมาหากินเก็บหอมรอมริบ อดทนรอคอยผลสำเร็จในบั้นปลาย (หน้า 27)	was a hard-working guy and saved little by little for the success at the end of life.	2. The gerund noun, "working", is changed to the form of verb, "ทำมาหากิน", to make the syntactic structure correct in the RT language.							✓		
				3. The sentence, "I don't want you to imagine him", is transformed into the phrase, "อย่าคิดนะ", to make the meaning more concise and sound familiar as a spoken language in the RT context.								✓	
				4. The sentence, "the sort of man who slaved over his business", is transformed into a phrase, "a hard-working guy" or" คนหนักเอาเบาสู้", to make it meaningful and sound familiar as a spoken word in the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
110				5. The gerund noun, "watching", is changed its function into a verb, "อดทนรอคอย", to make it meaningful and sound natural in the RT context.							✓		
111	~~My~~ grandfather was much shrewder than that. The way ~~he~~ made his money was simple—~~he~~ started as ~~a boot legger~~, ~~accumulating wealth~~ throughout prohibition by running rum up from Cuba. (p. 12)	ปู่สมองไวกว่านั้นเยอะ วิธีรวยน่ะรึ.... ง่ายมาก เริ่มด้วยการขายเหล้ารัมเถื่อนจากคิวบาในยุคที่การค้าสุรายังเป็นเรื่องผิดกฎหมาย (หน้า 27)	He was much more clever, how to get rich… easy, he started his business by selling the illicit liquor rum from Cuba in the age that selling liquor was prohibited.	Lexical level 1. The word, "liquor" or "เหล้า", is added to the main word, "rum", to clarify that the rum is a kind of liquor.	✓								
				2. The word, prohibition" , is interpreted to the phrase, "การค้าสุรายังเป็นเรื่องผิดกฎหมาย" or "selling liquor was prohibited", to make the meaning more clearly in the RT.		✓							

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
111				3. The conjunctions, "in the age" or "ในยุคที่", are added among the clauses to make it meaningful in the RT.				✓					
				4. The phrases, "a boot legger" and "accumulating wealth", are omitted because they are not known and sound unfamiliar in the RT culture.					✓				
				Syntactic level 1. The omission of the pronoun, "My" and "he", have been made to make it sound natural as a spoken language in the RT context.								✓	
				2. The word, "rum", is transliterated as "รัม" because it is used as a loan word and it has no meaning provided in the RT language.						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
111				3. The phrase, "he started as a boot legger, accumulating wealth throughout prohibition by running rum up from Cuba.", is rearranged into a new order, "เริ่มด้วยการขายเหล้ารัมเถื่อนจากคิวบาในยุคที่การค้าสุรายังเป็นเรื่องผิดกฎหมาย", to adjust the meaning sounds familiar and make sense in the RT language.								✓	
				4. The phrase, "The way he made his money was simple", is transformed into the sentence, "วิธีรวยน่ะรึ....ง่ายมาก", as a spoken language and to make it sounds natural in the RT context.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
112	Then ~~he~~ began buying land and ~~hiring~~ sharecroppers ~~to work it~~. (p. 12)	จากนั้นก็กว้านซื้อที่ดินมาทำไร่ยาสูบโดยแบ่งผลผลิตแทนค่าแรง (หน้า 27)	Then he made a rush-purchase by buying tobacco land and sharing products instead of paying wage.	Lexical level 1. The phrases, "sharing products instead of paying wage." or "โดยแบ่งผลผลิตแทนค่าแรง", is used instead of the single word, "sharecroppers" to make it meaningful and concise in the RT.		✓							
				Syntactic level 1. The pronoun, "he", is omitted to avoid the verbiage because it is already mentioned in the previous sentence.					✓				
				2. The phrase, "hiring…. to work it.", is omitted to make it meaningful and concise in the RT.					✓				
				3. The gerund noun, "buying", is changed to the verb form, "ซื้อ", so as to make the syntactic structure correct and sound natural in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
113	He took ninety percent of the money ~~the sharecroppers made on their tobacco crop~~, then loaned them money ~~whenever they needed it~~ at ridiculous interest rates. (p. 12)	ด้วยวิธีการเช่นนี้เก้าสิบเปอร์เซ็นต์ของรายได้ที่เป็นเงินตราก็ตกเป็นของปู่แต่เพียงผู้เดียว และในเวลาเดียวกันปู่ก็ปล่อยเงินกู้ให้พวกลูกจ้างด้วยอัตราดอกเบี้ยสูงลิ่ว (หน้า 27)	With this way, ninety percent of money incomes would totally belong to my grandfather only, and at the same time, my grandfather would lend his workers money with very high interest rates.	Lexical level 1. The words underlined, "incomes" or "รายได้", are added to indicate that it is the money as the income in order to make the meaning clear in the RT.	✓								
				2. The conjunctions, "With this way" or "ด้วยวิธีการเช่นนี้", are added at the beginning of the sentence to make a connection with the previous sentence in order to make it consistent and meaningful in the RT.				✓					
				3. The generic words, "very high" or "สูงลิ่ว", are used instead of the specific word, "ridiculous", to interpret that why his interest rates are ridiculous because it is very high in order to									

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
113				make sense and meaningful in the RT.									
				Syntactic level 1. The phrases, "the sharecroppers made on their tobacco crop.", is omitted to avoid the verbiage so as to make it meaningful and natural in the RT.								✓	
				2. The phrase, "whenever they needed it", is omitted because it is not important message and it does not distort the whole meaning in the RT.								✓	
				3. The word, "percent", is transliterated as "เปอร์เซ็นต์", because it sounds familiar in the RT language although it has the meaning provided in the RT.						✓			
				4. The phrase, "He took ninety percent of the money", is rearranged								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
113				into a new order, "เก้าสิบเปอร์เซ็นต์ของรายได้ที่เป็นเงินตราก็ตกเป็นของปู่แต่เพียงผู้เดียว", to make more sense and make the meaning sound natural in RT language.									
				5. The phrase, "interest rates", is rearranged into a new order, "อัตราดอกเบี้ย", to make sense of RT language.								✓	
				6. The addition of pronoun, "ปู่", has been made to make the meaning sound natural and acceptable in RT language.								✓	
114	Of course, he never intended to collect the money—instead he would foreclose on any land or	แน่นอนแกไม่ได้หวังเงินคืน แต่จะรอยึดที่ดินหรือเครื่องมือ	Of course, he would never want money back but instead he waited to	Lexical level 1. The word underlined, "production tool" or "เครื่องมือการผลิต", is added to clarify that it is	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
114	equipment they happened to own. (p. 12)	การผลิตของลูกหนี้มาขยายผลต่อไป (หน้า 27)	seize the land or production tool of the debtors so as to continually expand output.	the tool involving the producing of some products.									
				2. The conjunction, "but" or "แต่", is added among the clauses to make it meaningful and make sense of the RT.				✓					
				3. The phrases, "continually expand output" or "มาขยายผลต่อไป", are added to bring out the intended meaning of why he seize the production tool so as to make the meaning clear in the RT.	✓								
				Syntactic level 1. The affirmative sentence, "he never intended to collect the money", is changed into a negative sentence, "แกไม่ได้หวังเงินคืน", because								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
114				the word, "never", gives the negative meaning so it is logically translated in the negative form of the RT.								✓	
				2. The sentence, "they happened to own." is the language style of ST, and it is transformed into the phrase, "ของลูกหนี้" or "of the debtors", to make the meaning sound natural in the RT context.								✓	
115	Then, in what he called "his moment of inspiration," ~~he~~ started ~~a bank called~~ Carter Banking and Loan. (p. 12)	แล้วหลังจากนั้นก็มาถึงช่วงที่ปู่เรียกอย่างปลาบปลื้มว่า "โอกาสทอง" เมื่อได้ก่อตั้ง "ธนาคารและแหล่งเงินกู้คาร์เตอร์" (หน้า 27)	Then, after that it was the time that my grandfather delightedly called that "the golden opportunity" when he set up a Bank and Loan sources Carter.	Lexical level 1. The phrase, "delightedly" or "อย่างปลาบปลื้ม", is added to show the delightfulness mood of the character for the literary writing style in the RT language.	✓								
				2. The words underlined, "Loan sources Carter" or "แหล่งเงินกู้คาร์เตอร์", are added to make it sound	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
115				familiar and natural in the RT context.									
				3. The conjunctions, "เมื่อ" or "when", are added to make a connection among the clauses to make it sounds natural in the RT.				✓					
				4. The generic word, "the golden opportunity" or "โอกาสทอง", is used instead of the specific words, "his moment of inspiration", to make it sounds familiar as a spoken language in the RT.			✓						
				Syntactic level 1. The phrase, "he ...a bank called", is omitted to avoid the verbiage so as to make it meaningful and natural in the RT.								✓	
				2. The proper name of a person, "Carter", is transliterated as						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
115				"คาร์เตอร์", because it has no meaning in the RT.									
				3. The phrase, "Carter Banking and Loan", is rearranged into a new order, "ธนาคารและแหล่งเงินกู้คาร์เตอร์", for the correct syntactic structure and to make sense of the RT language.								✓	
116	The only other Bank in a two-county radius had mysteriously burned down, and with the onset of the Depression, it never reopened. (p. 12)	ในจังหวะที่คู่แข่งซึ่งมีเพียงธนาคารเดียวในพื้นที่สองเขตแขวงต้องวอดวายไปอย่างลึกลับด้วยอัคคีภัยแล้วไม่มีโอกาสฟื้นตัวอีกเลยเนื่องจากกระแสเศรษฐกิจตกต่ำเริ่มก่อตัวขึ้นพอดี (หน้า 27)	It was the time that there was the only one competitor bank in a two district areas completely destroyed by fire then there was no chance to rebuild the business ever again and because by the time, there was a coincidence of	Lexical level 1. The phrases, "วอดวาย... ด้วยอัคคีภัย" or "completely destroyed by fire", are used to present the meaning of the single word, "burned down", to bring out the intended meaning from the ST context that it was destroyed by fire.		✓							

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
116			the economics depression had just begun.	2. The conjunctions, "ใน<u>จังหวะที่คู่แข่ง</u>...<u>แล้ว</u>... <u>เนื่องจาก</u>" or "<u>It was the time</u>…<u>then</u> …<u>because</u>", are added among the clauses as the RT language style so as to make it sound familiar in the RT context.				✓					
				<u>Syntactic level</u> 1. The phrase, "and with the onset of the Depression, <u>it never reopened</u>", is rearranged into a new order as "<u>แล้วไม่มีโอกาสฟื้นตัวอีกเลย</u> เนื่องจากกระแสเศรษฐกิจตกต่ำเริ่มก่อตัวขึ้นพอดี" to show the sequence of the cause and effect so as to make it sensible and meaning in the RT context.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
116				2. The affirmative phrase, "it never reopened.", is transformed into the negative phrase, "แล้วไม่มีโอกาสฟื้นตัวอีกเลย", because the word, "never", gives the negative meaning provided that the structure of the sentence is logically changed into the negative sentence in the RT.								✓	
				3. The phrase, "the onset of the Depression", is transformed into the sentence, "กระแสเศรษฐกิจตกต่ำเริ่มก่อตัวขึ้นพอดี", for the correct syntactic structure and to make it meaningful and sound familiar in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
117	Though everyone knew what had really happened, not a word was ever spoken for fear of retribution, and their fear was well placed. (p. 12)	แม้ทุกคนจะรู้อยู่แก่ใจว่ามันมีเงื่อนงำ แต่ก็ไม่มีใครกล้าพูดให้ภัยมาถึงตัว ก็สมควรจะหวั่นอยู่หรอก (หน้า 27)	Although everyone realized that there was a mystery but no one would ever say anything for the fear of punishment but it was reasonable to get frightened.	Lexical level 1. The phrase, "realized" or "รู้อยู่แก่ใจ", is used instead of a single word, "knew", as a spoken language for the literary writing style of the RT.		✓							
				2. The conjunction, "but" or "แต่", is added to show the contrast among the clauses and to make the meaning acceptable in RT language.				✓					
				Syntactic level 1. The phrase in the passive voice form, "not a word was ever spoken for fear of retribution", is transformed into active voice, "แต่ก็ไม่มีใครกล้าพูดให้ภัยมาถึงตัว", so as to make the meaning sound natural in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
117				2. The noun, "fear" is changed into the form of verb, "frighten" or "หวั่น", to make it meaningful and sounds natural in the RT.							✓		
118	The bank wasn't the only building that had mysteriously burned down. (p. 12)	เพราะไม่ใช่แค่ธนาคารนั่นที่ถูกไฟไหม้โดยไม่พบสาเหตุแน่ชัด (หน้า 27)	Because it wasn't the only one bank which was mysteriously burned down without any clear reason.	Lexical level 1. The phrases, "ไม่พบสาเหตุแน่ชัด" or "without any clear reason", are used instead of the single word, "mysteriously", to bring out the intended meaning in the ST so as to make it meaningful in the RT.		✓							
				2. The conjunctions, "เพราะ" or "Because", are added to make a connection among the clauses in order to make it sound natural and to make the syntax acceptable in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
118				Syntactic level 1. The phrase in the active voice form, "building that had mysteriously burned down", is changed to the passive voice form, "ธนาคารนั่นที่ถูกไฟไหม้โดยไม่พบสาเหตุแน่ชัด", because it gives the negative meaning which is appropriate in the context of the RT.								✓	
119	His interest rates were outrageous, and ~~little by little he began~~ a massing more land and property as people defaulted on their loans. (p. 12)	อัตราดอกเบี้ยเงินกู้ของปู่คือกลยุทธ์เหนือชั้นสำหรับการขยายกรรมสิทธิ์ใน อสังหาริมทรัพย์ ลูกหนี้น้อยรายที่จะมีปัญญาชำระหนี้ได้ครบถ้วน (หน้า 27)	The loan interest rates of my grandfather were the superior strategy for expanding the owner-ship in real estate, only some debtors could be able to pay all debts.	Lexical level 1. The word underlined, "อัตราดอกเบี้ยเงินกู้" or "loan interest rates", is added to make it meaningful and makes sense in the RT.	✓								
				2. The words underlined, "superior strategy" or "กลยุทธ์เหนือชั้น", to make it meaningful in the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
119				3. The generic word, "อสังหาริมทรัพย์" or "real estate", is used instead of the specific word, "land and property", to make it sounds familiar in the RT.			✓						
				Syntactic level 1. The phrase, "and little by little he began", is omitted, because it is not important and it does not distort the main idea of the message in the ST.								✓	
120	…while retaining the original owners to continue to work on salary, paying them just enough to keep them where they were because they had nowhere else to go. (p. 12)	แล้วจ้างเจ้าของเดิมเป็นผู้ดูแล โดยจ่ายค่าจ้างแค่ให้พออยู่ได้ไปวันๆ เพราะรู้ว่าคนพวกนี้ไม่มีที่ไปอีกแล้ว (หน้า 27-28)	Then to hire the original owners continued to work by paying a small amount of wages, just enough to stay alive because he knew that these people had nowhere to go.	Lexical level 1. The conjunctions, "โดย" or "by", are added among the clauses to make a connection in the sentence and to make it sounds natural in the RT.				✓					
				Syntactic level 1. The gerund noun, "retaining", is changed into the form of verb, "จ้าง", to make the correct syntactic structure and to							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
120				make the meaning sound familiar in the RT language.									
				2. The gerund noun, "paying", is changed into the form of verb, "จ่าย", for the correct syntactic structure to make the meaning sounds familiar in the RT language.							✓		
121	He told them that when the economy improved, he'd sell their business back to them, and people always believed him. (p. 12)	ปู่สัญญากับพวกเขาว่าจะขายกิจการคืนให้เมื่อเศรษฐกิจฟื้นตัว และสัญญาของปู่ก็ได้รับการเชื่อถือเสมอ (หน้า 28)	My grandfather would make a promise that he would sell their business back when the economics rebounded and his words were always credited to them.	Syntactic level 1. The phrase, "He told them that when the economy improved, he'd sell their business back to them", is rearranged into a new order as "ปู่สัญญากับพวกเขาว่าจะขายกิจการคืนให้เมื่อเศรษฐกิจฟื้นตัว", to make it meaningful and sounds natural in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
121				2. The phrase in the active voice form, "people always believed him", is transformed to the passive voice form, "สัญญาของปู่ก็ได้รับการเชื่อถือเสมอ", for the stylistic writing in RT.								✓	
122	I'd like to tell you he eventually went to a terrible death, but he didn't. (p. 13)	ผมอยากบอกใจจะขาดว่า ปู่ผมต้องพบจุดจบอันหน้าอนาถในที่สุด แต่ความจริงไม่เป็นเช่นนั้น (หน้า 28)	I'm dying to tell that my grandfather would go the tragedy death at the end but in fact, it wasn't like that.	Lexical level 1. The phrase underlined, "อยากบอกใจจะขาดว่า" or "dying to tell", is added for the stylistic writing in the RT spoken language.	✓								
				2. The generic word, "จุดจบ", is used instead of the specific word, "death", to make the meaning less strong but convey the equivalent meaning in the RT language.			✓						
				3. The words, "in fact" or "ความจริง", are added to make the meaning more	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
122				complete and sounds natural in the RT context.									
				Syntactic level 1. The phrase, "he eventually went to a terrible death" in ST, is rearranged into a new order, "ปู่ผมต้องพบจุดจบอันหน้าอนาถในที่สุด", to make it sounds natural and make sense in the RT.								✓	
123	He died at a ripe-old age while sleeping with his mistress on his yacht off the Cayman Islands. (p. 13)	แกมีชีวิตอยู่จนแก่หง่อม แล้วสิ้นลมคาอกภรรยาคนที่สอง บนเรือสำราญส่วนตัวแถวหมู่เกาะเคย์แมน (หน้า 28)	He had a long-lived to the ripe old age and then passed way while sleeping with his second wife on his private yacht along the Cayman Islands.	Lexical level 1. The phrase, "second wife" or "ภรรยาคนที่สอง" is used instead of the single word, "mistress", to make it meaningful and clearly in the RT.		✓							
				Syntactic level 1. "Cayman" is a proper name of an Islands and it is translated as "เคย์แมน" because it contains no meaning in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
123				2. The phrase, "He <u>died</u> at a ripe-old age while <u>sleeping</u> with his mistress", is rearranged into a new order as "แกมีชีวิตอยู่จนแก่หง่อม แล้ว<u>สิ้นลมคาอก</u>ภรรยาคนที่สอง", the words, "<u>died</u>" is merged with the word, "<u>sleeping</u>" to make a new word, "<u>สิ้นลมคาอก</u>" as a spoken language in the RT context.								✓	
				3. The phrase, "<u>Cayman</u> Islands", is rearranged into a new order, "เกาะ<u>เคย์แมน</u>", to make the syntactic structure correct and make sense of the RT language.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
124	He'd outlived both his wives and his only son. Some end for a guy like that, huh? Life, I've learned, is never fair. (p. 13)	อยู่ได้นานกว่าภรรยาคนเก่าและลูกชายคนเดียวซะอีก คนอย่างปู่ผมไม่ควรมีวาสนาขนาดนั้นเลย....คุณคงคิดอย่างนั้น แต่ผมรู้ซึ้งแล้วว่าไม่มีคำว่า "ยุติธรรม" สำหรับชีวิต (หน้า 28)	Living longer than the old wives and the only son, a guy like my granddad should not have been that lucky… you may wonder like that but I realized that there was no word for "fairness" in real life.	Lexical level 1. The words underlined, "ภรรยาคนเก่า" or "the old wives", is added to make it clear that he has more than one wife.	✓								
				2. The conjunctions, "but" or "แต่", are added among the clauses to show the contrast and to make the meaning sound natural in the RT language.				✓					✓
				Syntactic level 1. The phrase, "Life, I've learned, is never fair", is rearranged into a new order "ผมรู้ซึ้งแล้วว่าไม่มีคำว่า "ยุติธรรม" สำหรับชีวิต", to make sense of the RT.								✓	
				2. The affirmative phrase, "Some end for a guy like that", is changed into the negative phrase, "คนอย่าง								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
124				ปู่ผมไม่ควรมีวาสนาขนาดนั้นเลย", to convey the intended meaning in a negative way.								✓	
				3. The affirmative sentence, "Life, I've learned, is never fair", is changed into the negative sentence, "ผมรู้ซึ้งแล้วว่าไม่มีคำว่า "ยุติธรรม" สำหรับชีวิต", because the word, "never", contains the negative meaning in RT language provided that the structure is logically changed into negative.								✓	
125	If people teach anything in school, that should be it. ~~But~~ back to the story. (p. 13)	นี่ถ้าเราจะสอนอะไรในโรงเรียนกันบ้างละก็ สัจธรรมข้อนี้ละคือสิ่งที่ควรสั่งสอน กลับเข้าเรื่องดีกว่า..	Here, if we suppose to teach anything in school, this is a one of the truths that should be taught. Better back to the story…	Lexical level 1. The phrases, "สัจธรรมข้อนี้" and "สิ่งที่ควรสั่งสอน", are used instead of the single words, "that" and "it", respectively to bring out the intended		✓							

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
125		(หน้า 28)		meanings so as to make it meaningful and make sense in the RT.									
				Syntactic level 1. The conjunction, "But", is omitted to make the meaning sounds natural in the RT.								✓	
126	Hegbert, once ~~he~~ realized what a bastard my grandfather really was, quit ~~working for him and~~ went into the ministry, then came back to Beaufort and started ministering in the same church we attended. (p. 13)	เมื่อเฮกเบิร์ตประจักษ์แจ้งว่าปู่ผมเป็นคนชั่วช้าสารเลวขนาดไหน เขาก็ลาออกไปเป็นสาธุคุณแล้วกลับมาประจำที่บิวฟอร์ตโดยสังกัดโบสถ์ที่ครอบครัวเราไปกันนี่ละ (หน้า 28)	When Hegbert realized that my grandfather was really such a bad guy, he then left a job and took a position as a reverend instead, then he was sent back to station at Beaufort by ministering in the church that our family attended.	Lexical level 1. The words underlined, "ครอบครัวเรา" or "our family", is added before the main word, "เรา" or "our", as "ครอบครัวเรา" or "our family", to clarify that it is the church that their family regularly attend.	✓								
				2. The conjunctions, "โดย" or "by", are added to make a connection among the phrase so as to make it meaningful and sounds natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
126				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is the proper name of a person which contains no meaning in the RT language.						✓			
				2. The phrase, "working for him", is omitted because it is not important and it does not distort the main idea in the ST so as to make it more concise and sounds natural in the RT.								✓	
				3. The pronoun, "he", is omitted to reduce the redundancy of pronoun which is already mentioned as Hegbert in the sentence.								✓	
				4. The conjunction, "and", is omitted to make it meaningful and sounds natural in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
126				5. The pronoun, "he" or "เขา" is added to make the syntactic structure more accurate and make sense of the RT language.								✓	
				6. "Beaufort" is transliterated as "บิว ฟอร์ต" because it is a proper name of a place which contains no meaning in the RT.						✓			
				7. The adverb, "ประจำ" or "to station", is added to make sense of the RT.								✓	
				8. The gerund noun, "ministering", is changed its function into the verb form, "สังกัด", to make the correct syntactic structure and sounds natural in the RT.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
127	He spent his first few years perfecting ~~his~~ fire-and-brimstone act with monthly sermon son the evils of the greedy, ~~and~~ this left him scant time for anything else. (p. 13)	ภายในไม่กี่ปีเขาก็กลายเป็นผู้เชี่ยวชาญการข่มขู่เรื่องวิธีตกนรกหมกไหม้จากการฝึกฝีปากเทศน์เรื่องบาปของคนโลภเดือนละครั้ง เขาจริงจังจนไม่มีเวลาไปทำงานอย่างอื่นเลย (หน้า 28)	Within a few years, he became an expert in threatening people of burning down in hell by practicing his verbal skill from giving a sermon from the story of sin of the greedy once a month; he was very serious though he had no time left to do anything else.	Lexical level 1. The words underlined, "threatening people of burning down in hell" or "การข่มขู่เรื่องวิธีตกนรกหมกไหม้", are added as the sarcasm to show the feeling of the character towards Hegbert.	✓								
				2. The words underlined, "practicing his verbal skill from giving a sermon" or "การฝึกฝีปากเทศน์" are added as the sarcasm to show the feeling of the character towards Hegbert.	✓								
				3. The generic words, "sin" or "บาป", are used instead of the specific word, "son the evils" to make it sounds familiar in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
127				Syntactic level 1. The conjunction, "and", is omitted to make it meaningful and sounds natural in the RT.								✓	
				2. The gerund noun, "perfecting", is changed its function to the form of noun. "an expert" or "ผู้เชี่ยวชาญ", to make it meaningful and sounds natural in the RT context.							✓		
128	He was forty-three before he ever got married; he was fifty-five when his daughter, Jamie Sullivan, ~~was born~~. (p. 13)	กว่าจะได้แต่งงานอายุก็ปาเข้าไปสี่สิบสาม และแก่งั่กถึงห้าสิบห้าตอนที่ได้ลูกสาวชื่อเจมี ซัลลิแวน (หน้า 28)	By the time, he got married at forty-three years old and he was very old when he got a daughter, Jamie Sullivan, at the age of fifty-five.	Lexical level 1. The conjunctions, "By the time ..... and he was very old " or "กว่าจะได้..... และแก่งั่กถึง", are added to adjust the acceptable syntax and make it sounds natural in the RT.				✓					
				2. The phrases, "when he got" or "ตอนที่ได้", are added as the colloquial language to make more	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
128				sense of the RT context.									
				Syntactic level 1. The phrase, "<u>was born</u>", is omitted because it does not sound familiar in the RT.								✓	
				2. "<u>Jamie Sullivan</u>" is transliterated as "<u>เจมี ซัลลิแวน</u>" because it is a proper name of a person and it contains no meaning in the RT.						✓			
				3. The phrase, "He was forty-three <u>before he ever got married</u>", is rearranged into a new order, "<u>กว่าจะได้แต่งงาน</u> อายุก็ปาเข้าไปสี่สิบสาม", to make sense of RT context as a spoken language.								✓	
129	His wife, a wispy little thing twenty years younger than he, went through six <u>miscarriages</u> before	ภรรยาเขาเป็นคนร่างเล็กบอบบาง อายุน้อยกว่าเขายี่สิบปี <u>เธอแท้ง</u>	His wife was very thin and slim and she was twenty years younger than	<u>Syntactic level</u> 1. The pronoun, "<u>she</u>" is omitted to avoid the redundancy used of pronoun which is already								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
129	Jamie was born, and ~~in the end~~ ~~she~~ died in childbirth, making Hegbert a widower who had to raise a daughter on his own. (p. 13)	หกครั้งก่อนตั้งครรภ์เจมีแล้วเสียชีวิตไปในระหว่างคลอด เฮกเบิร์ตจึงตกพุ่มม่ายต้องเลี้ยงลูกมาโดยลำพัง (หน้า 28)	him, she miscarried six times before the pregnancy of Jamie and died while giving birth, Hegbert become a widow and raised his daughter all alone.	mentioned so as to make the meaning more concise in RT language.									
				2. The omission of the phrase, "in the end", has been made because it is not important and it sounds unfamiliar in the RT language style.								✓	
				3. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person and it contains no meaning in the RT language.						✓			
				4. The noun, "miscarriages", is changed into the form of verb, "แท้ง", to make it meaningful and sounds natural in the RT context.							✓		
				5. The phrase, "His wife, a wispy little thing", is transformed into the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
129				sentence, "ภรรยาเขาเป็นคนร่างเล็กบอบบาง", to make the correct syntactic structure and make sense of RT language.									
				5. The phrase, "making Hegbert a widower", is transformed into the sentence, "เฮกเบิร์ตจึงตกพุ่มม่าย", to make the correct syntactic structure and make sense of the RT language								✓	
				6. The pronoun, "she" or "เธอ", is added to make the syntactic structure correct in the RT.								✓	
130	~~Hence~~, of course, the story behind the play. People knew the story even before ~~the play~~ was first performed. (p. 13)	ใช่เลย.....นี้ไงพล็อตเรื่องเบื้องหลังบทละคร ใครๆ ต่างเดาเนื้อเรื่องได้ก่อนเปิดแสดงรอบแรกเสียอีก	Yes, of course…here was the plot story behind the play, everyone could make a guess of the	Lexical level 1. The words underlined, "plot story" or "พล็อตเรื่อง", are added as a loan word because it is already known and to make it	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
130		(หน้า 29)	story even before the first performance.	sound familiar in the RT language.									
				Syntactic level 1. The adverb, "Hence", is omitted to make the meaning less formal for this context.								✓	
				2. The pronoun, "the play", is omitted to the verbiage in order to make it meaningful and concise in the RT.								✓	
				3. The phrase in the form of passive voice, "the play was first performed", is transformed into the active voice, "ก่อนเปิดแสดงรอบแรกเสียอีก", to make the meaning sounds familiar and make sense of the RT language.								✓	
131	It was one of those stories that made its rounds whenever Hegbert had to baptize a baby or	เพราะมันคือหนึ่งในหลายๆ เรื่องที่ต้องฟังซ้ำซากเมื่อเฮกเบิร์ต	Because it was one of many stories that we had to listen repeatedly when	Lexical level 1. The conjunction, "Because" or "เพราะ", is added at the beginning of the sentence to give the				✓					

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
131	attend a funeral. (p. 13)	ทำพิธีรับศีลให้ทารก หรือเทศน์หน้าศพ (หน้า 29)	Hegbert baptized a baby or attended the funeral service.	reason and to make the meaning flow naturally in RT language.									
				Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person and it contains no meaning in the RT.						✓			
				2. The noun, "rounds", is changed to the form of adverb"ซ้ำซาก" or "repeatedly" in order to make it sounds natural and meaningful in the RT.							✓		
132	Everyone knew about it, and that's why, I think, so many people got emotional whenever they saw the Christmas play. (p. 13)	ทุกคนจำได้ขึ้นใจ และผมว่าคงเป็น เพราะอย่างนี้นี่เอง พวกเขาถึงได้ซาบซึ้ง สะเทือนใจกับละคร วันคริสต์มาส	It was fixed in our mind and as I expected that it was no small wonder of the reason why they so much appreciated on the play of	Lexical level 1. The words underlined, "Christmas day" or "วัน คริสต์มาส", are added as a classifier to show that Christmas is a holy day of the ST culture.	✓						✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
132		(หน้า 29)	Christmas day.	Syntactic level 1. The adjective, "emotional", is changed into the form of verb, "ซาบซึ้งสะเทือนใจ", to make the syntactic structure correct and to make the meaning sounds natural in the RT.							✓		
				2. The phrase, "that's why, I think, so many people got emotional…", is rearranged into a new order as "ผมว่าคงเป็นเพราะอย่างนี้นี่เองพวกเขาถึงได้ซาบซึ้งสะเทือนใจ", to make the meaning sounds familiar in the RT.								✓	
				3. The phrase, "the Christmas play", is rearranged into a new order, "ละครวันคริสต์มาส", to make the syntactic structure correct and the meaning sounds natural								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
132				in the RT.									
133	~~They~~ knew it was based on ~~something that happened~~ in real life, which gave it special meaning. (p. 13)	เมื่อรู้ว่ามันมาจากชีวิตจริง มันก็ย่อมมีความหมายเป็นพิเศษอยู่แล้ว (หน้า 29)	When we knew that it came from the real life, it surely gave the special meaning.	Lexical level 1. The conjunctions, "When ... it surely" or "เมื่อ ...มันก็ย่อม", are added to form the acceptable sentence and make sense of the RT.				✓					
				Syntactic level 1. The phrase, "something that happened", is omitted to avoid the verbiage and to make the language more concise in RT.								✓	
				2. The pronoun, "They", is omitted to avoid the redundancy of pronoun which is already mentioned in the previous sentence.								✓	
134	Jamie Sullivan was a senior in high school, just like me, ~~and~~ she'd already been chosen to play the angel, not that	เจมี ซิลลิแวน เป็นนักเรียนมัธยมปีสุดท้ายเหมือนผม เธอ	Jamie Sullivan was a senior in high school like me, she received the role of angel before other	Lexical level 1. The words underlined, "the role of angel" or "บททูตสวรรค์", are added as a classifier to show that the	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
134	anyone else even had a chance. (p. 13)	ได้รับบททูตสวรรค์ไปครองก่อนที่คนอื่นจะมีโอกาสได้ทดสอบบทด้วยซ้ำ (หน้า 29)	people even had a chance try out the role.	angel is the role of the play so as to make it meaningful and sounds natural in the RT.									
				2. The phrases, "to cast the play" or "ได้ทดสอบบทด้วยซ้ำ", are added to explain that it is about the chance of casting the play.	✓								
				3. The verb, "ไปครอง", is added as the language style of the RT.	✓								
				Syntactic level 1. The conjunction, "and", is omitted because it does not affect the main idea of the message in the ST and to make the meaning more concise in the RT.								✓	
				2. "Jamie Sullivan" is transliterated as "เจมี ซิลลิแวน" because it is a						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
134				proper name of a person which contains no meaning in the RT.									
				2. The phrase in the form of passive voice, "she'd already been chosen to play the angel", is transformed into the form of active voice, "เธอได้รับบททูตสวรรค์ไปครอง", because the active voice is often used with the sentence with the positive meaning in the RT context.								✓	
135	This, ~~of course~~, made the play extra special that year. It was going to be a big deal, may be the biggest ever—at least in Miss Garber's mind. (p. 13)	แต่นั่นก็ทำให้ละครปีนี้มีอะไรเป็นพิเศษขึ้นมา มันจะเป็นเรื่องใหญ่และควรจะยิ่งใหญ่กว่าทุกๆ ปี อย่างน้อยก็ครูการ์เบอร์คนหนึ่งละที่	But that made the play became more special this year, it was a deal and should be even greater than any other years; at least, teacher Garber was the one who thought that way.	Lexical level 1. The conjunctions, "But… and" or "แต่… และ", are added to make a connection among the clause to make it meaningful and sounds natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
135		คิดเช่นนั้น (หน้า 29)		2. The word, "of course", is omitted because it is not important and it does not distort the main idea of the ST.					✓				
				3. The generic word, "teacher" or "ครู", is used instead of the specific word, "Miss" because it is understood and generally used in the RT context.			✓						
				Syntactic level 1. "Garber" is transliterated as "การ์เบอร์" because it is the proper name of a person which contains no meaning in the RT.						✓			
				2. The phrase, "made the play extra special that year", is rearranged into a new order, "ละครปีนี้มีอะไรเป็นพิเศษขึ้นมา", to								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
135				make the meaning sounds familiar in the RT.									
				3. The phrase, "in Miss Garber's mind", is transformed into the sentence, "ครูการ์เบอร์คนหนึ่งละที่คิดเช่นนั้น" so as to make the meaning more clearly in the RT.								✓	
136	She was the drama teacher, and ~~she~~ was already glowing about the possibilities the first time I met her in class. (p. 13)	เธอเป็นครูสอนการละคร และกำลังปลื้มเรื่องนี้ในชั่วโมงแรกที่ผมเข้าเรียนวิชาของเธอ (หน้า 29)	She was the drama teacher and she was really pleased about this play the first hour I was in her class.	Lexical level 1. The generic word, "this play" or "เรื่องนี้", is used instead of the specific word, "possibilities", to make it sound familiar and make sense of RT language.			✓						
				2. The generic words, "hour" or "ชั่วโมง", are used instead of the specific word, "time", to make it sound familiar in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
136				<u>Syntactic level</u> 1. The phrase, "the drama <u>teacher</u>", is rearranged into a new order, "<u>ครูสอน</u>การละคร", to make the syntactic structure correct and to make it meaningful in the RT.								✓	
				2. The pronoun, "<u>she</u>", is omitted to avoid the redundancy of pronoun which is already mentioned in the previous clause so as to make the meaning natural and concise in the RT.								✓	
137	~~Now~~, I hadn't really planned on <u>taking</u> drama that year. ~~I~~ really hadn't, but it was either that or <u>chemistry</u> II. (p. 14)	ปีนั้นผมไม่ได้คิดจะ<u>เลือกเรียน</u>การละคร ไม่ได้คิดเลยสักนิดแต่ถ้าไม่เลือกก็ต้องไปลง<u>วิชา</u>เคมี 2 (หน้า 29)	In that year, I didn't plan to go for the drama class, not thinking even a bit, but if I didn't choose that one I had to go for chemistry II <u>subject</u> instead.	<u>Lexical level</u> 1. The word, "<u>subject</u>" or "<u>วิชา</u>", is added as a classifier to show that chemistry is one of the subject teaching in the school.	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
137				Syntactic level 1. "Chemistry" is a specific name of substance or subject and it is transliterated as "เคมี" because it contains no meaning and it is used as a loan word which sounds familiar in the RT context.						✓			
				2. The gerund noun, "taking", is changed to the form of verb, "เลือกเรียน", to make the syntactic structure correct and to make it meaningful in the RT.							✓		
				3. The phrase, "I hadn't really planned on taking drama that year", is rearranged into a new order as "ปีนั้นผมไม่ได้คิดจะเลือกเรียนการละคร", to make sense of the RT.								✓	

มหาวิทยาลัยบูรพา Burapha University หอสมุดกลาง

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
137				4. The word, "Now" is omitted because it is a kind of a spoken word which makes sense in ST culture but it sounds unfamiliar in RT culture.					✓				
				5. The pronoun, "I", is omitted to avoid the redundancy used of pronoun because it is already mentioned in the previous clause.								✓	
138	~~The thing was, I thought~~ it would be a blow-off class, especially when compared ~~with my other option~~. No papers, no tests, no tables where ~~I~~'d have to memorize protons and neutrons and combine elements in their proper formulas … (p. 14)	ซึ่งเทียบกันแล้วละครง่ายกว่าเยอะ ไม่ต้องทำรายงาน ไม่มีทดสอบย่อยและไม่มีตารางธาตุให้ท่องจำ โปรตอนอิเล็กตรอนแล้วยังต้องสร้างสูตรสารประกอบให้ลงตัวอีกต่างหาก (หน้า 29)	Compared to other option, the drama class was much easier, no papers, no minor tests and no table of elements to memorize protons and electrons, then, create the proper formula compound without a remainder.	Lexical level 1. The words underlined, "minor tests" or "ทดสอบย่อย", are added because it sounds familiar and it is known in the RT context.	✓								
				2. The words underlined, "table of elements" or "ตารางธาตุ", are added to make it sound familiar in the RT context.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
138				3. The generic words, "protons and electrons" or "โปรตอนอิเล็กตรอน", are used instead of the specific word, "protons and neutrons" as the spoken word because it sounds familiar in the RT context.			✓						
				4. The conjunctions, "and" or "และ", are added among the clauses to join a set of things to make it meaningful and syntactic structure correct in the RT.				✓					
				Syntactic level 1. The phrase, "The thing was, I thought…… with my other option", is omitted to make it meaningful and concise in the RT.								✓	
				2. "Protons" is transliterated as "โปรตอน" because it is a							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
138				name of a small piece of matter in science field which contains no mean and used as a loan word in the RT language.								✓	
				3. The phrase, "it would be a blow-off class, especially when compared with my other option", is rearranged into a new order as "ซึ่งเทียบกันแล้วละครง่ายกว่าเยอะ" for the literary writing style of the RT context.								✓	
				4. The pronoun, "I'd have to…" is omitted to avoid the verbiage used of pronoun in order to make it meaningful and concise in the RT.								✓	
139	….. ~~what could possibly be better for a high school senior? It seemed like a sure thing~~, and when I signed up for it, I	ตอนที่ไปลงชื่อสมัครเรียนการละคร ผมคิดว่าวิชานี้คงหมูมากจนผมจะงีบในห้องเรียน	When registering for the drama class, I thought this subject was a piece of cake till I could be	Lexical level 1. The addition of the phrase, "a piece of cake" or "วิชานี้คงหมูมาก", has been made for the literary writing style as the idiom	✓								

มหาวิทยาลัยบูรพา Burapha University ลิขสิทธิ์ของมหาวิทยาลัยบูรพา

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
139	thought I'd just be able to sleep through most every class, ~~which~~, considering my late night peanut eating, was fairly important at the time. (p. 14)	ก็ได้ มันเข้าท่ามาก เมื่อนึกถึงกิจวัตรตั้งวงต้มถั่วยามดึกของผม (หน้า 29)	able to take a nap in the class, it was all right, when considering, my daily late night grouping boiling peanuts activity.	in the RT context to show the enjoyment of the character of joining this class.									
				2. The phrases, "registering for the drama class" or "ลงชื่อสมัครเรียน", are used instead of the single word, "signed up", to make it meaningful and make sense of the RT language.		✓							
				3. The conjunctions, "till" or "จน", are added to make a connection among the clauses so as to make it natural in the RT.				✓					
				Syntactic level 1. The omission of the phrase, "what could possibly be better for a high school senior? It seemed like a sure thing", has been made to avoid the verbiage and the interruption of the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
139				readers' mood of RT.									
				2. The phrase, "considering my late night peanut eating, was fairly important at the time", is rearranged into a new order as "มันเข้าท่ามากเมื่อนึกถึงกิจวัตรตั้งวงต้มถั่วยามดึกของผม", to adjust the sequencing of message so as to make it meaningful and make sense of the RT language.								✓	
140	On the first day of class I was one of the last to arrive, coming in just a few seconds before the bell rang, ~~and~~ I took a seat in the back of the room. (p. 14)	ชั่วโมงแรกผมเข้าห้องเรียนเกือบเป็นคนสุดท้ายก่อนออดเริ่มคาบวิชาไม่กี่วินาที ผมเลือกนั่งหลังห้อง (หน้า 29)	In the first hour, I was almost the last person in class, arriving just a few seconds before the buzzer rang for beginning of the class; I chose to sit at the back of the class.	Lexical level 1. The generic words, "hour" or "ชั่วโมง", are used instead of the specific word, "day", to make it sounds familiar in the RT context			✓						
				2. The generic words, "the buzzer" or "ออด", is used instead of the specific word, "bell",			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
140				because it sounds familiar in the RT context.									
				Syntactic level 1. The conjunction, "and", is omitted to make the language less formal and succinct in the RT language.								✓	
				2. The phrase, "On the first day of class I was one of the last to arrive, coming in just a few seconds before the bell rang", is sequencing the importance messages into a new order, "ชั่วโมงแรกผมเข้าห้องเรียนเกือบเป็นคนสุดท้ายก่อนออดเริ่มคาบวิชาไม่กี่วินาที", to make it meaningful and natural in the RT.							✓		
141	Miss Garber had her back turned ~~to the class, and she~~ was busy writing her	ครูการ์เบอร์กำลังหันหลังง่วนอยู่กับการ	Teacher Garber turned back and she was busy writing her name	Lexical level 1. The phrase, "on the board" or "บนกระดาน", is added to clarify that Miss	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
141	name in big cursive letters, as if we didn't know who she was. (p. 14)	เขียนชื่อตัวเองบนกระดานด้วยลายมือตวัดหางตัวเบ้อเริ่ม ทำราวกับว่าพวกเราไม่รู้ชื่อเธอ (หน้า 29)	on the board with a big cursive handwriting, as if we didn't know her name.	Garber was writing her name on the board.									
				2. The phrase, "ตัวเบ้อเริ่ม", is used instead of the single word, "big", for the literary writing style in the RT context.		✓							
				Syntactic level 1. The conjunction, "and", is omitted to make it natural and concise in the RT.								✓	
				2. The pronoun, "she", is omitted to avoid the verbiage use of the pronoun which is already mentioned as "Miss Garber" in the previous clause so as to make it meaningful and concise in the RT context.								✓	
				3. The phrase, "to the class", is omitted to shorten the unimportant message so as to make the meaning more concise								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
141				and sounds natural in the RT.									
				4. "Garber" is transliterated as "การ์เบอร์", because it is a proper name of a person which contains no meaning in the RT.						✓			
				5. The phrase, "big cursive letters", is rearranged into a new order, "ลายมือตวัดหางตัวเบ้อเริ่ม", to make the syntactic structure correct and make sense of the RT language.								✓	
142	Everyone knew her~~—it was impossible not to~~. She was big, at least six feet two, ~~with~~ flaming red hair and pale skin that showed ~~her~~ freckles well in to ~~her~~ early	มีใครบ้างในโรงเรียนที่ไม่รู้จักชื่อคุณครูคนนี้ เธอเป็นหญิงร่างยักษ์ สูงอย่างน้อยหกฟุตสองนิ้ว ผมแดง ผิวซีดจนเห็นรอยตกกระ	Who else in school didn't know the name of this teacher, she was a giant figure girl with at least six feet two inches high, red hair, and the	Lexical level 1. The word, "inches" or "นิ้ว", is added to clarify the measurement unit of the height in the ST context.	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	
142	forties. (p. 14)	วัยสี่สิบเศษชัดเจน (หน้า 30)	freckle marks were clearly seen on pale skin in her early forties.	2. The words, "marks" or "รอย", are added to make it meaningful and sound familiar in the RT writing style.	✓								
				3. The phrase, "a giant figure girl" or "หญิงร่างยักษ์", is used instead of the single word, "big", to explain more clearly of Miss Garber's shape in the literary writing style of the RT context.		✓							
				4. The generic word, "red hair" or "ผมแดง", is used instead of the word, "flaming red hair", because it sounds familiar in the RT context.			✓						
				Syntactic level 1. The phrase, "it was impossible not to", is omitted to avoid the verbiage so as to make it more concise and								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
142				meaningful in the RT.									
				2. The phrase, “pale skin”, is rearranged into a new order, “ผิวซีด”, so as to make the syntactic structure correct and make sense of the RT language.								✓	
				3. The phrase, “showed her freckles well in to her forties”, is rearranged into a new order, “เห็นรอยตกกระวัยสี่สิบเศษชัดเจน”, to make sense of the RT.								✓	
				4. The affirmative sentence, “Everyone knew her”, is interpreted to the negative sentence as “ใครบ้างในโรงเรียนที่ไม่รู้จักชื่อคุณครูคนนี้”, but convey the same meaning in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
142				5. The addition of adverb, "high", has been made to clarify that Miss Garber had six feet two inches high.								✓	
				6. The preposition "with" and the pronoun, "her freckles" and "her forties", are omitted to avoid the verbiage so as to make the meaning more concise in RT.								✓	
143	She was also overweight—I'd say honestly ~~she~~ pushed two fifty—and she had a fondness for wearing flower-patterned muumuus. (p. 14)	แต่จุดเด่นที่สุดคือน้ำหนักตัวซึ่งผมกล้ายืนยันว่าต้องเฉียดสองร้อยห้าสิบปอนด์ แน่ เธอชอบสวมชุดคลุมมูมู่ลายดอกสีแปร๋น (หน้า 30)	But the noticeable point was her weight which I could insist that it was definitely almost two hundred and fifty pounds, she loved to wear the colorful muumuus flower-patterned.	Lexical level 1. The word, "pound" or "ปอนด์", is added to the word, "two hundred and fifty", to show that it is the measurement unit of weight in the ST.	✓								
				2. The words underlined, "the colorful muumuus flower-patterned" or "ลายดอกสีแปร๋น", are added for the literary language style of the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
143				3. The conjunction, "<u>But … which</u>" or "<u>แต่ ... ซึ่ง</u>", is added among the clauses to make a connection among the clauses so as to make it meaningful and natural in the RT.				✓					
				<u>Syntactic level</u> 1. The pronoun, "<u>she</u>", is omitted to make to avoid the redundancy used of the pronoun so as to make it meaningful and natural in the RT.					✓				
				2. "<u>Muumuus</u>" is transliterated as "<u>มูมู่</u>" because its meaning is too long and it does not sound familiar in the RT.						✓			
				3. The noun, "<u>fondness</u>", is changed to the form of verb, "<u>ชอบ</u>", so as to make the syntactic structure correct							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
143				and to make it meaningful in the RT language.									
				4. The gerund noun, "wearing", is changed to the form of verb, "สวม", so as to make the syntactic structure correct and to make it meaningful in the RT language.							✓		
				5. The phrase, "she had a fondness for wearing flower-patterned muumuus", is rearranged into a new order, "เธอชอบสวมชุดคลุมมูมู่ลายดอกสีแปร๋น", to make the meaning sound familiar and acceptable in the RT.								✓	
144	~~She~~ had thick, dark, horn- rimmed glasses, and ~~she~~ greeted ~~everyone~~ with, "Hellooooooo," sort of singing the	สวมแว่นขอบกระสีเข้มหนาเตอะ และชอบกรีดเสียงทักทายว่า "สวัสดีจ๊า" เหมือน	She wore the very thick dark horn-rimmed glasses and liked to give a treble greeting	Lexical level 1. The words underlined, "very thick" or "หนาเตอะ", are added to describe the figure of the	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
144	last syllable. (p. 14)	ร้องเพลงที่ลงท้ายด้วยเสียงสูง (หน้า 30)	"Hellooooo", like singing with a high voice of the last single word.	glasses as a spoken language of the RT.									
				2. The word underlined, "กรีดเสียงทักทาย", is added to show the way of greeting for the literary writing style in the RT.	✓								
				Syntactic level 1. The pronoun in the underline, "She had thick…" and "she greeted..", are omitted to avoid the verbiage used of pronoun and make the language less formal as a spoken language of RT.								✓	
				2. The word, "everyone", is omitted to make it concise and natural in RT.								✓	
				3. The gerund noun, "singing", is changed to the form of verb, "ร้องเพลง" to make the syntactic structure correct and to make it meaningful							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
144				in the RT language.									
				4. The phrase, "thick, dark, horn- rimmed glasses", is rearranged into a new order, "แว่นขอบกระสีเข้มหนาเตอะ", to make sense of the RT.								✓	
145	Miss Garber was one of a kind, ~~that's for sure~~, and she was single, which made it even worse. (p. 13)	ในโลกนี้ไม่มีใครเหมือนครูการ์เบอร์อีกแล้ว ที่แย่หนักขึ้นอีกก็คือเธอเป็นสาวทึนทึกด้วย (หน้า 30)	No one in the world was ever like teacher Garber, nothing even worse than she was a spinster.	Lexical level 1. The generic words, "a spinster" or "สาวทึนทึก", is used instead of the specific word, "single", as a spoken word of the speaker to show his feeling toward Miss Garber in a sarcastic way.			✓						
				Syntactic level 1. "Garber" is transliterated as "การ์เบอร์", because it is a proper name of a person and contains no meaning in the RT language.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
145				2. The phrase, "that's for sure", is omitted to avoid the expression or spoken language of ST language which sounds unfamiliar in the RT context.								✓	
				3. The phrase, "she was single, which made it even worse", is rearranged into a new order, "ที่แย่หนักขึ้นอีกก็คือเธอเป็นสาวทึนทึกด้วย", to make sense in the RT language.								✓	
146	A guy, no matter how old, ~~couldn't help~~ but feel sorry ~~for~~ a gal like her. (p. 14)	ผู้ชายต่อให้แก่หงำเหงือกแค่ไหนก็คงได้แต่นึกเวทนาผู้หญิงที่เกิดมาเป็นอย่างเธอ (หน้า 30)	Even, a man, who was as old as the hills, might feel pity for a girl who was born like her.	Lexical level 1. The word underlined, "as old as the hills" or "แก่หงำเหงือก", is added for the literary writing style as a spoken language in the RT context.	✓								
				2. The conjunctions, "Even ... might ... who was born" or "ต่อให้.....ก็คง.....				✓					

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
146				ที่เกิดมาเป็น", are added to make a connection among the clauses so as to make it meaningful and natural in the RT.				✓					
				3. The generic words, "pity" or "เวทนา", are used instead of the specific word, "sorry" for the literary writing style and to make it meaningful and sounds familiar in the RT context.			✓						
				Syntactic level 1. The preposition "for" is omitted to make the language more concise and natural in the RT.								✓	
				2. The phrase, "couldn't help", is omitted to make the meaning more concise and avoid the strong meaning which may not appropriate for the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
147	Beneath her name she wrote the goals ~~she wanted to accomplish that year~~. (p. 14)	แล้วเธอเริ่มเขียนจุดประสงค์ของการเรียนวิชานี้ใต้ชื่อตัวเอง (หน้า 30)	Then she began to write the purpose of the study of this course under her name.	Lexical level 1. The phrase underlined, "the purpose of the study of this course" or "จุดประสงค์ของการเรียนวิชานี้", is added to make the meaning more clearly in the RT language.	✓								
				2. The conjunctions, "Then" or "แล้ว", are added to make a connection so as to make the meaning sounds natural in the RT.				✓					
				Syntactic level 1. The phrase, "she wanted to accomplish that year", is omitted because it is not important message and it does not distort the whole meaning in ST so as to make it meaningful and concise in the RT.								✓	
				2. The phrase, "Beneath her name she wrote the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
147				goals she wanted to accomplish that year.", is rearranged into a new order, "แล้วเธอเริ่มเขียนจุดประสงค์ของการเรียนวิชานี้ใต้ชื่อตัวเอง", to make sense of the RT language.									
148	"Self-confidence" ~~was number one~~, followed by "Self-awareness" and, ~~third~~, "Self-fulfillment". (p. 14)	"ความเชื่อมั่นในตนเอง" ตามมาด้วย "ความเข้าใจในตนเอง" และ "ความภูมิใจในตนเอง" (หน้า 30)	"Self-confidence" followed by "Self-perception" and "Self-esteem"	Syntactic level 1. The phrases, "was number one," and "third", are omitted to make the meaning more concise and natural in the RT.								✓	
				2. The phrases, "Self-confidence", "Self-awareness", and "Self-fulfillment", are rearranged into the new order as "ความเชื่อมั่นในตนเอง", "ความเข้าใจในตนเอง", and "ความภูมิใจในตนเอง", to make the correct syntax in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
149	Miss Garber was big into the "self" stuff, ~~which put her really ahead of the curve~~ as far as psychotherapy is concerned, ~~though she probably didn't realize it at the time~~. (p. 14-15)	ครูการ์เบอร์ชอบพล่ามเรื่องตนเองก่อนที่การแพทย์สาขาจิตบำบัดจะแพร่หลายเสียอีก (หน้า 30)	Teacher Garber liked to ramble on herself before the medical profession of psychotherapy is widespread.	Lexical level 1. The phrases underlined, "the medical profession of psychotherapy" or "การแพทย์สาขาจิตบำบัด", are added to indicate that psychotherapy is one kind of medical profession so as to make the meaning sound familiar in the RT.	✓								
				2. The conjunctions, "before" or "ก่อนที่", are added to make a connection among the clauses so as to make it meaningful and natural in the RT.				✓					
				3. The generic words, "widespread " or "แพร่หลาย", are used instead of the specific word, "as far as… concerned" to make it meaningful and sound natural in the RT.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
149				Syntactic level 1. "Garber" is transliterated as "การ์เบอร์" because it is a proper name of people which contains no meaning in RT language.						✓			
				2. The phrase, "which put her really ahead of the curve" and "though she probably didn't realize it at the time", are omitted because they are not the gist of the message in the ST and they do not distort the main idea so as to make the meaning concise and natural in the RT.								✓	
				3. The adjective, "big", is changed to the form of verb, "พล่าม", to interpret the hided meaning of ST language to convey the equivalent meaning in RT language.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
150	Miss Garber was a pioneer in that field. May be it had something to do with the way she looked; maybe ~~she~~ was just trying to feel better about herself. ~~But~~ I digress. (p. 15)	เธอคือผู้บุกเบิกตัวจริงในด้านนี้ และมันคงมีอะไรที่เกี่ยวข้องกับสารรูปของเธอด้วยคงอยากทำให้ "ตนเอง" รู้สึกดีขึ้นกระมัง ผมชักออกนอกเรื่องใหญ่แล้ว (หน้า 30)	She was the real pioneer in this field and it didn't mean anything on her appearance. She may want to make herself feel better. I was getting off the subject.	Lexical level 1. The words underlined "the real pioneer" or "ผู้บุกเบิกตัวจริง", are added as the spoken word of the literary writing style.	✓								
				2. The generic words "appearance" or "สารรูป", are used instead of the specific word, "the way she looked", to interpret the equivalent meaning in the RT language.			✓						
				3. The conjunctions, "and" or "และ", are added to make a connection among the clauses so as to make it sounds natural in the RT.				✓					
				Syntactic level 1. The pronoun "she" and the conjunction "But" are omitted to avoid the verbiage of the pronoun and to make it								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
150				meaningful and concise in the RT.									
151	~~It wasn't~~ until the class started that I noticed something unusual. (p. 15)	จนครูเริ่มสอนผมจึงรู้ว่ามีอะไรผิดสังเกตในห้องเรียน (หน้า 30)	Until the teacher began teaching, I then realized that there was something wrong in the classroom.	Syntactic level 1. The phrase, "It wasn't", is omitted because it does not distort the main idea of the ST and to make it sounds natural in the RT.								✓	
152	Though Beaufort High School wasn't large, ~~I knew for a fact that~~ it was pretty much split fifty-fifty ~~between~~ males and females, which was why I was surprised when I saw that this class was at least ninety percent female. (p. 15)	แม้โรงเรียนมัธยมบิวฟอร์ตจะไม่ใหญ่โตอะไร แต่จำนวนนักเรียนชายหญิงก็มีพอๆ กัน นี่คือสาเหตุที่ทำให้ผมแปลกใจเมื่อมองไปเห็นนักเรียนชั้นนี้เป็นผู้หญิงเสียเกินร้อยละเก้าสิบ (หน้า 30)	Although Beaufort high school wasn't that large but the number of male and female students was also equally the same, which made me surprised when I notice that over ninety out of one hundred of the students in this classroom was female.	Lexical level 1. The generic word, "equally the same" or "พอๆ กัน", is used instead of the word, "fifty-fifty", to interpret the equivalent meaning as the spoken language of the RT.			✓						
				2. The generic words underlined, "ninety out of one hundred" or "ร้อยละเก้าสิบ", are used instead of the word, "ninety percent", to convey the equivalent meaning and to make it			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
152				sounds familiar in the RT context.									
				3. The conjunctions, "but… also" or "แต่.....ก็", are added to make a connection among the clauses to make it meaningful and natural in the RT.				✓					
				Syntactic level 1. The preposition, "between", is omitted to make it meaningful and concise in the RT.								✓	
				2. The words underlined, "the number of male and female students" or "จำนวนนักเรียนชายหญิง", are added to clarify that it is the number of students in school so as to make it meaningful in the RT syntax.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
152				3. The phrase, "I knew for a fact that", is omitted because it is a kind of the language style of the ST but it sounds unfamiliar in the RT context.								✓	
				4. "Beaufort" is transliterated as "บิวฟอร์ต" because it is the proper name of the place which contains no meaning in the RT language.						✓			
				5. The phrase, "it was pretty much split fifty-fifty between males and females", is rearranged into a new order as "จำนวนนักเรียนชายหญิงก็มีพอๆ กัน" to make sense of the RT language.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
152				6. The nouns, "students" or "นักเรียน", are added to clarify that it was the number of the students to make the meaning more complete in the RT.								✓	
153	There was only one other male in the class, which to my thinking was a good thing, and for a moment I felt flush with a "look out world, here I come" kind of feeling. (p. 15)	ในห้องเรียนมี นักเรียนชายอีกเพียง คนเดียวเท่านั้น ก็ น่าจะดีสำหรับผมแฮะ ....เมื่อนึกได้ใจก็เริ่ม เต้นระรัวไปกับ จินตนาการเร้นลับ "สาวๆ จงระวัง....เสือ ร้ายมาแล้ว" (หน้า 30)	The rest was the only one male student in this classroom it would be good for me…when recalling, my heart started fluttering with a mysterious imagination "Beware ladies….wild tiger is coming"	Lexical level 1. The words underlined, "male student" or "นักเรียนชาย", are added to clarify that male is the student to make it meaningful in the RT.	✓								
				2. The generic words, "จินตนาการ" or "imagination", are used instead of the specific word, "a look out world" to make it meaningful in the RT language.			✓						
				Syntactic level 1. The phrase, "There was only one other male in the class," is rearranged into a new order as "ใน								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
153				ห้องเรียนมีนักเรียนชายอีกเพียงคนเดียวเท่านั้น", to make sense of RT language.									
				2. The adjective, "flush", is changed its function to the verb, "เต้นระรัว" or "started fluttering" to make the syntax correct and to make sense of the RT language.							✓		
154	~~Okay~~, so I wasn't the most forward-thinking guy on the block. (p. 15)	แต่ผมก็ไม่ใช่คนเดียวที่กำลังฝันหวานในห้องเรียนวิชานี้ (หน้า 31)	But I wasn't the only one who was having a daydream for this subject in the classroom.	Lexical level 1. The word underlined, "this subject in the classroom" or "ห้องเรียนวิชานี้", is added to make the meaning more complete in the RT.	✓								
				2. The word, "Okay", is omitted because it is a kind of interjection of the ST culture but it sounds unfamiliar in the RT context.					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
154				3. The generic words, "ห้องเรียน" or "the classroom", are used instead of the specific word, "block" to make it sounds familiar in the RT context.			✓						
				Syntactic level 1. The gerund noun, "forward-thinking", is changed into the form of verb, "ฝันหวาน", to make the syntactic structure correct and make sense of the RT language.							✓		
155	So Miss Garber brings up the Christmas play and tells ~~everyone~~ that Jamie Sullivan is going to be the angel that year. (p. 15)	ครูการ์เบอร์เปิดประเด็นเรื่องละครวันคริสต์มาสแล้วประกาศว่า ปีนี้เจมีซัลลิแวนจะได้รับบททูตสวรรค์ (หน้า 31)	Teacher Garber raised the issue of the play in the Christmas day, then announced that this year Jamie Sullivan will receive the role of an angel.	Lexical level 1. The word underlined, "the role of an angel" or "บททูตสวรรค์", are added to show that Jamie will play the role of angel to make sense of RT context.	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
155				2. The word underlined, "Christmas <u>day</u>" or "<u>วันคริสต์มาส</u>", are added to show that Christmas is the holy day in the ST culture.	✓								
				<u>Syntactic level</u> 1. The word, "<u>everyone</u>", is omitted to make the meaning more concise and sounds natural in the RT language.								✓	
				2. "<u>Garber</u>" and "<u>Jamie Sullivan</u>" are transliterated as "<u>การ์เบอร์</u>" and "<u>เจมี ซัลลิแวน</u>" because they are the proper names of people which contain no meaning in the RT.						✓			
				3. "<u>Christmas</u>" is transliterated as "<u>คริสต์มาส</u>" because it is the name of the holy day						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
155				in the ST culture which provided no meaning and it is used as a loan word in the RT language.									
				4. The phrase, "Jamie Sullivan is going to be the angel <u>that year</u>.", is rearranged into a new order as "<u>ปีนี้</u>เจมี ซัลลิแวน จะได้รับบททูตสวรรค์", to make sense of the RT.								✓	
156	Miss Garber started clapping right away—she was a member of the church, too—and there were a lot of people who thought she was <u>gunning for</u> Hegbert ~~in a romantic sort of way~~. (p. 15)	<u>พูดขาดคำเธอก็รีบ</u> ปรบมือนำ ครูเป็นขา ประจำของโบสถ์ และมีเสียงนินทา<u>ว่าเธอ ชอบเฮกเบิร์ต</u>ด้วย (หน้า 31)	Once she finished talking, she began clapping straight away, teacher was a regular of the church and there was some gossip <u>that</u> she also <u>liked Hegbert</u>.	<u>Lexical level</u> 1. The conjunctions, "<u>that</u>" or "<u>ว่า</u>", are added among the clauses to make it meaningful and sound natural in the RT.				✓					
				2. The generic words, "<u>liked</u>" or "<u>ชอบ</u>", are used instead of the specific word, "<u>gunning for</u>" to make it meaningful and make sense of the RT.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
156				Syntactic level 1. The phrase, "in a romantic sort of way", is omitted to make it more concise and sound natural in the RT.					✓				
				2. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person which contains no meaning in RT language.						✓			
				2. The gerund noun, "clapping", is changed to the form of verb, "ปรบมือ", to make the meaning sound familiar and make sense in the RT language.							✓		
157	The first time I heard it, I remember thinking that it was a good thing they were too old to have children, if they ever did get together.	ครั้งแรกที่ได้ยินเรื่องนี้ผมรู้สึกโล่งอกที่ทั้งสองผ่านวัยเจริญพันธ์มาแล้ว เพราะถ้าทั้ง	The first time, I heard this story, I felt relieved that both of them already passed the fertility age because if they	Lexical level 1. The generic words, "end up together" or "ลงเอย" are used instead of the specific word, "get together", to make sense			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
157	Imagine—translucent with freckles? (p. 15)	เขาและเธอเกิดลงเอยกันขึ้นมาจริงๆ ละก็ลองนึกสิ....ผิวซีดบางจ้อยกับผิวตกกระหนาเป็นปื้นน่ะ (หน้า 31)	really happened to end up together, can you imagine that…a thin pale skin and a thick freckles erupted on her skin.	of the RT context.									
				2. The phrases, "a thin pale skin" or "ผิวซีดบางจ้อย", are used instead of the single word, "translucent", to explain more clearly in the stylistic writing of RT.		✓							
				3. The phrases, "a thick freckles erupted on her skin" or "ผิวตกกระหนาเป็นปื้น", are used instead of the single word, "freckles", to explain more clearly in the RT.		✓							
158	The very thought gave everyone shudders, but ~~of course~~, no one ever said anything about it, at least within hearing distance of Miss Garber and Hegbert. (p. 15)	แง่คิดของผมทำให้ทุกคนขำกลิ้ง แต่ก็ไม่มีใครเก็บไปโพนทะนาต่อ อย่างน้อยที่สุดก็ต่อหน้าครูการ์เบอร์และเฒ่าเฮกเบิร์ต	My thought made everyone burst out laughing but no one would ever defame them, at least not in front of teacher Garber and an old Hegbert.	Lexical level 1. The generic words, "in front of" or "ต่อหน้า", are used instead of the word, "hearing distance", in order to convey the equivalent meaning in the RT language.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
158		(หน้า 31)		2. The word underlined, "an old Hegbert" or "เฮ่า เฮกเบิร์ต", are added as a spoken language for the literary writing style of the RT language.	✓								
				3. The word, "of course", is omitted to avoid the unfamiliar meaning in the RT language.					✓				
				Syntactic level 1. "Garber" and "Hegbert" are transliterated as "การ์ เบอร์" and "เฮกเบิร์ต" because they are the proper names of people which do not have any meaning provided in the RT language.						✓			
159	Miss Garber kept on clapping, all alone for a while, until all of us finally joined in, because it was	ครูการ์เบอร์ปรบมือคนเดียวต่อไป จนพวกเราต้องทำตาม	Teacher Garber continued clapping for a while till we had a hand in when	Syntactic level 1. "Garber" is transliterated as "การ์ เบอร์" because it is a						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
159	obvious that was what she wanted. (p. 15-16)	เมื่อดูออกว่าเธอต้องการอะไร (หน้า 31)	she realized of what she wanted.	proper name of a person which contains no meaning in the RT language.									
				2. The gerund noun "clapping" is changed to the form of verb as "ปรบมือ" to make it meaningful and natural in the RT language.							✓		
				3. The adjective, "obvious" is changed to the form of verb, "ดูออก" to convey the equivalent meaning in the RT.							✓		
160	"Stand up, Jamie," she said. ~~So~~ Jamie stood up ~~and~~ turned around, ~~and~~ Miss Garber started clapping even faster, as if ~~she~~ were standing in the presence of a bona fide movie star. (p. 16)	"ลุกขึ้นเลย เจมี" เธอสั่ง เจมียืนขึ้นหมุนตัวไปรอบๆ ขณะที่ครูการ์เบอร์เร่งปรบมือเร็วขึ้น และทำท่าปลาบปลื้มราวได้เจอตัวจริงของนางเอก	"Stand up, Jamie," she ordered, Jamie stood up and turned around while teacher Garber clapped even faster and acted delightedly as if she met the real movie star.	Lexical level 1. The phrase, "acted delightedly" or "ทำท่าปลาบปลื้ม", is added to express the intended feeling of appreciation of the character.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
160		ภาพยนตร์ชื่อดัง (หน้า 31)		2. The conjunctions, "while… and" or "ขณะ.....และ", are added to make a connection among the clauses in order to make it sounds familiar and make sense of the RT.				✓					
				Syntactic level 1. The conjunctions, "So…..and….and", are omitted to make it sounds natural in the RT.								✓	
				2. The pronoun, "she were standing..", is omitted to reduce the redundancy used of pronoun which is already mentioned as "Miss Garber" in the previous clause so as to make it sound natural and concise in the RT.								✓	
				3. "Jamie" and "Garber" are transliterated as "เจมี" and "การ์เบอร์" because						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
160				they are the proper names of people which contain no meaning in the RT.									
				4. The phrase, "a bona fide movie star" is rearranged into a new order as "นางเอกภาพยนตร์ชื่อดัง", to make it meaningful and to make the syntax correct in the RT.								✓	
161	Now Jamie Sullivan was a nice girl. She really was. (p. 16)	อันที่จริงเจมี่ ซัลลิเวน ก็น่ารักอยู่หรอก เธอเป็นเด็กดีขนานแท้ (หน้า 31)	In fact, Jamie Sullivan was quite nice. She was a truly good girl.	Lexical level 1. The phrases, "good girl" or "เด็กดี", are added to make the meaning more complete by interpreting from the previous sentence.	✓								
				Syntactic level 1. "Jamie Sullivan" is transliterated as "เจมี่ ซัลลิเวน" because it is a proper name of a person which contains no						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
161				meaning in the RT.									
162	Beaufort was small enough that it had only one elementary school, so we'd been in the same classes our entire lives, and I'd be lying if I said I never talked to her. (p. 16)	เนื่องจากเมืองบิวฟอร์ตเล็กมากจนมีโรงเรียนประถมเพียงแห่งเดียว เราจึงเรียนร่วมชั้นกันมาตลอด ผมคงพูดปดถ้าบอกคุณว่าผมไม่เคยคุยกับเธอเลย (หน้า 31)	Because Beaufort city was very small that it had the only one primary school, though we had been in the same class all together, I would be a liar if I told you that I never spoke to her even once.	Lexical level 1. The word underlined, "Beaufort city" or "เมืองบิวฟอร์ต", is added as a classifier that Beaufort is the name of the town.	✓								
				2. The conjunctions, "Because" or "เนื่องจาก", is added to make a connection of the clauses so as to make it meaningful and natural in the RT.				✓					
				Syntactic level 1. "Beaufort" is transliterated as "บิวฟอร์ต" because it is a name of a city in US which contains no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
162				2. The affirmative sentence, "I said I never talked to her", is changed into the negative sentence as "ผมไม่เคยคุยกับเธอเลย", because the word "never" contains the negative meaning but in the affirmative of the ST provided that it logically conveys the negative meaning when translated in the RT language.								✓	
163	Once, in second grade, she'd sat in the seat right next to me for the whole year, and we'd even had a few conversations, but it didn't mean that I spent a lot of time hanging out with her in my spare time, even back then. (p. 16)	ตอนอยู่ ป. สอง เรานั่งติดกันทั้งปีและคุยกันบ่อยๆ แต่นั่นไม่ได้หมายความว่าเราเป็นเพื่อนที่จะไปไหนมาไหนด้วยกันหลังเลิกเรียน (หน้า 31)	When I was at the second grade in primary school, we sat next to each other and often had a conversation but it didn't mean that we would be a close friend spending time hanging out together after	Syntactic level 1. The noun, "conversations", is changed to the form of verb, "คุย", to make the syntactic structure correct and to make the meaning sounds familiar in RT language.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
163			school.	2. The gerund noun, "hanging out", is changed to the form of verb, "ไปไหนมาไหน", to make the syntactic structure correct and make sense as a spoken word in the RT.							✓		
164	Who I saw in school was one thing; who I saw after school was something completely different, and Jamie had never been on my social calendar. (p. 16)	สำหรับผมเพื่อนนอกห้องเรียนเป็นคนละกลุ่มกับเพื่อนร่วมห้องเรียน และเจมีก็ไม่เคยมีชื่อติดกลุ่มที่ผมคบหาสมาคมด้วย (หน้า 31)	For me, friends outside the classroom was not the same group as in the classroom and Jamie's name was never be in my group that I made a connection with.	Lexical level 1. The phrases, "group that I made a connection with" or "กลุ่มที่ผมคบหาสมาคมด้วย", are used instead of the word, "social calendar", to convey more clearly and to make it meaningful in the RT.		✓							
				Syntactic level 1. "Jamie" is transliterated as "เจมี" because it is a proper name of a person which contains no meaning in the RT language.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
164				2. The affirmative sentence, "Jamie had never been on my social calendar", is constructed into a negative sentence, "และเจมีก็ไม่เคยมีชื่อติดกลุ่มที่ผมคบหาสมาคมด้วย", because the word "never" gives the negative meaning but in the affirmative form of the ST provided that it logically conveys the negative meaning when translated in the RT.								✓	
165	It's not that Jamie was unattractive—don't get me wrong. She wasn't hideous ~~or anything like that~~. (p. 16)	ไม่ใช่เพราะเจมี่ไม่มีอะไรดี คุณอย่าเพิ่งเข้าใจผิด เธอไม่น่าเกลียดน่าชังเลยซักนิด (หน้า 32)	Not because there was nothing good in Jamie—don't get me wrong, she wasn't that hideously ugly	Syntactic level 1. The affirmative sentence, "Jamie was unattractive", is constructed into the negative sentence, "เจมี่ไม่มีอะไรดี", because the word "unattractive" gives the negative meaning so as to logically convey the								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
165				negative sentence in RT.									
				2. "Jamie" is transliterated as "เจมี่" because it is a proper name of a person which does not have any meaning in RT language.						✓			
				3. The phrase, "or anything like that", is omitted because it is not the gist of the message and it does not distort the main idea and to make it natural and concise in the RT.								✓	
166	Fortunately she'd taken after her mother, who, based on the pictures I'd seen, wasn't half-bad, especially considering who she ~~ended up~~ marrying. (p. 16)	โชคดีที่เธอถอดเค้าแม่มา รูปแม่เธอที่ผมเคยเห็นก็นับว่าสวยเข้าขั้นเลยทีเดียว โดยเฉพาะเมื่อเทียบกับชายที่เธอแต่งงานด้วย (หน้า 32)	It was lucky that she took after her mother as I'd seen her mother's picture, she was considered as a beautiful lady, especially, when comparing with the man who she got married with.	Lexical level 1. The conjunctions, "that ... as … when ... who" or "ที่……ที่…..เมื่อ…..ที่", are added as a connection among the clauses to make it meaningful and correct syntax of the RT.				✓					
				2. The verb, "ended up", is omitted to make the meaning more concise in					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
166				RT language.									
				Syntactic level 1. The gerund noun, "marrying", is changed to the form of verb, "แต่งงาน", to make the syntactic structure correct and make sense in the RT context.							✓		
				2. The negative sentence, "who, based on the pictures I'd seen, wasn't half-bad", is constructed into the affirmative sentence, "รูปแม่เธอที่ผมเคยเห็นก็นับว่าสวยเข้าขั้นเลยทีเดียว", to convey the intended meaning of the idiom of ST language in the form of affirmative sentence with the equivalent meaning.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
167	But Jamie wasn't ~~exactly~~ what I considered attractive, either. (p. 16)	แต่เจมีก็ยังไม่ใช่ผู้หญิงที่ผมจะมองว่าสวย (หน้า 32)	But Jamie wasn't the girl that I would reckon as a beautiful girl.	Lexical level 1. The conjunctions, "that" or "ที่", are added to make a connection flows among the clauses so as to make the correct syntax and make sense in the RT language.				✓					
				2. The word, "exactly", is omitted because it sounds unfamiliar in the language style of the RT.					✓				
				Syntactic level 1. "Jamie" is transliterated as "เจมี" because it is a proper name of a person which contains no meaning in RT language.						✓			
				2. The noun, "the girl" or "ผู้หญิง", is added to make the correct syntax and make sense in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
168	Despite the fact that she was thin, ~~with~~ honey blond hair and soft blue eyes, ~~most of the time~~ she looked sort of. . . plain, and that was when you noticed her at all. (p. 16)	ถึงรูปร่างเธอจะโปร่งบาง ผมสีบลอนด์ออกน้ำผึ้ง นัยน์ตาสีฟ้าอ่อนโยน แต่เธอก็ดูราบเรียบไม่มีอะไรสะดุดตา (หน้า 32)	Although her figure was thin and slim with honey blond hair color, gentle blue eyes, but she still looked plain, nothing could catch the eyes.	Lexical level 1. The words underlined, "blond hair color" or "สีบลอนด์", are added to indicate that "blond" is a color so as to make the meaning more clearly in the RT language.	✓								
				2. The conjunctions, "but" or "แต่", are added to show the contrast among the clauses and to make the connection sensible in the RT.				✓					
				3. The noun, "figure" or "รูปร่าง", is added to explain that it is the figure of Jamie's mother which is thin and slim in order to make it meaningful and sound familiar in the RT.	✓								
				Syntactic level 1. The phrase, "most of the time", is omitted					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
168				because it is the language style of the ST context which sounds unfamiliar in the RT context.									
				2. "Blond" is transliterated as "บลอนด์" because it is the name of the color which is used as a loan word in the RT.						✓			
				3. The phrase, "honey blond hair", is rearranged into a new order as "ผมสีบลอนด์ออกน้ำผึ้ง", to make the syntactic structure correct and meaningful in RT.								✓	
				4. The phrase, "soft blue eyes", is rearranged into a new order, "นัยน์ตาสีฟ้าอ่อนโยน", to make the syntactic structure correct and meaningful in the RT language.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
168				5. The preposition, "with", is omitted to avoid unfamiliar meaning but make more sense in the RT language.								✓	
				6. The affirmative phrase, "when you noticed her at all", is constructed into the negative form, "ไม่มีอะไรสะดุดตา" or "nothing could catch the eyes", in order to convey the equivalent meaning in another way in the RT.								✓	
169	Jamie didn't care much about outward appearances, because she was always looking for things like "inner beauty, ~~and~~ I suppose that's part of the reason she looked the way she did. (p. 16)	จะอย่างไรเจมีไม่สนใจเรื่องรูปโฉมภายนอกอยู่แล้ว เธอมองเห็นแต่ "ความงามภายใน" อะไรเทือกนั้น ผมว่าความคิดแบบนี้แหละที่ทำให้เธอเป็นอย่างที่	However, Jamie wasn't much interested in the outer appearance, she was only looking at "the inner beauty" something like that; I presume that this kind of thought which	Lexical level 1. The conjunctions, "However… which had made" or "จะอย่างไร……ที่ทำให้", are added to make a connection among the clause so as to make it sound natural in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
169		เราเห็น (หน้า 32)	had made the way she looked.	Syntactic level 1. The conjunction, "and", is omitted to make it sounds natural in the RT context.								✓	
				2. "Jamie" is transliterated as "เจมี" because it is a proper name of a person which contains no meaning in the RT language.						✓			
				3. The phrase, "inner beauty", is rearranged into a new order, "ความงามภายใน", to make the syntactic structure correct and make sense in the RT language.								✓	
170	For as long as I'd known her—~~and this was going way back~~, remember—she'd always worn her hair in a tight bun, almost	ตั้งแต่ผมรู้จักเธอมาก็นานโข เธอรวบผมตึงไปขดเป็นมวยด้านหลังยังกับสาว	Since I had known her for so long, she wore her hair tied in a bun back tightly like a spinster	Lexical level 1. The words underlined, "so long" or "นานโข", are added for the literary writing style or the RT language.	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
170	like a spinster, without a stitch of make up on her face. (p. 16)	ทึนทึก ใบหน้าไม่เคยมีริ้วรอยเครื่องสำอาง (หน้า 32)	and her face had never been put on the makeup.	2. The phrases, "tied in a bun" or "ขดเป็นมวย", are used instead of the word, "a tight bun", to make it meaningful in the RT.		✓							
				Syntactic level 1. The phrase, "and this was going way back, remember", is omitted because it is not the gist of the message and it does not distort the main idea of the ST so as to make it more concise and sound natural in the RT.								✓	
				2. The phrase, "without a stitch of make up on her face", is transformed into the sentence, "ใบหน้าไม่เคยมีริ้วรอยเครื่องสำอาง", to construct the sentence structure more acceptable and to make it meaningful in the RT language.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
171	Coupled with her usual brown cardigan and plaid skirt, ~~she always looked~~ as though she were on her way to interview for a job at the library. (p. 16)	มิหนำซ้ำยังชอบสวมสเวตเตอร์ผ่าหน้าสีน้ำตาลกับกระโปรงตาสก๊อต ยังกับจะไปสอบสัมภาษณ์งานบรรณารักษ์ห้องสมุด (หน้า 32)	Moreover, she also liked to wear a sweater at the front with buttons with a plaid skirt as if she was going to have a job interview as a librarian job in the library.	Lexical level 1. The word underlined, "a librarian job" or "งานบรรณารักษ์", is added to make the meaning more complete in the RT.	✓								
				2. The phrase, "a sweater fastened at the front with button" or "สเวตเตอร์ผ่าหน้า", is used instead of the single word, "cardigan", to make the meaning more clearly and equivalent to the original word in the ST.		✓							
				Syntactic level 1. The phrase, "she always looked", is omitted because it is not important message and it does not distort the main idea in the ST so as to make it sound natural in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
171				2. The phrase, "brown cardigan", is rearranged into a new order, "สเวตเตอร์ผ่าหน้าสีน้ำตาล", so as to make the syntactic structure correct and make sense in the RT language.								✓	
				3. The phrase, "plaid skirt", is rearranged into a new order, "กระโปรงตาสก๊อต", so as to the syntactic structure correct and make sense in the RT language.								✓	
				4. The verbs underlined, "have a job interview" or "สอบสัมภาษณ์", are added to make the meaning sound familiar as a spoken language of the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
172	We used to think ~~it was just a phase~~ and that she'd eventually grow out of it, but she never had. (p. 17)	เราเคยคิดว่าเมื่อเธอโตขึ้นคงจะเปลี่ยนเป็นชุดใหม่ แต่เธอก็ไม่เปลี่ยน (หน้า 32)	We used to think that when she was grown up, she might have changed to the new dress but she didn't.	Syntactic level 1. The phrase, "it was just a phase", is omitted because it is the expression of the ST culture which sounds unfamiliar in the sense of the RT.								✓	
				2. The affirmative sentence, "she never had", is constructed into the negative sentence, "เธอก็ไม่เปลี่ยน", because the word "never" contains the negative meaning provided that it is logically translated in the negative sentence in the RT language.								✓	
173	Even through ~~our~~ first three years of high school, ~~she~~ hadn't changed at all. (p. 17)	จนถึงช่วงสามปีในชั้นม.ต้นก็ยังคงแต่งตัวเหมือนเดิม (หน้า 32)	Up until the first three years in junior high school she dressed the same.	Lexical level 1. The generic word, "ชั้นม.ต้น" or "junior high school", is used instead of the specific words, "first three years of high school" as a spoken			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
173				language so as to make it sound familiar in the RT context.									
				Syntactic level 1. The determiner, "our", is omitted to make it concise and sound natural in the RT.								✓	
				2. The pronoun, "she", is omitted to avoid the verbiage use of pronoun so as to make it more concise and meaningful in the RT.								✓	
				3. The negative clause, "she hadn't changed at all", is constructed into the affirmative clause, "ก็ยังคงแต่งตัวเหมือนเดิม", to convey the equivalent meaning but in different form of the RT language.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
174	But it wasn't just the way Jamie looked that made her different; it was also the way she acted. (p. 17)	ไม่ใช่แค่เรื่องการแต่งกายเท่านั้นที่ทำให้เจมีดูแตกต่างจากคนอื่น บุคลิกของเธอด้วย (หน้า 32)	It wasn't just dressing which made Jamie looked different from the others.	Syntactic level 1. The sentence, "the way Jamie looked", is transformed into the phrase, "เรื่องการแต่งกาย", to make it sounds familiar and make sense of the RT.								✓	
				2. The sentence, "the way she acted", is transformed into the phrase, "บุคลิกของเธอ", to make it sounds familiar and make sense of the RT.								✓	
175	Jamie didn't spend any time hanging out at Cecil's Diner or going to slumber parties with other girls, and I knew for a fact that she'd never had a boyfriend ~~her entire life~~. (p. 17)	เจมีไม่เคยเข้าก๊วนจับกลุ่มที่ร้านซีซิลไดเนอร์ และไม่เคยไปตั้งวงค้างคืนที่บ้านเพื่อนผู้หญิงคนไหน ผมรู้ด้วยว่าเธอไม่เคยมีแฟน (หน้า 32)	Jamie never joined the gang at Cecil's Diner restaurant and never stayed at night at any of her girl friends' house for parties. I also knew that she never had a boyfriend.	Lexical level 1. The phrases, "joined the gang" or "เข้าก๊วนจับกลุ่ม", is used instead of the word, "hanging out", to convey the equivalent meaning in the RT.		✓							

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
175				2. The word underlined, "Cecil's Diner restaurant" or "ร้านซีซิลไดเนอร์", is added as a classifier, to clarify that "Cecil's Diner" is the name of the restaurant.	✓								
				3. The phrases, "stayed at night at any…friends' house for parties" or "ตั้งวงค้างคืนที่บ้านเพื่อน", are used instead of the word "slumber parties", to covey the equivalent meaning because it does not provide the exact meaning in the RT.		✓							
				Syntactic level 1. The phrase, "her entire life", is omitted to avoid the expression in the sarcastic way of the ST which may not make sense and sound unfamiliar in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
175				2. "Cecil's Diner" and "Jamie" are transliterated as "ซีซิลไดเนอร์" and "เจมี" because they are the proper names of a place and a person which contain no meaning in the RT.								✓	
				3. The gerund noun, "hanging out", is changed to the form of verb, "เข้าก๊วน", to make the syntactic structure correct and make sense of RT.							✓		
				4. The affirmative sentence, "she'd never had a boyfriend", is constructed as the negative sentence, "เธอไม่เคยมีแฟน", because the word "never" contains the negative meaning and translated into the RT language it is logically								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
175				changed to the negative form of the RT language.									
176	Old Hegbert would probably have had a heart attack if she had. (p. 17)	ขืนมีตาเฒ่า เฮกเบิร์ตต้องหัวใจวายตายแน่ (หน้า 32)	Even she had, an old Hegbert must be died of a heart attack.	Syntactic level 1. "Hegbert" is transliterated as "เฮกเบิร์ต" because it is a proper name of a person which contains no meaning in the RT language.						✓			
				2. The phrase, "Old Hegbert would probably have had a heart attack if she had.", is rearranged into a new order as "ขืนมีตาเฒ่าเฮกเบิร์ตต้องหัวใจวายตายแน่" to make the language sound natural in the RT language.								✓	
177	But even if ~~by some odd turn of events~~ Hegbert had allowed it, it still wouldn't have mattered. (p. 17)	หรือต่อให้แกยอมอนุญาตก็คงไม่มีอะไรเกิดขึ้นหรอก (หน้า 32)	Or even he allowed, there would be nothing happened.	Syntactic level 1. The phrase, "by some odd turn of events", is omitted because it is the kind of idiom or expression of the ST context but it sounds					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
177				unfamiliar in RT language.									
178	Jamie carried her Bible wherever she went, and if her looks and Hegbert didn't keep the boys away, the Bible sure as heck did. (p. 17)	ก็เจมีเล่นถือพระคริสต์ธรรมติดมือไปทุกหนทุกแห่งแบบนั้น ถ้าตัวเธอหรือพ่อเธอไม่อาจทำให้หนุ่มๆ ถอยห่างได้ พระคัมภีร์นี่แหละได้ผลชะงัดนัก (หน้า 32)	Well … Jamie carried the Bible in hand with her everywhere if herself or her father couldn't make a boy moved away, it would be definitely this Bible, that's for sure.	Lexical level 1. The conjunctions, "Well" or "ก็", are added to make a connection at the beginning of the sentence so as to make it sounds natural in the RT.				✓					
				2. The generic words, "herself" or "ตัวเธอ" are used instead of the word, "her looks", to make it sound natural and make sense of the RT.			✓						
179	Not only did she go to vacation Bible school every August, but she would read the Bible during lunch break at school. (p. 17)	ทุกปีช่วงปิดเทอมใหญ่เดือนสิงหาคม เธอต้องไปเข้าค่ายศึกษาพระคริสต์ธรรมเท่านั้นไม่พอ ที่โรงเรียนเธอชอบเปิดอ่านพักกลางวัน	Every year during the last vacation at the end of semester in August, she had to attend the Bible study camp, that wasn't enough, at school she also liked to read	Lexical level 1. The generic words, "the last vacation at the end of semester" or "ปิดเทอมใหญ่", are used instead of the specific word, "vacation", to make it sound familiar in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
179		(หน้า 32-33)	the Bible at lunch.	2. The phrases, "attend… the camp" or "เข้าค่ายศึกษา", are used instead of the single word, "go", to make it meaningful in the RT.			✓						
				Syntactic level 1. The phrase, "Not only did she go to vacation Bible school every August", is rearranged in to a new order, "ทุกปีช่วงปิดเทอมใหญ่เดือนสิงหาคม เธอต้องไปเข้าค่ายศึกษาพระคริสต์ธรรม", for the literary writing style and to make sense of the RT.								✓	
180	In my mind that just wasn't normal, even if she was the minister's daughter. (p. 17)	ผมคิดว่านี่ไม่ใช่เรื่องปกติแล้ว ถึงเธอจะเป็นลูกสาวท่านสาธุคุณก็เถอะ (หน้า 33)	I thought, this wasn't normal thing even she was a daughter of the Reverend.	Lexical level 1. The words underlined, "normal thing" or "เรื่องปกติ", are added to make it sound familiar and make sense of the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
181	No matter how you sliced it, reading Paul's letters to the Ephesians wasn't nearly as much fun as flirting, if you know what I mean. (p. 17)	ไม่ว่าจะมองยังไง การอ่านสาส์นถึงชาวเอสเฟเซียนของท่านปอลไม่มีทางสนุกไปกว่าการตามจีบจับคู่เป็นแฟนกันเป็นแน่.....คุณคงนึกภาพออกนะ (หน้า 33)	No matter, how you looked at it, reading the letter of Sir Paul to the Ephesians was surely never as much fun as following to chat up someone as a girlfriend...can you imagine that.	Lexical level 1. The words underlined, "Sir Paul" or "ท่านปอล", are added to show the higher status to pay respect for the holy person in the RT context.	✓								
				2. The phrases, "following to chat up someone as a girlfriend" or "การตามจีบจับคู่เป็นแฟนกัน", are used instead of the single word, "flirting", to convey the equivalent meaning so as to make it meaningful in the RT.		✓							
				Syntactic level 1. "Paul" and "the Ephesians" are transliterated as "ปอล" and "เอสเฟเซียน" because they are the proper names of a person and a group of people of a certain place						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
181				which contain no meaning in the RT.									
182	~~But~~ Jamie didn't stop there. ~~Because of~~ all her Bible ~~reading~~, or ~~maybe because of~~ Hegbert's influence, Jamie believed it was important to help others, and helping others is exactly what she did. (p. 17)	เจมีไม่หยุดแค่นั้น ไม่รู้ว่าพระคริสต์ธรรมหรืออิทธิพลของพ่อกันแน่ที่ทำให้เธอปลาบปลื้มกับการช่วยเหลือผู้อื่น (หน้า 33)	Jamie wouldn't just stop there, this was neither the Bible nor the influence of her father which made her glad with helping other people.	Lexical level 1. The conjunctions "this was neither ...which made ... with" or "ไม่รู้ว่า.....ที่ทำให้.....กับ", are added among the clauses to make it sound natural in the RT language.				✓					
				Syntactic level 1. The conjunction, "But", is omitted to make it sounds natural in the RT.								✓	
				2. The phrases, "Because of reading, ... maybe because of", are omitted to adjust it more meaningful and make sense of the RT.								✓	
				3. The sentence, "it was important to help others, and helping others is exactly what she did", is								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
182				transformed into the phrase, "การช่วยเหลือผู้อื่น", to make the meaning more concise and meaningful in the RT.									
183	~~I knew~~ she volunteered at the orphanage in Morehead City, but for her that simply wasn't enough. (p. 17)	และเธอก็ลงมือทำเองด้วยการอาสาสมัครไปช่วยงานในสถานสงเคราะห์เด็กกำพร้าที่เมืองมอร์เฮด แต่นั่นก็ยังน้อยไปสำหรับเธอ (หน้า 33)	And she started by her own as a volunteer to help children in an orphanage at Morehead City, it was not enough for her.	Lexical level 1. The conjunctions, "And" or "และ", are added to make a connection with the previous sentence to make it sound natural in the RT language.				✓					
				Syntactic level 1. The phrase, "I knew", is omitted because it is not the important part and it does not distort the main idea in the ST so as to make it sound natural in the RT.								✓	
				2. "Morehead" is transliterated as "มอร์เฮด" because it is the certain							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
183				name of the city which contains no meaning in the RT language.									
				3. The verb, "volunteered", is changed to the form of noun, "การอาสาสมัคร", to make it sounds familiar and make sense in the RT.							✓		
				4. The negative clause, "but for her that simply wasn't enough.", is constructed into the affirmative clause, "แต่นั่นก็ยังน้อยไปสำหรับเธอ", to convey the equivalent meaning in the other form of the RT.								✓	
				5. The verbs, "started by her own" or "ลงมือทำเอง" and "to help" or "ช่วย", are added to make the syntactic structure correct and make sense in the RT								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
184	She was always in charge of one fund-raiser or another, helping everyone from the Boy Scouts to the Indian Princesses, ~~and~~ I know that when ~~she~~ was fourteen, she spent part of her summer painting ~~the outside~~ of an elderly neighbor's house. (p. 17)	เจมีเป็นตัวตั้งตัวตีในการหาทุนสนับสนุนกิจกรรมและองค์กรสาธารณสุขกุศลต่างๆ อยู่เสมอ ตอนอายุสิบสี่ผมรู้ว่าเธอใช้เวลาว่างช่วงปิดเทอมใหญ่ไปทาสีบ้านให้คนแก่ข้างบ้านด้วย (หน้า 33)	Jamie was often the mainstay in raising fund to support activities and all charities, when fourteen years old, I knew that she spent on free time in summer vacation painting the house for her neighbor.	Lexical level 1. The generic words, "activities and all charities" or "องค์กรสาธารณสุขกุศลต่างๆ", are used instead of the specific word, "the Boy Scouts to the Indian Princesses", to make it sounds familiar and make sense of the RT.			✓						
				2. The generic words, "summer vacation" or "ปิดเทอมใหญ่", are used instead of the specific word, "summer", to make the meaning sounds familiar as a spoken word of the RT context.			✓						
				3. The word, "the outside", is omitted because it is not important message which does not distort the main idea in the ST so as to make it concise and					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
184				natural in the RT.									
				Syntactic level 1. The conjunction, "and", is omitted to avoid the interruption and to make it sounds natural in the RT.								✓	
				2. The pronoun, "she was fourteen..", is omitted to avoid the redundancy of pronoun so as to make it sounds natural and more concise in the RT.								✓	
				3. The gerund noun, "painting", is changed to the form of verb, "ทาสี", to make the syntactic structure correct and make sense of the RT.							✓		
				4. The phrase, "and I know that when she was fourteen,", is rearranged into a new order, "ตอนอายุสิบสี่ผมรู้ว่า...", to make the meaning sound								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
184				familiar and make sense in the RT language.									
185	Jamie was the kind of girl who would pull weeds in someone's garden ~~without being asked~~ or stop traffic to help little kids cross the road. (p. 18)	เจมีเป็นคนประเภทที่จะก้มลงถอนหญ้าในสวนหน้าบ้านใครก็ได้ที่เธอไม่รู้จักหรือวิ่งออกไปช่วยห้ามรถให้เด็กเล็กๆ ข้ามถนน (หน้า 33)	Jamie was the kind of person who could bend down to pull out the grass in front of the garden of someone she didn't know or run out to stop the car to help children crossing the road.	Lexical level 1. The phrases, "she didn't know or run out" or "ที่เธอไม่รู้จัก หรือวิ่งออกไปช่วย", are added to make the meaning more complete in the RT.	✓								
				Syntactic level 1. The phrase, "without being asked", is omitted because it seems impolite in the RT context but it does not distort the main idea in the ST.								✓	
186	She'd save her allowance to buy a ~~new~~ basketball for the orphans, or ~~she~~'d turn around and drop the money into the church basket on Sunday. (p. 18)	เธอเป็นคนที่จะเก็บเงินค่าขนมของตัวเองไปซื้อบาสเกตบอลให้เด็กอนาถา หรือหันไปหย่อนสตางค์ลงตะกร้าบริจาคก่อน	She was a kind of person who would save her pocket money to buy a basketball for the orphans or turned to drop money in the donation basket before leaving	Lexical level 1. The words underlined, "donation basket" or "ตะกร้าบริจาค", are added to make clear that it was the basket for donation of the church.	✓								
				2. The conjunctions, "before leaving" or "ก่อน				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
186		ออกจากโบสถ์วัน อาทิตย์ (หน้า 33)	the church on Sunday.	ออกจาก", are added to make a connection and make sense in the RT.									
				3. The word, "new", is omitted to make it more concise and meaningful in the RT.					✓				
				Syntactic level 1. The pronoun, "she'd turn around", is omitted to avoid the redundancy used of pronoun so as to make it meaningful and concise in the RT.								✓	
				2. "Basketball" is transliterated as "บาสเกตบอล" because it is already familiar and widely used in the RT context as a loan word.						✓			
187	She was, in other words, the kind of girl who made ~~the rest of~~ us look bad, ~~and~~ whenever she glanced my way, I	พูดอีกแง่คือเธอคือเด็กดีที่ทำให้พวกเรากลายเป็นเด็กเลวไปหมด ทุกครั้งที่เธอ	In other words, she was a good girl which made us all turned into a bad boy, every time she looked	Syntactic level 1. The conjunction, "and", is omitted to make it sound natural in the RT language.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
187	couldn't help but feel guilty, even though I hadn't done anything wrong. (p. 18)	มองมาทางผมผมอดไม่ได้ที่จะรู้สึกร้อนตัวขึ้นมาทั้งที่ยังไม่ได้ทำผิดอะไรสักนิด (หน้า 33)	at me, I couldn't help feeling guilty, even though there was nothing wrong with me.	2. The phrase, "She was, in other words", is rearranged into a new order, "พูดอีกแง่คือเธอคือ", to make it sound natural in the RT.								✓	
				3. The phrase, "the rest of", is omitted because it may make sense of the ST context but it sound unfamiliar in the RT.								✓	
				4. The adjective, "bad", is changed into a form of noun, "เด็กเลว", to make it meaningful and sound natural in the RT.							✓		
188	Nor did Jamie limit her good deeds to people. If ~~she~~ ever came across a wounded animal, ~~for instance~~, she'd try to help it, too. (p. 18)	เจมีไม่เจาะจงทำความดีเฉพาะกับผู้คนเท่านั้น เมื่อเห็นสัตว์บาดเจ็บเธอก็จะรีบช่วย (หน้า 33)	Jamie didn't do a good deed only with people when finding an injured animal, she wouldn't hesitate to help.	Lexical level 1. The phrase, "for instance", is omitted because it does not sound like the literary writing style in the RT language and it is not the important part and it does not distort the main idea in the ST.					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
188				Syntactic level 1. The affirmative sentence, "Nor did Jamie limit her good deeds to people", is constructed into the negative sentence, "เจมีไม่เจาะจงทำความดีเฉพาะกับผู้คนเท่านั้น" because the word, "nor" gives the negative meaning but in the affirmative form in the ST when translated into the RT it is logically changed into the negative form in the RT language.								✓	
				2. The pronoun, "she ever", is omitted to avoid the redundancy of pronoun which may affect the beauty of the literary writing style in the RT language.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
189	Opossums, squirrels, dogs, cats, frogs…~~it didn't matter to her~~. (p. 18)	ตั้งแต่ตัวตุ่น กระรอก หมา แมว หรือกบ ฯลฯ (หน้า 33)	For instance, opossums, squirrels, dogs, cats or frogs etc.	Lexical level 1. The words, "For instance" or "ตั้งแต่", are added as a conjunction to make a connection so as to make it sound natural in the RT language.				✓					
				2. The adverbs, "etc." or "ฯลฯ", are added to make it sound familiar in the RT language.	✓								
				Syntactic level 1. The phrase, "it didn't matter to her", is omitted because it is not the important part and it does not distort the main idea in the ST so as to make it sound natural and concise in the RT.								✓	
190	Dr. Rawlings, the vet, knew her by sight, ~~and~~ he'd shake his head whenever ~~he~~ saw her walking up ~~to the door~~	เธอเป็นขาประจำของคลินิกสัตวแพทย์รอว์ลิงส์ คุณหมอจะส่ายหน้าทุกครั้งที่เห็นเธอ	She was a regular customer at the clinic of veterinarian, Dr. Rawlings, the Doctor would be	Lexical level 1. The phrase, "She was a regular customer at the clinic" or "เธอเป็นขาประจำของคลินิก", is added to	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
190	~~carrying~~ a cardboard box with yet another critter inside. (p. 18)	เดินเข้ามาโดยมีลังกระดาษที่บรรจุตัวอะไรสักตัวในอ้อมแขน (หน้า 33)	shaking his head every time he saw her walking with a paper box with a creature inside in her arms.	bring out the intended information by interpreting from the context that she is probably the regular customer at Dr. Rawlings's clinic.									
				2. The conjunctions, "with" or "โดยมี", are added to make a connection among the clauses so as to make it sound natural in the RT.				✓					
				Syntactic level 1. The conjunction, "and", is omitted to adjust the meaning more concise and make it sound natural in the RT.								✓	
				2. The phrase, "to the door carrying", is omitted to make it meaningful and concise in the RT.								✓	
				3. "Rawlings" is transliterated as "รอว์ลิงส์" because it is a proper						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
190				name of a person which contains no meaning in the RT language.									
				3. The gerund noun, "walking up", is changed to the form of verb, "เดินเข้ามา", to make the correct syntax and make sense of the RT language.							✓		
191	He'd take off his eyeglasses and wipe ~~them with his handkerchief~~ while Jamie explained how she'd found the poor creature and what had happened to it. (p. 18)	หมอจะถอดแว่นออกมาเช็ด ขณะฟังเจมีเล่าว่าเธอไปพบเจ้าสัตว์ที่น่าสงสารนั่นได้อย่างไร และเกิดอะไรขึ้นกับมัน (หน้า 33-34)	The Doctor would take off his glasses to clean up while listening to Jamie and she was talking to that poor animal of how she found and what happened to him.	Syntactic level 1. The phrase, "them with his handkerchief", is omitted because it is not the important part and it does not distort the main idea in the ST so as to make it sounds natural and concise in the RT.								✓	
				2. The verbs, "listening to" or "ฟัง", are added to make more sense of the RT language.								✓	
				3. "Jamie" is transliterated as "เจมี" because it is a proper						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
191				name of a person and it contains no meaning in the RT.									
192	That was another thing. She always mentioned the Lord's plan whenever you talked to her, ~~no matter what the subject~~. (p. 18)	นี่อีกเรื่อง ไม่ว่าเราจะบอกอะไรเธอ เธอต้องสรุปว่ามันคือพระประสงค์ของพระเจ้า (หน้า 34)	This was another story, whatever we told her anything, she would sum up as a wish of God.	Syntactic level 1. The sentence, "She always mentioned the Lord's plan whenever you talked to her, no matter what the subject.", is rearranged into a new order as "ไม่ว่าเราจะบอกอะไรเธอ เธอต้องสรุปว่ามันคือพระประสงค์ของพระเจ้า", to make it sounds natural in the RT.								✓	
				2. The phrase, "no matter what the subject", is omitted to adjust the meaning more concise and sound natural in the RT.								✓	
193	The baseball game's rained out? Must be the Lord's plan to prevent something worse from	ฝนตกต้องเลิกแข่งเบสบอลกลางคันก็เป็นแผนของพระเจ้าที่	The interruption of raining which would stop the baseball game was because of	Lexical level 1. The phrase, "The interrupt of raining which would stop the … game"		✓							

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
193	happening. (p. 18)	จะป้องกันไม่ให้เกิดเรื่องร้ายไปกว่านั้น (หน้า 34)	the Lord's plan to prevent us from the misfortune.	or "ฝนตกต้องเลิกแข่ง..... กลางคัน", is used instead of the single word, "rained out", to explain the meaning more clearly and make it equivalent to the word in the ST.									
				Syntactic level 1. "Baseball" is transliterated as "เบสบอล" because it is a name of thing which does not have the specific meaning provided in RT language.						✓			
				2. The gerund noun, "happening", is changed into the form of verb, "เกิด", to make sense and the syntactic structure correct in the RT.							✓		
				3. The affirmative sentence, "the Lord's plan to prevent something worse from happening.", is constructed to the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
193				negative sentence, "ก็เป็นแผนของพระเจ้าที่จะป้องกันไม่ให้เกิดเรื่องร้ายไปกว่านั้น", to make it sounds familiar and make sense in the RT language.									
194	A surprise trigonometry quiz that everyone in class fails? Must be in the Lord's plan to give us challenges. (p. 18)	การทดสอบตรีโกณมิติโดยไม่แจ้งล่วงหน้าและข้อสอบยากจนสอบกตกยกชั้น ก็เป็นแผนของพระเจ้าที่จะกระตุ้นให้เราขยันขึ้น (หน้า 34)	The trigonometry quiz without further informing and the test paper was very difficult until a whole class failed the exam; that was also a part of the Lord's plan which would encourage us more diligently.	Lexical level 1. The phrase, "the test paper was very difficult" or "ข้อสอบยาก", is interpreted from the context that why everyone fails the exam because the test was difficult so as to make the meaning more complete in the RT language.	✓								
				2. The conjunctions, "and .. until" or "และ...จน", are added to make a connection among the clauses in order to make it sound natural in the RT language.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
194				3. The generic words, "a whole class" or "ยกชั้น", are used instead of the specific word, "class", as a spoken word so as to make it sound familiar in the RT language.			✓						
				4. The generic word, "ตรีโกณมิติ", is used instead of the specific word, "trigonometry", to make it sound familiar in the RT context.			✓						
				Syntactic level 1. The affirmative phrase, "A surprise trigonometry quiz", is constructed into the negative phrase, "การทดสอบตรีโกณมิติโดยไม่แจ้งล่วงหน้า", to bring out the intended meaning of "surprise" but covey the equivalent meaning in the negative form of the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
195	~~Anyway~~, you get the picture. Then, of course, there was the whole Hegbert situation, ~~and~~ this didn't help her at all. (p. 18)	ผมยกตัวอย่างแค่นี้คงเกินพอที่จะทำให้คุณเห็นภาพแล้วนะ แล้วไหนจะมีคุณพ่อเฮกเบิร์ตเป็นสภาพแวดล้อมอย่าง ถาวรอีกด้วย มันไม่เป็นผลดีต่อเธอเลย (หน้า 34)	I just gave you some examples that should be enough to help you get the picture, and then there was daddy Hegbert who was also the permanent surrounding which wasn't good for her at all.	Lexical level 1. The phrases underlined, "I just gave you some examples that should be enough to help you get the picture," or "ผมยกตัวอย่างแค่นี้คงเกินพอที่จะทำให้คุณเห็นภาพแล้วนะ", are added because some examples have been mentioned before in order to make it more coherent in the RT.	✓								
				2. The words underlined, "daddy Hegbert" or "คุณพ่อเฮกเบิร์ต", are added as a sarcasm language of the RT context.	✓								
				3. The word, "Anyway", is omitted to make the meaning more concise and sound natural in the RT language.					✓				

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
195				4. The generic words, "<u>the permanent surrounding</u>" or "<u>สภาพแวดล้อมอย่างถาวร</u>", are used instead of the specific word, "<u>the whole .... situation</u>", as a language style of the RT.			✓						
				<u>Syntactic level</u> 1. The conjunction, "<u>and</u>", is omitted to make the language elegant and well-arranged in the RT context.								✓	
196	Being the minister's daughter couldn't have been easy, but she made it seem as if it were the most natural thing in the world and that she was lucky ~~to have been blessed in that way~~. (p. 18-19)	การเป็นลูกสาวสาธุคุณไม่ใช่เรื่องง่าย แต่เธอก็ทำราวกับมันเป็นเรื่องธรรมดาที่สุดในโลก มิหนำซ้ำยังคิดว่าตัวเองโชคดีเหลือหลายด้วย (หน้า 34)	As being the daughter of the Reverend wasn't that easy but she had made it like it was the most common thing in the world <u>besides</u> she thought she was so lucky.	<u>Lexical level</u> 1. The conjunction, "<u>besides</u>" or "<u>มิหนำซ้ำ</u>", is added as a spoken language to add more details in order to make it sound natural in RT.				✓					
				<u>Syntactic level</u> 1. The phrase, "<u>to have been blessed in that way</u>.", is omitted because it is not the important part								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
196				so as to make it more concise and sounds natural in the RT.									
197	~~That's how~~ she used to say it, too. "I've been so blessed to have a father like mine." (p. 19)	เธอเคยพูดว่า "พรอันประเสริฐที่ฉันได้รับคือการมีพ่ออย่างนี้" (หน้า 34)	She used to say that "The glorious blessing I receive is to have a father like this"	Lexical level 1. The word underlined, "The glorious blessing" or "พรอันประเสริฐ", are added for the stylistic writing reason in order to make the beautiful and elegant language style in the RT context.	✓								
				2. The generic word, "like this" or "อย่างนี้", is used instead of the specific word, like mine, to make it sound familiar and natural in the RT.			✓						
				Syntactic level 1. The unimportant phrase, "That's how", is omitted because it does not make sense of the RT.								✓	
				2. The verb, "blessed", is changed to the form of noun, "พร", to make the							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
197				meaning sound natural and to make the correct syntax in the RT.									
				3. The sentence in the passive voice form, "I've been so blessed to have a father like mine", is changed to the active voice, "พรอันประเสริฐที่ฉันได้รับคือการมีพ่ออย่างนี้", because the sentence with the positive meaning often presents in the active voice form so as to make the meaning sound familiar in the RT language.								✓	
198	Whenever ~~she said it,~~ all we could do was shake our heads ~~and~~ wonder what planet she actually came from. (p. 19)	ทุกครั้งที่ได้ยินพวกเราได้แต่ส่ายหน้าพากันมึนว่าเธอมาจากดวงดาวดวงไหนกันนี่ (หน้า 34)	Whenever hearing it, we would be shaking our head and confused that what's planet she came from.	Lexical level 1. The generic words, "confused" or "มึน", are used instead of the specific word, "wonder", as a colloquial language of the RT.			✓						

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
198				Syntactic level 1. The conjunction, "and", is omitted to make the meaning more concise without the interruption of the RT language.								✓	
				2. The phrase, "she said it", is omitted but substituted with a phrase, "hearing it" or "ที่ได้ยิน", it is logical that "We hear of what she said." to make it sound natural in the RT.								✓	
199	Despite all these other strikes, ~~though~~, the one thing that really drove me crazy ~~about her was the fact~~ that she was always so damn cheerful, no matter what was happening around ~~her~~. (p 19)	จะอะไรก็พอทน สิ่งที่ทำให้ผมแทบบ้าตายมีอยู่แค่เรื่องเดียวเท่านั้น นั่นคือการที่เธอยิ้มแย้มแจ่มใสได้ตลอดเวลาไม่ว่าจะเกิดอะไรขึ้นรอบข้าง (หน้า 34)	Whatever could stand except the only one thing which could drive me crazy was, she could smile cheerfully at all time, no matter whatever happened.	Syntactic level 1. The conjunction, "though" is omitted to avoid the verbiage so as to make it sounds natural in the RT.								✓	
				2. The pronoun, "her", to make the meaning more concise and sound natural in the RT language.								✓	
				3. The phrase, "about her was the fact", is omitted because it is not the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
199				important part and to make it sound natural in the RT language.									
200	I swear, that girl never said a bad thing about anything or anyone, even to those of us who weren't that nice to her. (p. 19)	ผมสาบานได้ว่าเธอไม่เคยพูดถึงใครหรืออะไรในทางร้าย แม้พวกเราจะไม่ค่อยดีต่อเธอนักก็ตาม (หน้า 34)	I would swear that she never mentioned anyone or anything in a negative way, even we hadn't been very nice to her.	Syntactic level 1. The affirmative sentence, "that girl never said a bad thing about anything or anyone", is constructed into the negative sentence, "เธอไม่เคยพูดถึงใครหรืออะไรในทางร้าย", because the word, "never", contains the negative meaning so that it is logically translated into the negative form of the RT.								✓	
201	She would hum to herself as ~~she~~ walked down the street, ~~she~~ would wave to strangers driving by in their cars. (p. 19)	เวลาเดินอยู่ริมถนน เธอจะร้องเพลง โบกมือทักทายคนในรถที่แล่นผ่าน (หน้า 34)	While walking down along the roadside, she would sing a song and wave her hands to greet someone in the car passing by.	Syntactic level 1. The pronouns, "she walked" and "she would", are omitted to avoid the redundancy which are already mentioned in the previous clause to adjust the meaning more natural and concise in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
201				2. The gerund noun, "driving", is changed to the form of verb, "แล่น", to adjust the syntactic structure correct and to make sense of the RT.							✓		
				3. The phrase, "She would hum to herself as she walked down the street", is rearranged into a new order as "เวลาเดินอยู่ริมถนนเธอจะร้องเพลง", to make the meaning sound natural in the RT context.								✓	
202	Sometimes ladies would come running out of their ~~house if they saw her walking by~~, offering her pumpkin bread if they'd been baking all day or lemonade if the sun was high in the sky. (p. 19)	บ่อยครั้งที่พวกแม่บ้านจะถลาออกมาจากในบ้านร้องเรียกเธอให้แวะรับขนมปังฟักทองที่เพิ่งอบใหม่ๆ หรือถ้าวันไหนแดดร้อนก็มีน้ำมะนาว	Oftentimes that the housewife would rush out from their house offering her to get the pumpkin bread which had just been baked or if it was in a hot day, there would be some	Lexical level 1. The words underlined, "ice-cold lemonade" or "น้ำมะนาวเย็นเจี๊ยบ", are added for the stylistic writing as a spoken word in the RT context.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
202		เย็นเจี๊ยบให้ดื่ม (หน้า 34)	ice-cold lemonade to drink.	2. The conjunctions, "that which .. if it was .. there would be " or "บ่อยครั้งที่.....ที่เพิ่งอบ..หรือถ้าวันไหน.....ก็มี", are added to combine the clauses in order to make the meaningful language and make sense of the RT language.				✓					
				Syntactic level 1. The phrase, "if they saw her", is omitted because it does not affect the main idea of the ST message and to make the meaning more concise in the RT language.								✓	
				2. The gerund noun, "running out", is changed to the form of verb, "ถูกา", to construct the syntactic structure into the correct form and make senses of the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
202				3. The gerund noun, "offering", is changed to the form of verb, "ร้องเรียก",to construct the syntactic structure into the correct form and make senses of the RT language.							✓		
				4. The sentence, "the sun was high in the sky", in ST is interpreted into the short form of the phrase, "แดดร้อน", to make it meaningful in RT the context.								✓	
203	~~It seemed as if~~ every adult in town adored her. "She's such a nice young lady," they'd say whenever Jamie's name came up. (p. 19)	เธอเป็นขวัญใจของผู้ใหญ่ทั้งเมือง "เด็กคนนี้น่ารักจริงๆ" ทุกคนพูดเป็นเสียงเดียวกันเมื่อได้ยินชื่อเธอ (หน้า 34-35)	She was a sweetheart for all adults in town "This girl is so nice." Everyone would speak the same thing when hearing her name.	Lexical level 1. The phrase underlined, "speak the same thing" or "พูดเป็นเสียงเดียวกัน", is added for the literary writing as a spoken word of the RT context.	✓								
				Syntactic level 1. The phrase, "It seemed as if", is omitted to make								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
203				the meaning more concise and avoid the excess verbiage in the RT language.									
204	I was thinking about all this while Jamie stood ~~in front of us~~ on the first day of drama class, ~~and I admit that~~ I wasn't much interested in seeing her. (p. 19)	ผมกำลังคิดเรื่องพวกนี้ในขณะที่เจมีลุกขึ้นยืนในชั้นเรียนการละครชั่วโมงแรก ผมไม่รู้สึกตื่นเต้นสักนิดที่จะได้เห็นเธอ (หน้า 35)	I was thinking of this topic while Jamie was standing in the drama course in the first hour of the class, I never felt excited even a bit upon seeing her.	Lexical level 1. The generic words, "the first hour" or "ชั่วโมงแรก" are used instead of the specific word, "the first day" as a spoken word and make it sounds more familiar in the RT context.			✓						
				Syntactic level 1. The conjunction, "and", is omitted to make it more concise in the RT.								✓	
				2. The unimportant phrases, "in front of us" and "I admit that", are omitted to make the meaning more concise and make sense of the RT language.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
204				2. The gerund noun, "seeing", is changed to the form of verb, "จะได้เห็น", to construct the syntactic structure into a correct form and make sense in the RT language.							✓		
205	But ~~strangely~~, when Jamie turned to face us, I kind of got a shock, like I was sitting on a loose wire ~~or something~~. (p. 19)	แต่เมื่อเจมีหันหน้ามาทางเรา ผมสะดุ้งสุดตัวเหมือนนั่งลงบนขดลวดหนาม (หน้า 35)	But when Jamie was turning her face at us I was startled like I was sitting on wires.	Lexical level 1. The word, "strangely", is omitted to avoid the odd feeling toward Jamie.					✓				
				Syntactic level 1. The phrase, "or something", is omitted to avoid the unimportant message so as to make it more concise in the RT language.								✓	
				2. The noun, "a shock", is change to the form of verb, "สะดุ้งสุดตัว", to make the syntactic structure correct and make sense of the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
206	She wore a plaid skirt with a white blouse under the same brown cardigan sweater I'd seen a million times, (p. 19)	วันนั้นเจมีสวมกระโปรงตาสก๊อตกับเสื้อขาวทับด้วยเสื้อหนาวสีน้ำตาลแบบเดียวกับที่ผมเคยเห็นมานับเป็นล้านๆ ครั้ง (หน้า 35)	On that day Jamie wore a plaid skirt with a white shirt overlaid with a brown sweater the same as I had seen a million times.	Lexical level 1. The generic words, "sweater" or "เสื้อหนาว", are used instead of the specific word, "cardigan", as a spoken word to make the meaning more familiar for readers in the RT context.			✓						
				2. The phrase, "the same as" or "แบบเดียวกับ", is added to make it meaningful in the RT.	✓								
				Syntactic level 1. The preposition, "under" is changed to the form of verb, "ทับ" to make it meaningful in the RT.							✓		
207	but there were two new bumps on her chest that the sweater couldn't hide that I swore hadn't been there just three months	แต่มีรอยนูนสองเนินที่เสื้อตัวนั่นไม่อาจพรางได้ ผมกล้าสาบานว่าเมื่อสาม	But there were two mounds of bumps which the sweater couldn't hide. I dared to swear that they weren't there in	Lexical level 1. The word underlined, "two mounds of bump" or "รอยนูนสองเนิน", is added as a classifier as a colloquialism of the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
207	~~earlier~~. (p. 19)	เดือนมันยังไม่โผล่เลย นี่นา (หน้า 35)	the last three months.	2. The word underlined, "dared to swear" or "กล้าสาบาน", is added to express a strong feeling of the character to what he had seen.	✓								
				3. The generic word, "รอยนูน", is used instead of a specific word, "chest" to avoid the impolite word which may not appropriate for the RT culture.			✓						
				4. The word, "earlier", is omitted to make the language more concise and it does not affect the main idea of the message in the ST.					✓				
				Syntactic level 1. The phrase, "I swore hadn't been there just three months earlier", is rearranged into a new								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
207				order, "ผมกล้าสาบานว่าเมื่อสามเดือนมันยังไม่โผล่เลยนี่นา", to make sense of spoken language in the RT context.									
208	She'd never worn make up ~~and~~ she still didn't, but she had a tan, probably from Bible school, and for the first time she looked—well, almost pretty. (p. 19-20)	เธอไม่แต่งหน้าตามเคยแต่ผิวสีแทนดูเข้มขึ้น คงได้มาจากค่ายศึกษาพระคริสต์ธรรมภาคฤดูร้อน นี่เป็นครั้งแรกที่เธอดู....เอ่อ....เกือบสวย (หน้า 35)	She never put on makeup as usual but her tan skin color looked darker, it might come from the summer Bible camp; this was the first time that she looked…uh.. almost beautiful.	Lexical level 1. The words underlined, "the summer Bible camp" or "ค่ายศึกษาพระคริสต์ธรรมภาคฤดูร้อน", are added to clarify that it is the Bible school camp held during the summer time.	✓								
				Syntactic level 1. The conjunction, "and she still didn't", is omitted to make sense and avoid interrupting meaning in the RT language.								✓	
				2. The sentence, "she still didn't", is briefly transformed into the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
208				phrase, "ตามเคย", to convey the equivalent meaning to the ST.									
				2. The affirmative sentence, "She'd never worn make up", is constructed into the negative sentence, "เธอไม่แต่งหน้าตามเคย", because the word, "never", gives negative meaning provided that it is logically translated as a negative form in the RT.								✓	
209	Of course, I dismissed that thought right away, but as she looked around the room, she stopped ~~and smiled right~~ at me, obviously glad to see that I was in the class. (p. 20)	แน่นอนผมรีบสลัดความคิดวูบนั้นออกไปทันควัน แต่เมื่อเธอมองไปรอบๆ ห้อง สายตาเธอก็มาสะดุดกึกที่ผม ตอนนั้นผมนึกว่าเธอคงดี	Of course, I threw off that quick thought right away but when she looked around the classroom, her eyes would stop suddenly at me. At that time, I was thinking that she might be	Lexical level 1. The words underlined, "quick thought" or "ความคิดวูบนั้น", are added for the literary writing style of the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
209		ใจที่ได้พบเพื่อนเก่าในชั้นเรียนเดียวกันอีก (หน้า 35)	glad to see an old friend in the same classroom.	2. The conjunctions, "<u>at that time, I was thinking that</u>" or "<u>ผมนึกว่าเธอ</u>", are added to make a connection among the clauses so as to make it meaningful and natural in the RT language.				✓					
				<u>Syntactic level</u> 1. Although the omission of the phrase, "<u>and smiled right</u>", has been made but the main idea of the whole meaning has slightly changed in order to make the meaning more concise in the RT language.								✓	
210	~~It wasn't until~~ later that ~~I~~ would learn the reason why. (p. 20)	<u>แต่</u>ต่อมาภายหลังถึงได้รู้ว่า....<u>จริงๆ แล้ว</u>มันเป็นเพราะอะไร (หน้า 35)	<u>But</u> later to be known that…<u>in fact</u> what's the reason why?	<u>Lexical level</u> 1. The conjunctions, "<u>But .. in fact</u>" or "<u>แต่.....จริงๆ แล้ว</u>", are added to make a connection among the clauses to make it meaningful and natural in the RT language.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
210				Syntactic level 1. The omission of pronoun, "I", has been made because it does not distort the main idea of the ST and to make the meaning more concise as a spoken language of the RT context.								✓	
				2. The phrase, "It wasn't until", is omitted to avoid the language style of ST so as to make the meaning sound familiar in the RT language.								✓	

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APPENDIX B

The Table List Analysis of Translation Strategies Found in Chapter 2 of the Fiction *A Walk to Remember*

Remarks:

Lexical Level

1: Adding explanation

2: Using phrases or sentences in preference to a single word

3: Using a more generic word in preference to a specific word

4: Adding conjunction amongst phrases or sentences

5: Omission of words or idioms

Syntactic Level

1: Sound or transliteration

2: The structure of words

3: The structure of sentences

4: The structure of paragraphs or discourse

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
1	After high school I planned to go to the University of North Carolina at Chapel Hill. (p. 21)	หลังจากจบ ม. ปลาย ผมมีแผนจะไปเรียนต่อที่มหาวิทยาลัยนอร์ทแคโรไลนาที่แชพเพิล ฮิลล์ (หน้า 36)	After finishing high school, I planned to study at the university of North Carolina at Chapel Hill.	Syntactic Level 1. "North Carolina" and "Chapel Hill" are transliterated as "นอร์ทแคโรไลนา" and "แชพเพิล ฮิลล์" because they are the proper names of organization and town which have no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
2	My father wanted me to go to Harvard or Princeton like some of the sons of other congressmen did, but with my grades it wasn't possible. (p. 21)	พ่ออยากให้ผมเข้าฮาร์เวิร์ดหรือพรินซตันเหมือนบรรดาลูกๆ วุฒิสมาชิกทั้งหลาย แต่เกรดผมไม่ถึงระดับนั้น (หน้า 36)	My father wanted me to study at Harvard or Princeton like the sons of other congressmen but my grades weren't up to the standard level.	Syntactic Level 1. "Harvard" and "Princeton" are transliterated as "ฮาร์เวิร์ด" and "พรินซตัน" because they are the proper names of organization which provide no meaning in the RT.						✓			
3	Not that I was a bad student. I just didn't focus on my studies, and my grades weren't exactly up to snuff for the Ivy Leagues. (p. 21)	อันที่จริงผมไม่ใช่เด็กหัวทึบแต่ความเหลวไหลไม่ตั้งใจเรียนทำให้ผลการเรียนออกมาต่ำกว่าเกณฑ์ที่จะไปฝันถึงพวกมหาวิทยาลัยไอวี่ลีค (หน้า 36)	In fact, I wasn't that stupid but because my irresponsibility made my school-record lower than the standard to dream of those Ivy Leagues universities.	Lexical Level 1. The conjunction, "แต่ ... ทำให้... ที่จะไปฝันถึง" or "but… made... to dream of those" are added to make a meaningful connection among the clauses in RT.				✓					
				Syntactic Level 1. The sentence, "I just didn't focus on my studies", is transformed into a phrase, "ความ								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
3				เหลวไหลไม่ตั้งใจเรียน", to make it meaningful in the RT.									
				2. "Ivy Leagues" is a proper name of organization and it is transliterated as "ไอวี่ลีค" because it contains no meaning in the RT.						✓			
4	By my senior year it was pretty much touch and go whether I'd even get accepted at UNC, and this was my father's alma mater, a place where he could pull some strings. (p. 21)	พอขึ้นชั้นมัธยมปีสุดท้ายก็ต้องลุ้นกันใจหายใจคว่ำแล้วว่าจะได้เข้ามหาวิทยาลัยนอร์ทแคโรไลนาหรือไม่ พ่อผมเรียนจบจากที่นั่นจึงมีเส้นสายอยู่พอประมาณ (หน้า 36)	When I was in the last year of the senior high school, it made my breath away that could I enter the university of North Carolina or not? My father was actually graduated there to have some supporters.	Lexical Level 1. The generic words, "ลุ้น" or "breath away", are used instead of the specific word, "touch and go", to make it meaningful and sound familiar in the RT context.			✓						
				Syntactic Level 1. The verb, "pull some strings", is translated as a noun, "เส้นสาย", as a spoken word to make it sound familiar in the RT context.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
5	During one of his few weekends home, my father came up with the plan to put me over the top. (p. 21)	เมื่อกลับบ้านมาพักผ่อนสุดสัปดาห์ (ซึ่งก็เป็นหนึ่งในไม่กี่ครั้ง) พ่อออกปากว่าจะดันผมให้จงได้ (หน้า 36-37)	When he was home at weekend which was one of a few times, he said that he would definitely put me through.	Lexical Level 1. The generic words, "ดัน" or "put me through", are used instead of the specific word, "to put me over the top", as a spoken word in order to make it meaningful in the RT.			✓						
6	I'd just finished my first week of school and we were sitting down for dinner. (p. 21)	ตอนนั้นผมเพิ่งเปิดเทอมสัปดาห์แรก และเรากำลังนั่งโต๊ะรับประทานอาหารค่ำกัน (หน้า 37)	The school had just begun the first week and we were having dinner.	Syntactic Level 1. The verb, "รับประทาน" or "having", is added to make the correct syntax and to make it meaningful in the RT.								✓	
7	"I think you should run for student body president," he said. (p. 21)	"ลูกน่าจะลองสมัครเป็นประธานรุ่นดูนะ" พ่อแนะนำ (หน้า 37)	"You should apply for the student president", he suggested.	Lexical Level 1. The generic words, "สมัคร" or "apply", are used instead of the specific word, "run for", to make it meaningful in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
8	She didn't speak much when my father had the floor, though she winked at me. (p. 21)	เวลาพ่ออยู่แม่จะเก็บปากเก็บคำสงบเงียบ แต่ก็ยังแอบหลิ่วตาให้ผม (หน้า 37)	When my father stayed with my mother, she would keep silent but still gave me a wink.	Syntactic Level 1. The negative sentence, "She didn't speak much ...", is translated into the affirmative sentence, "แม่จะเก็บปากเก็บคำสงบเงียบ", for the literary writing style of RT.								✓	
9	"I don't think I'd have a chance at winning," I said. (p. 21)	"ผมไม่มีทางได้รับเลือกหรอกครับพ่อ" ผมตอบ (หน้า 37)	"Dad, I think, I have no way to be voted as a winner," I replied.	Syntactic Level 1. The sentence in the active form, "I'd have a chance at winning", is transformed into the passive sentence, "ผมไม่มีทางได้รับเลือกหรอก", because it gives the negative meaning which make it sound more familiar in the RT.								✓	
10	That honor belonged to Eric Hunter, my best friend. (p. 21)	เอริค ฮันเตอร์เพื่อนรักของผมต่างหากที่ได้รับเกียรติเช่นนั้น	Eric Hunter, my best friend, was honored with that.	Syntactic Level 1. "Eric Hunter" is transliterated as "เอริค ฮันเตอร์" because it is a							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
10		(หน้า 37)		proper name of person which contains no meaning in the RT.									
				2. The sentence in the form of active voice, "That honor belonged to Eric Hunter", is constructed into the form of passive voice, "เอริค ฮันเตอร์เพื่อนรักของผมต่างหากที่ได้รับเกียรติเช่นนั้น", to make it sound natural and meaningful in the RT.								✓	
11	He could throw a baseball at almost ninety miles an hour, and he'd led the football team to back-to-back state titles as the star quarterback. (p. 22)	เขาขว้างเบสบอลได้แรงเก้าสิบไมล์ต่อชั่วโมง เป็นหัวหน้าทีมฟุตบอลไปแข่งระดับรัฐและควอเตอร์แบ็กตัวเด่น (หน้า 37)	He could throw the baseball at ninety miles per hour, he was the leader of the football team to compete as the famous quarterback in the football match.	Syntactic Level 1. The word, "baseball" and "miles", are transliterated as "เบสบอล" and "ไมล์", because they are used as loan words and sound familiar for the readers in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
11				2. The word, "quarterback", is transliterated as "ควอเตอร์แบ็ก", because it sounds more familiar in the RT context although it has the meaning provided in the dictionary.						✓			
				3. The word, "led", is in the form of verb in the ST and it is changed to the form of noun, "หัวหน้า", in order to make more sense in the RT.							✓		
12	"Of course you can win," my father said quickly. "We Carters always win." (p. 22)	"พูดได้ไง...แกต้องชนะซี" พ่อตอบทันควัน "ตระกูลคาร์เตอร์ไม่เคยแพ้ใคร" (หน้า 37)	"Why did you say that … you will win," he said immediately. "Carters family has never been defeated."	Lexical Level 1. The words, "ตระกูล" or "family", are added to clarify Carter as one family.	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
12				Syntactic Level 1. "Carter" is transliterated as "คาร์เตอร์" because it is a proper name of one family which contains no meaning in the RT.						✓			
				2. The affirmative sentence, "We Carters always win.", is adjusted into the negative sentence, "ตระกูลคาร์เตอร์ไม่เคยแพ้ใคร", to show the strong feeling of Mr. Carter to give the encouragement to his son.								✓	
13	That's another one of the reasons I didn't like spending time with my father. (p. 22)	นี่ก็อีกสาเหตุที่ทำให้ผมไม่ชอบอยู่กับพ่อ (หน้า 37)	This was another reason that I didn't like to be with my father.	Syntactic Level 1. The gerund noun, "spending", is translated into "อยู่", in the form of verb to make sense and meaningful in the RT.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
14	This was the first conversation we'd had in weeks. He rarely talked to me on the phone. (p. 22)	นั่นคือบทสนทนาของเราหลังจากที่ไม่ได้พูดกันมาหลายสัปดาห์พ่อบอกว่าไม่ชอบคุยกับผมทางโทรศัพท์ (หน้า 37)	That was our first conversation after we hadn't talked for many weeks. My father told me that he didn't want to talk on phone.	Syntactic Level 1. The affirmative sentence, "He rarely talked to me on the phone.", is transformed into the negative sentence, "พ่อบอกว่าไม่ชอบคุยกับผมทางโทรศัพท์", because the word, "rarely", is in the positive form but gives the negative meaning so its structure is logically changed into the negative form in the RT.								✓	
15	My father put down his fork, a bite of his pork chop still on the tines. He looked at me crossly, giving me the once-over. (p. 22)	พ่อวางส้อมพอร์กช็อปหนึ่งคำยังค้างอยู่ที่ปลายของมันเขาถลึงตามองผม (หน้า 38)	My father put down the fork with a piece of pork chop on the tines, he scowled at me.	Syntactic Level 1. "Pork chop" is the name of the dish in ST, and it is transliterated as "พอร์กช็อป", because it is commonly used and already familiar in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
15				2. "Crossly" is in the form of adverb in the ST and its form is changed to the form of verb, "ถลึงตา" or "scowled", in order to make the syntactic structure correct and make sense in the RT.							✓		
16	He was wearing a suit even though it was over eighty degrees in the house, and it made him even more intimidating. My father always wore a suit, by the way. (p. 22)	แม้ในบ้านจะร้อนอบอ้าวพ่อก็ยังอยู่ในชุดสูท ทำให้ยิ่งดูหน้าเกรงขามขึ้นอีกอ้อ จริงสินะ...พ่อผมต้องใส่สูทตลอดเวลา (หน้า 38)	Even it was very hot in the house, my father was still wearing suit, it made him looked in awe … Alright, my father must be in suit all the time.	Lexical Level 1. The specific words, "over eighty degrees", is translated into a generic word, "ร้อนอบอ้าว" or "very hot", to make it meaningful in the RT.			✓						
				Syntactic Level 1. The sentence, "He was wearing a suit even though it was over eighty degrees in the house", is sequencing into the appropriate order as "แม้ในบ้านจะร้อนอบอ้าวพ่อก็ยังอยู่ในชุด								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				สูท" to make the language sound natural in the RT.								✓	
17	"I think," he said slowly, "that it would be a good idea." (p. 22)	"แต่พ่อว่า..." เขาเน้นถ้อยเน้นคำ "น่าจะลองดู" (หน้า 38)	"But I think …" he insisted firmly "You should try."	Syntactic Level 1. The sentence, "that it would be a good idea", is transformed into the phrase, "น่าจะลองดู", so as to make it sound natural in the RT context.								✓	
18	I didn't want to waste my afternoons meeting with teachers after school-after school!-every week for the rest of the year, ….. (p. 22)	ผมไม่อยากใช้เวลาหลังเลิกเรียนไปประชุมกับพวกครูทุกสัปดาห์ตลอดปี... (หน้า 38)	I didn't want to spend time after school for the meeting with those teachers every week throughout the year.	Syntactic Level 1. The word, "teachers", is in the plural form of the ST so it is translated as "พวกครู" or "those teacher" to indicate that it is more than one teacher so that the correct syntactic structure has been made in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
19	I didn't play football or basketball, I didn't play an instrument, I wasn't in the chess club or the bowling club or anything else. (p. 22-23)	แต่นี่ผมไม่เล่นฟุตบอลหรือบาสเกตบอล ไม่เล่นดนตรี ไม่ได้เข้าชมรมหมากรุกโบว์ลิ่ง หรืออะไรทั้งนั้น (หน้า 38)	But I didn't play football or basketball, I didn't play any musical instrument, I didn't join the chess club or bowling and anything else.	Syntactic Level 1. The words, "football", "basketball", and "bowling", are transliterated as "ฟุตบอล", "บาสเกตบอล", and "โบว์ลิ่ง" because they are commonly used as load words and they are familiar for the readers in the RT context.						✓			
20	I didn't excel in the classroom-hell, I didn't excel at much of anything. (p. 23)	ผลการเรียนก็ไม่โดดเด่น โอย...ผมไม่มีความสามารถพิเศษอะไรกับเขาเลยหรือนี่ (หน้า 38)	My school record wasn't excellent, Oh … I didn't have any talent.	Lexical Level 1. The generic word, "โอย" or "Oh", is used instead of the specific word, "hell", to make the language sound natural and make sense in the RT context.			✓						
21	~~Growing despondent~~, I started listing the things I actually could do, but ~~to be honest~~, there really	ไหนลองนึกดูซิว่าจริง ๆ แล้วมีอะไรบ้างที่ผมพอทำ	Trying to think about what I could do but it wasn't that much impressive.	Syntactic Level 1. Phrase, "Growing despondent" and "to be honest", are omitted because they are not important part and they								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
21	wasn't that much. (p. 23)	ได้ แต่มันก็ออกมาไม่น่าประทับใจเอาเสียเลย (หน้า 38)		do not distort the main idea of the ST.								✓	
22	I could tie eight different types of sailing knots, ~~I~~ could walk barefoot across hot asphalt farther than anyone I knew, ~~I~~ could balance a pencil vertically on my finger for thirty seconds . . . but ~~I didn't think that~~ any of those things would really stand out on a college application. (p. 23)	ผมผูกเงื่อนเรือใบได้แปดแบบ เดินเท้าเปล่าบนถนนลาดยางได้ไกลกว่าทุกคนที่ผมรู้จัก เสี้ยงแท่งดินสอบนปลายนิ้วได้นานสามสิบวินาที...แต่ความสามารถพิเศษเหล่านี้ก็ไม่มีประโยชน์อันใดต่อการกรอกใบสมัครเข้ามหาวิทยาลัย (หน้า 38)	I could tie the eight types of sailboat knots, I could walk barefoot on the	Syntactic Level 1. The omission pronoun, "I could walk…" and "I could balance…" have been made to avoid the verbiage in order to make it sound natural in the RT.							✓	
				2. The phrase, "I didn't think that", is omitted to make it more concise in the RT.								✓	
				3. The affirmative sentence, "any of those things would really stand out on a college application", is constructed into the negative sentence, "ความสามารถพิเศษเหล่านี้ก็ไม่มีประโยชน์อันใด…",								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				to make it meaningful in the RT.									
23	So there I was, lying in bed all night long, slowly coming to the sinking realization that I was a loser. Thanks, Dad. (p. 23)	ผมก็เลยต้องล้มตัวลงนอนเอามือก่ายหน้าผากทั้งคืน แล้วค่อย ๆ ซึมซับว่าตัวเองเป็นแค่ไอ้ขี้แพ้คนหนึ่งเท่านั้น... ขอบคุณนะครับพ่อ (หน้า 38-39)	I put my hand on my forehead while I was lying down all night long, then I was gradually learning that I was just a loser … Thank you, daddy.	Lexical Level 1. The generic word, "ซึมซับ" or "gradually learning", is used instead of the specific words, "the sinking realization", to make more sense and meaningful in the RT context.			✓						
24	There were two other people running-John Foreman and Maggie Brown. (p. 23)	มีผู้สมัครสองรายก่อนหน้าผม...จอห์น โฟร์แมนกับแม็กกี้ บราวน์ (หน้า 39)	There were two candidates running before me…. John Foreman and Maggie Brown.	Syntactic Level 1. The proper names of persons, "John Foreman" and "Maggie Brown", are transliterated as "จอห์น โฟร์แมน" and "กับแม็กกี้ บราวน์", because they are used to identify persons which contain no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
25	Now, John didn't stand a chance. I knew that right off. He was the kind of guy who'd pick lint off your clothes while he talked to you. (p. 23)	ผมมองออกทันทีว่าจอห์นต้องปิ๋วแน่ เพราะเขาเป็นมนุษย์ประเภทที่ชอบหยิบเศษด้ายบนเสื้อคุณเวลายืนคุยกัน (หน้า 39)	I knew right away that John would definitely lose because he was a kind of person who liked to pick a thread off your clothes while talking.	Syntactic Level 1. The negative sentence, "John didn't stand a chance", is constructed into the affirmative sentence, "จอห์นต้องปิ๋วแน่", for the literary writing style as the colloquial language of the RT context.								✓	
				2. The underlined phrase, "John didn't stand a chance, I knew that right off", is sequencing into a new order as "ผมมองออกทันทีว่าจอห์นต้องปิ๋วแน่" in order to make it meaningful and make sense in the RT.								✓	
26	~~If he was called to give the answer~~, he would almost always give the right one, and he'd turn his head from	แถมตอบถูกเกือบทุกครั้งด้วย แต่เวลาตอบถูกเขาจะหันไป	Moreover, most of his answers were correct but when he gave the right one he would look around and lift his head up	Syntactic Level 1. The omission of the phrase, "If he was called to give the answer", has been made to avoid the verbiage because it								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
26	side to side with a smug look on his face, as if proving how superior his intellect was when compared with those of the other peons in the room. (p. 23)	มองรอบ ๆ เชิดหน้าวางท่าราวกับตัวเองมีสติปัญญาล้ำเลิศกว่าทุกคน (หน้า 39)	acting as if he was more intelligent than the others.	represents the similar meaning as the previous sentence, "every time the teacher asked a question".								✓	
27	Eric and I used to shoot spitballs at him when the teacher's back was turned. (p. 23)	เอริคกับผมเคยใช้หนังยางยิงกระสุนกระดาษใส่เขาตอนครูหันหลังให้ด้วย (หน้า 39)	Eric and I used a slingshot with a paper bullet shooting him when the teacher turned his back.	Syntactic Level 1. "Eric" is transliterated as "เอริค" because it is a proper name of person which provided no particular meaning in the RT. It is defined in order to identify person.						✓			
				2. The sentence in the form of passive voice, "the teacher's back was turned.", is transformed into the active voice, "ครูหันหลังให้ด้วย", to make it more clearly and make sense of the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
28	Maggie Brown was another matter. She was a good student as well. She'd served on the student council for the first three years and had been the junior class president the year before. (p. 23)	แม็กกี้ บราวน์ นี่ก็ไปอีกแบบ เธอเรียนดีแถมยังเป็นนักกิจกรรมด้วยง เคยเป็นสมาชิกสภานักเรียน ม.ต้นทั้งสามปี ก่อนได้รับเลือกเป็นประธานชั้นจูเนียร์ (หน้า 39)	Maggie Brown was another kind, she was a good student and she was also the real student activist and she used to be the member of the student council for the first three years at high school before she had been voted for the junior class president.	Syntactic Level 1. "Maggie Brown" is transliterated as "แม็กกี้ บราวน์" because it is a proper name of person which provides no particular meaning in the RT.						✓			
				2. "Junior" is transliterated as "จูเนียร์" because it is used as a loanword although there is the meaning available in the dictionary but it is familiar for readers in the RT context.						✓			
29	The only real strike against her was the fact that she wasn't very attractive, and she'd put on twenty pounds that summer. (p. 23)	ข้อด้อยเพียงประการเดียวของเธอคือรูปร่างหน้าตาที่ไม่เอาไหน แถมยังอ้วนขึ้นอีกยี่สิบปอนด์ในช่วงปิดภาคฤดู	The only negative part was she was ugly; moreover, she put on weight about twenty pounds in the last summer.	Lexical Level 1. The generic words, "ข้อด้อย" or "negative part", are used instead of the specific word, "real strike", to make it sound familiar and to make sense in the RT.				✓					

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
29		ร้อนที่ผ่านมา (หน้า 39)		Syntactic Level 1. "Pounds" is transliterated as "ปอนด์" because it is a weight measurement used in common and sounds familiar for readers in the RT.						✓			
30	After seeing the competition, I ~~figured that I might have a chance after all~~. My entire future was on the line here, so ~~I~~ formulated my strategy. Eric was the first to agree. (p. 24)	เมื่อเห็นชื่อคู่แข่งผม ก็ใจชื้นขึ้นเป็นกอง ไหน ๆ ก็ฝากอนาคต ไว้ตรงนี้แล้ว คงต้อง คิดกลยุทธ์หาเสียง กันหน่อยละ และ เอริคเป็นรายแรกที่ เอาด้วยกับผม (หน้า 39)	When seeing my competitor, I felt more relieved. My future however relied on this anyway. So I might have to think about my tactics and Eric was the first person who would go along with me.	Lexical Level 1. The generic words, "ฝาก" or "relied on", are used instead of the specific words, "on the line", because it sounds more familiar and make sense in the RT context.			✓						
				2. The conjunctions, "ไหน ๆ ก็... และ" or "however.....and" are added to make a connection among the clauses in order to make it sound natural and meaningful in the RT.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
30				Syntactic Level 1. The gerund noun, "seeing", is changed to the form of verb, "เห็น", to make it meaningful and sound natural in the RT.							✓		
				2. The phrase, "figured that I might have a chance after all", is omitted to substitute with the phrase, "ก็ใจชื้นขึ้นเป็นกอง" because he estimated the situation that he might have a chance to win so he felt more relieved.								✓	
				3. "Eric" is transliterated as "เอริค" because it is a proper name of person naming for individual identifying which contains no meaning in the RT.						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
31	Beaufort High School had only about four hundred students, so getting the athletic vote was critical, and most of the jocks didn't give a hoot who they voted for anyway. (p. 24)	โรงเรียนมัธยมบิว ฟอร์ตมีนักเรียนแค่สี่ร้อยคนคะแนนเสียงจากทีมกีฬาจึงเป็นตัวชี้ขาด พวกกล้ามใหญ่ไม่เคยคิดมากว่าจะเทคะแนนให้ใครอยู่แล้ว (หน้า 40)	Beaufort High School had only four hundred students so the vote from the athletic team would be a judgment, those big muscle athletes who never thought over, who were they voting for.	Lexical Level 1. The generic word, "พวกกล้ามใหญ่", is used instead of the specific word, "the jocks", as a spoken word in the RT context.			✓						
				2. The generic words, "ไม่เคยคิดมาก" or "never thought thing over", are used instead of the specific word, "didn't give a hoot", to make sense and meaningful in the RT context.			✓						
				Syntactic Level 1. "Beaufort" is transliterated as "บิว ฟอร์ต" because it is a name of school naming for identifying a proper place and it contains no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
32	I was voted student body president with a fairly large majority of the vote. I had no idea what trouble it would eventually lead me to. (p. 24)	ผมได้รับเลือกเป็นประธานรุ่นด้วยคะแนนเสียงท่วมท้นและไม่เฉลียวสักนิดว่ามันจะนำพาผมไปพบกับความยุ่งยากสาหัสขนาดไหน (หน้า 40)	I was voted for student body president with a majority of votes and I didn't realize that it would lead me to a misery.	Lexical Level 1. The generic words, "ท่วมท้น" or "a majority of", are used instead of the specific words, "a fairly large majority", to make it sound familiar as the RT language style.			✓						
33	When I was a junior I went steady with a girl named Angela Clark. (p. 24)	ปีก่อนในชั้นจูเนียร์ผมนัวเนียอยู่กับเอนเจลา คลาร์ก (หน้า 40)	Last year in the junior class, I had relation with Angela Clark.	Lexical Level 1. The generic words, "นัวเนีย" or "relation", are used instead of the specific words, "went steady" as a colloquial language of the RT context.			✓						
				Syntactic Level 1. "Angela Clark" is transliterated as "เอนเจลา คลาร์ก" because it is a proper name of person						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
33				and it contains no meaning in the RT.									
				2. "Junior" is transliterated as "จูเนียร์" because it is used in common as a loanword which is already familiar in the RT context.						✓			
34	She was my first real girlfriend, though it lasted for only a few months. Just before school let out for the summer, she dumped me for a guy named Lew who was twenty years old and worked as a mechanic in his father's garage. (p. 24)	เธอเป็นแฟนจริง ๆ รายแรกของผม แม้จะเลิกกันภายในสองสามเดือนก็ตาม ก่อนปิดภาคฤดูร้อนเธอผละจากผมไปหาหนุ่มใหญ่วัยยี่สิบชื่อลิว ซึ่งทำงานเป็นช่างซ่อมรถในอู่ของพ่อเขา (หน้า 40)	She was my first real girlfriend although we split up after two or three months before summer vacation. She left me for the twenty years old guy named Lew who worked as a mechanic in his father's garage.	Syntactic Level 1. "Lew" is transliterated as "ลิว" because it is a proper name of person used for individual identifying and it provides no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
35	His primary attribute, as far as I could tell, was that he had a really nice car. (p. 24)	คุณสมบัติเด่นของหมอนี่เท่าที่ผมเห็นก็คือเขามีรถคันโก้ไว้ขับอวดสาว (หน้า 40)	His particularity as I had seen was he had a wicked car to show off to the girls.	Lexical Level 1. The phrases, "ไว้ขับอวดสาว" or "to show off to the girls", are added as Landon's view that Lew had a car in particular purpose of showing off the girls.	✓								
36	He always wore a white T-shirt with a pack of Camels folded into the sleeve, and he'd lean against the hood of his Thunderbird, looking back and forth, saying things like "Hey, baby" whenever a girl walked by. (p. 24)	ลิวชอบสวมเสื้อยืดขาวพับขอบแขนเหน็บซองบุหรี่คาเมล และชอบยืนเต๊ะท่าพิงฝากระโปรงทันเดอร์เบิร์ดคันนั้น ทำเป็นเหลียวซ้ายแลขวามองหาผู้ชมแล้วจะร้องทักว่า "ไงจ๊ะ ... น้องหนู" เมื่อสาว ๆ เดินผ่านหน้า	Lew liked to wear a white T-shirt with a pack of Carmel cigarettes folded into a sleeve, and he liked to lean arrogantly against the hood of the Thunderbird, he looked restless for his target group and said, "Hi! Babe" when the young girls passed by.	Lexical Level 1. "บุหรี่" or "cigarettes" is added to explain that "Camels" is a brand of cigarettes.	✓								
				Syntactic Level 1. Although, "camels" has a meaning provided in the RT but it is transliterated as "คาเมล", because it is used as a brand of cigarettes.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
36		(หน้า 40)		2. "Thunderbird" is transliterated as "ทันเดอร์เบิร์ด" because it is a brand of car.						✓			
37	Well, anyway, the homecoming dance was coming up, and because of the whole Angela situation, I still didn't have a date. (p. 24-25)	เอาเถอะ ... เรื่องมันผ่านไปแล้ว แต่งานเต้นรำฉลองการสำเร็จการศึกษาก็ใกล้เข้ามาทุกที และสภาวะเอนเจลาคือตัวปัญหาปวดขมองของผม ผมยังไม่มีคู่เดตคนใหม่ (หน้า 40)	Anyway … let bygones be bygones but the homecoming dance party was coming closer and Angela was my big problem because I still didn't have a new date.	Lexical Level 1. The phrases, "... เรื่องมันผ่านไปแล้ว" or "let bygones be bygones", are added to bring out the intended meaning in order to make it meaningful and sound natural in the RT.	✓								
				2. The phrases, "ตัวปัญหาปวดขมองของผม" or "my big problem", are added to explain more on Angela in the view point of Landon.	✓								
38	I had to help decorate the gym and clean up the next day-and besides, it was	ถ้าผมฉายเดี่ยวไปก็คงต้องรับหน้าที่ตกแต่งสถานที่ใน	If I was there alone I had to do the decorating in the gym and sweep out the next day while it	Lexical Level 1. The phrases, "ถ้าผมฉายเดี่ยวไป" or "If I was there alone", are added	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
38	usually a pretty good time. (p. 25)	โรงยิมกับเก็บกวาดในวันรุ่งขึ้น ในขณะที่มันจะเป็นราตรีแห่งความสำราญ สำหรับคนที่มีคู่ควง (หน้า 40-41)	was a joyful night out for a person who had a date.	to complete the intended meaning and make more sense in the RT.	✓								
				2. The phrases, "สำหรับคนที่มีคู่ควง" or "a person who had a date", are added to make it meaningful and make sense in the RT.	✓								
39	Beaufort was never exactly a hotbed for beauties anyway, but then again I had to find somebody. I didn't want to go to the dance without a date ~~what would that look like~~? I'd be the only student body president ever to attend the homecoming dance alone. (p. 25)	ก็บิวฟอร์ตไม่ใช่ศูนย์รวมสาวงามอยู่แล้ว แต่ผมก็ต้องหาใครสักคนให้ได้ ถ้าไร้คู่เดตผมก็จะกลายเป็นประธานรุ่นคนแรกในประวัติศาสตร์ที่ปรากฏตัวในงาน "โฮมคัมมิ่ง" อย่างเดียวดาย (หน้า 41)	Well, Beaufort wasn't the hub of beautiful girls. So I had to find someone for a date if I didn't get any I would be the first student body president in the school history who showed up lonely in the homecoming dance.	Lexical Level 1. The conjunction, "ก็.. ถ้า", is added to make a connection among the clauses in order to make it sound natural in the RT.				✓					
				2. The phrases, "ในประวัติศาสตร์" or "in the school history", are added for the literary writing style to express the feeling of Landon in a sarcastic way.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
39				Syntactic Level 1. The affirmative sentence, "Beaufort was never exactly a hotbed for beauties anyway", is constructed into the negative sentence, "บิวฟอร์ตไม่ใช่ศูนย์รวมสาวงามอยู่แล้ว", because the word, "never" is used as the positive form in the ST but it gives the negative meaning provided that the form is logically changed into negative in the RT syntax.								✓	
				2. The sentence, "I didn't want to go to the dance without a date", is transformed into the phrase, "ถ้าไร้คู่เคต" or "I didn't get any", to make it meaningful and concise in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
39				3. The word, "homecoming", is transliterated as "โฮมคัมมิ่ง" because it is used as a loanword which is already familiar for readers in the RT.						✓			
40	I'd end up being the guy scooping punch all night long or mopping up the barf in the bathroom. That's what people without dates usually did. (p. 25)	และเมื่องานเลิกผมก็จะต้องกลายเป็นภารโรงตามเก็บกวาดเศษอาหารหรือเช็ดอ้วกบนพื้นห้องน้ำทั้งคืน เพราะภารกิจเหล่านั้นจะตกเป็นของคนที่ไม่มีคู่เดตโดยอัตโนมัติ (หน้า 41)	And when the party was over, I would turn out to be a caretaker who cleaned out the food scraps and mop the puke on the bathroom floor all night because those duties would go to the person who didn't have a date automatically.	Lexical Level 1. The conjunctions, "และ... เพราะ" or "And ... because", are added to make a connection among the clauses in order to make it meaningful and sound familiar in the RT.				✓					
				Syntactic Level 1. The gerund nouns, "scooping" and "mopping up", are changed into the form of verbs, "เก็บกวาด" and "เช็ด", for the correct syntactic structure and							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				to make sense in the RT.									
41	Growing sort of panicky. I pulled out the yearbook from the year before and started flipping ~~through the pages one by one~~, looking for anyone ~~who might not have a date~~. First I looked through the pages with the seniors. Though a lot of them were off at college, a few of them were still around town. (p. 25)	ผมยิ่งกลุ้มหนัก หยิบหนังสือรุ่นปีก่อนออกมาพลิกหาใครสักคน ลองเปิดหน้าที่มีรูปซีเนียร์ก่อน แม้รุ่นนี้จะจบไปเข้ามหาวิทยาลัยกันเป็นส่วนใหญ่แล้ว แต่ก็ยังมีตกค้างอยู่แถวนี้อีกหลายคน (หน้า 41)	I was getting more anxious. I then picked up the last yearbook flipping to the senior pages. Most of them were off at the college but some were still around.	Syntactic Level 1. The phrase, "Growing sort of panicky", is transformed into the sentence, "ผมยิ่งกลุ้มหนัก" or "I was getting more anxious", to make it meaningful and make sense in the RT.								✓	
				2. The gerund noun, "flipping", is changed into the form of verb, "พลิกหา", for the correct syntactic structure and to make it meaningful in the RT.							✓		
				3. The phrases, "through the pages one by one" and "who might not have a date", are omitted because they are not the important parts and to make the language more elegance and concise in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
41				4. The word, "seniors", is transliterated as "ซีเนียร์" because it is commonly used as a loanword and sounds familiar in the RT.						✓			
42	I was getting pretty good at handling rejection, ~~I'll tell you~~, though that's not the sort of thing you brag about to your grandkids. (p. 25)	จนผมชักชาชินกับคำปฏิเสธ ทั้งที่มันไม่ใช่สิ่งที่ใครจะไปคุยอวดให้ลูกหลานเหลนในอนาคตฟังได้ (หน้า 41)	So, it made me felt apathetic for the rejection even if it wasn't a kind of thing to crow about your success for your grandchild in the future.	Lexical Level 1. The conjunctions, "จน" or "So", are added to make it sound natural in the RT.				✓					
				2. The generic words, "ชาชิน" or "felt apathetic for", are used instead of the specific words, "pretty good at handling", to make it meaningful and make sense in the RT.			✓						
				3. The phrases, "ในอนาคต" or "in the future", are added to make it more clearly in the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
42				Syntactic Level 1. The phrase, "I'll tell you", is omitted because it is a kind of the ST expression which sounds unfamiliar for readers in the RT context.								✓	
43	My mom knew what I was going through, and ~~she~~ finally came into my room and sat on the bed beside me. (p. 25)	ตอนนั้นแม่ผมซึ่งรู้แล้วว่าลูกชายกำลังมีปัญหาอะไรก็เดินเข้ามาในห้องผมและนั่งลงบนเตียงข้าง ๆ ผม (หน้า 41)	Back then, my mother knew that her son was in trouble, she came in my room and sat there on the bed behind me.	Syntactic Level 1. The pronoun, "she finally…" is omitted to avoid the verbiage used of pronoun so as to make it more concise and natural in the RT.								✓	
44	When she left the room, I felt even worse than I had before. Even my mom didn't think I could find somebody. And if I showed up with her? If I lived a hundred years, I'd	ทันทีที่แม่ออกไปจากห้อง ผมรู้สึกแย่ยิ่งกว่าเดิมเสียอีก กระทั่งแม่ของผมก็ยังคิดว่าผมหาคู่เดตไม่ได้แน่ แล้วจะให้	When my mother came out of my room, I got even more frustrated. Even my mother was wondering that I couldn't get a date. If I went to the dance with my mother I would	Syntactic Level 1. The affirmative sentence, "If I lived a hundred years, I'd never live that down.", is constructed into the negative sentence, "ต่อให้ผมอายุยืนถึงร้อยปีก็คง								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
44	never live that down. (p. 25-26)	ผมควงแม่ไปงานเนี่ยนะ? ต่อให้ผมอายุยืนถึงร้อยปีก็คง<u>ไม่มีวันทำใจได้ไปชั่วชีวิต</u> (หน้า 41-42)	never put up with it. Even I could outlive for one hundred years.	<u>ไม่มีวัน</u>ทำใจได้ไปชั่วชีวิต", because the word, "<u>never</u>", is in the positive form of the ST but it gives the negative meaning so that it is logically translated in the negative form of the RT.								✓	
45	There was another guy in my boat, by the way. <u>Carey Dennison</u> had been elected treasurer, ~~and he still didn't have a date, either~~. (p. 26)	อีกรายที่ตกที่นั่งเดียวกับผมก็คือ<u>แคเรีย์ เดนนิสัน</u> ผู้ได้รับเลือกเป็นเหรัญญิก (หน้า 42)	Carey Dennison was in the same boat, he was elected as a treasurer.	<u>Syntactic Level</u> 1. "<u>Carey Dennison</u>" is transliterated as "<u>แคเรีย์ เดนนิสัน</u>", because it is a proper name of person used for individual identifying which contains no meaning in the RT.						✓			
				2. The omission of the phrase, "<u>and he still didn't have a date, either</u>", has been made because the clause, "<u>There was another guy in my boat, by the way</u>",								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
45				implies the same meaning in order to avoid the verbiage and to make it more concise in the RT.								✓	
46	Carey was the kind of guy no one wanted to spend time with at all, and the only reason he'd been elected was because he'd run unopposed. (p. 26)	แคร์ย์เป็นคนที่ใคร ๆ รังเกียจเดียดฉันท์ ที่เขาได้ตำแหน่งมาก็เพราะไม่มีผู้สมัครรายอื่นเป็นคู่แข่ง (หน้า 42)	Carey was a kind of person who anyone didn't want to associate with at all. He had been elected because he had no other candidates applying for this position.	Lexical Level 1. The generic words, "รังเกียจเดียดฉันท์" or "didn't want to associate with at all", is used instead of the specific words, "no one wanted to spend time with at all", to make it meaningful and sound familiar in the RT context.			✓						
				Syntactic Level 1. The sentence in the form of passive voice, "he'd been elected", is constructed into the form of active voice, "เขาได้ตำแหน่งมา", because the sentence which gives the positive								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
46				meaning often used in form of active voice in the RT context.								✓	
				2. The affirmative sentence, "he'd run unopposed.", is constructed into the negative sentence, "ไม่มีผู้สมัครรายอื่นเป็นคู่แข่ง", because the word, "unopposed", gives the negative meaning so that it is logically translated into the negative form in the RT.								✓	
47	Even then I think the vote was fairly close. He played the tuba in the marching band, and his body looked all out of proportion, as if he'd stopped growing halfway through puberty. (p. 26)	คะแนนเสียงที่เขาได้รับคงผ่านเกณฑ์ขั้นต่ำมาอย่างหวุดหวิด หมอนี่เป็นคนเป่าแตรทูบาในวงดุริยางค์โรงเรียน หุ่นเขาดูผิดส่วนยังกับ	I think, he had been elected with the fairly minimum vote. He played the horn, tuba, in the school's marching band. His body was kind of podgy like he stopped growing since he had not yet reached the puberty.	Lexical Level 1. The word, "แตร" or "horn", is added to explain the tuba is the music instrument.	✓								
				Syntactic Level 1. "Tuba" is transliterated as "ทูบา", because it is the music instrument which is						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
47		หยุดโตตั้งแต่ยังไม่พ้นวัยรุ่น (หน้า 42)		commonly used as a loanword and already familiar for the readers in the RT.									
				2. The gerund noun, "growing", is changed into the form of verb, "โต", in order to make it sounds natural as a spoken language in the RT context.							✓		
48	He had a great big stomach and gangly arms and legs, like the Hoos in Hooville, if you know what I mean. (p. 26)	พุงยื่นแขนสั้นกระดุ๊กกระดิ๊กยังกับตัว "ฮู้" แห่งฮูวิลล์ (คุณคงนึกออกนะว่าผมหมายถึงอะไร) (หน้า 42)	He had a big belly, gangling arms like the Hoos in the Hooville (if you could imagine what I mean.)	Syntactic Level 1. The words, "Hoos" and "Hooville", are transliterated as "ฮู้" and "ฮูวิลล์", because they are the characters and the place in the children's story often tell in the Christmas time in the ST context which contain no particular meanings in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
49	He also had a high-pitched way of talking-it's what made him such a good tuba player, I ~~reckon~~ and he never stopped asking questions. (p. 26)	เสียงเขาแหลมปรี๊ดเข้ากับแตรที่เป่า แล้วก็ช่างซักไม่รู้จักหยุดหย่อน (หน้า 42)	He had a treble voice like the tuba he played. He was a kind of inquisitive person who was always curious for everything.	Syntactic Level 1. The phrase, "I reckon", is omitted because it is a kind of expression in the ST which sounds unfamiliar in the RT context.								✓	
				2. The affirmative sentence, "he never stopped asking questions", is constructed into the negative sentence, "แล้วก็ช่างซักไม่รู้จักหยุดหย่อน", because the word, "", give the negative meaning so that it is logically translated in the negative form in the RT.								✓	
				3. The gerund noun, "asking", is changed into the form of verb, "ช่างซัก", for the correct syntactic structure and							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				make sense in the RT.									
50	"Where did you go last weekend? Was it fun? Did you see any girls?" He wouldn't even wait for an answer, and he'd move around constantly as he asked so ~~you had to keep turning your head to keep him in sight.~~ (p. 26)	"วันหยุดนายไปไหนมา? สนุกมั๊ย? เจอสาวบ้างหรือเปล่า?" แต่เขาไม่เคยรอฟังคำตอบ เอาแต่ยุกยิกเดินพล่านไปมาน่าเวียนหัวเหลือทน (หน้า 42)	"Where did you go on weekend? Was it fun? Did you see any girls?" but he never waited for an answer. He was always moving around so you might get an headache if you kept an eye on him.	Lexical Level 1. The phrase, "you had to keep turning your head to keep him in sight.", is omitted but it is substituted with the resulting phrase, "น่าเวียนหัวเหลือทน", of the action that because Carey kept moving around which made Landon felt headache.	✓								
				Syntactic Level 1. The phrase, "you had to keep turning your head to keep him in sight.", is omitted but it is substituted with the resulting phrase, "น่าเวียนหัวเหลือทน", of the action that because Carey kept moving around which made Landon felt headache.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
51	I swear he was probably the most annoying person I'd ever met. If I didn't get a date, he'd stand off on one side with me all night long, firing questions ~~like some deranged prosecutor~~. (p. 26)	ผมสาบานได้ว่าแครีย์เป็นมนุษย์ที่น่ารำคาญที่สุดเท่าที่ผมเคยเจอมา และถ้าผมหาคู่เดตไม่ได้เขาก็คงมาติดหนับอยู่กับผมทั้งคืน แล้วระดมคำถามใส่ผมจนตั้งตัวไม่ติดอีกตามเคย (หน้า 42)	I swear, Carey was the most irritating man I've ever met. If I couldn't find a date, he would have been around with me all night long and he would make me struggling with his nonstop questions.	Lexical Level 1. The generic words, "ติดหนับ" or "have been around", are used instead of the specific words, "stand off on one side", as a spoken language so as to make it sound more familiar in the RT context.			✓						
				2. The phrases, "จนตั้งตัวไม่ติดอีกตามเคย" or "struggling", are added to indicate that he has not been unprepared for answering the questions.	✓								
				Syntactic Level 1. The gerund noun, "firing", is changed into the form of verb, "ระดม", for the correct syntactic structure and to make it meaningful in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
51				2. The phrase, "like some deranged prosecutor", is not translated because it is not import part and it does not distort the main idea in the ST.								✓	
52	So there I was, flipping through the pages in the junior class section, when I saw Jamie Sullivan's picture. (p. 26)	ผมลองพลิกหนังสือรุ่นไปที่ชั้นจูเนียร์ เจอรูปเจมี ซัลลิแวน เข้าพอดี (หน้า 42)	I turned to the Junior page and just saw a picture of Jamie Sullivan.	Syntactic Level 1. The words, "Jamie Sullivan" is transliterated as "เจมี ซัลลิแวน" because it is the proper name of person used for individual identifying which contains no meaning in the RT.						✓			
				2. "Junior" is transliterated as "จูเนียร์" because it is commonly used and sounds familiar for the readers in the RT although it has the meaning provided in the dictionary.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
53	I paused for just a second, then turned the page, cursing myself for even thinking about it. (p. 26)	ผมชะงักไปชั่วครู่ ก่อนพลิกไปหน้าอื่น พลางนึกด่าตัวเองที่เกิดความคิดบ้า ๆ แบบนั้นขึ้นมา (หน้า 42)	I was stunned for a second before flipping to the other pages. I scolded to my weird thinking.	Syntactic Level 1. The gerund noun, "cursing", is changed into the form of verb, "ด่า", for the correct syntactic structure in the RT.							✓		
54	I spent the next hour searching for anyone halfway decent looking, but I slowly came to the realization that there wasn't anyone left. In time I finally turned back to her picture and looked again. (p. 26)	ผมใช้เวลาอีกชั่วโมงควานหาใครก็ได้ที่หน้าตาพอทน แล้วในที่สุดก็ต้องยอมรับว่าไม่มีทางเลือกอีกแล้ว ผมค่อย ๆ พลิกกลับไปยังหน้าที่มีรูปของเธอแล้วพิจารณาอีกที (หน้า 42)	I spent another hour to seek for someone who was not that bad and I finally admitted that I had no other choices. Then, I gently flipped over to Jamie's page.	Lexical Level 1. The generic word, "ยอมรับ" or "admitted", is used instead of the specific words, "came to the realization", to convey the equivalent meaning and to make it meaningful in the RT.			✓						
				Syntactic Level 1. The gerund noun, "searching", is changed into the form verb, "ควานหา", for the correct syntactic structure and to make sense in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
55	She wasn't bad looking, I told myself, and she's really sweet. She'd probably say yes, I thought. . . . (p. 26)	เธอก็ไม่ได้ขี้ริ้วขี้เหร่อะไรนี่นา ... ผมบอกตัวเอง ... แล้วเธอก็อัธยาศัยดีด้วย ลองดูซิ ... เผื่อเธอตกลงจะได้หมดปัญหาเสียที (หน้า 42)	She was not that bad … really, I told myself and she was friendly. Let's try, she might take my request so my obstacle would be sort out.	Lexical Level 1. The phrases, "จะได้หมดปัญหาเสียที" or "my obstacle would be sort out", is added to bring out the feeling of Landon in finding a date for the homecoming dance.	✓								
56	I closed the yearbook. Jamie Sullivan? Hegbert's daughter? No way. Absolutely not. My friends would roast me alive. (p. 27)	ผมปิดหนังสือรุ่นเจมี ซัลลิแวน ... ลูกสาวเฮกเบิร์ตน่ะรึ? ไม่ ... ไม่มีทาง ขืนทำงั้นผมต้องโดนเพื่อนเผาทั้งเป็นแน่ ๆ (หน้า 42)	I closed the yearbook…. Jamie Sullivan, a daughter of Hegbert? …No…No way. If I did that I would have been roasted alive.	Syntactic Level 1. The verbs, "ขืนทำงั้น" or "did that", is added for the correct syntactic structure and to make sense in the RT.								✓	
				2. The sentence in the form of active voice, "My friends would roast me alive.", is transformed into the form of passive voice, "ผมต้องโดนเพื่อนเผาทั้ง								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
56				เป็นแน่ ๆ", because the sentence which gives the negative meaning often used in the form of passive voice in the RT.									
57	But compared with dating your mother or cleaning up puke or even, <u>God forbid</u> . . Carey Dennison? (p. 27)	แต่ถ้าเทียบกับการควงแม่ไปงาน หรือการกวาดพื้นเช็ดอ้วกหรือ ... <u>โอย</u> ... แครีย์ เดนนิสัน ... <u>มันก็น่าจะ</u> ...? (หน้า 42)	In comparing with dating with mom or cleaning puke or…<u>Oh</u>… Carey Denison… <u>It should be</u> ….?	<u>Lexical Level</u> 1. The generic words, "<u>โอย</u>" or "<u>Oh</u>", is used instead of the specific words, "<u>God forbid</u>", as a spoken word in order to convey the equivalent meaning to the ST context.			✓						
				2. The phrases, "<u>มันก็น่าจะ</u>" or "… <u>It should be</u> ….?", is added to express the feeling of Landon that it would be better to ask Jamie for a date than to clean up puke after the homecoming dance.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
58	I spent the rest of the evening debating the pros and cons of my dilemma. (p. 27)	ผมใช้เวลาตลอดเย็นวันนั้นใคร่ครวญว่าจะเลือกหนทางไหน (หน้า 43)	I spent all evening to figure out how to deal with it.	Syntactic Level 1. The gerund noun, "debating", is changed into the form of verb, "ใคร่ครวญ", for the correct syntactic structure and to make sense in the RT.							✓		
59	~~Believe me~~, I went back and forth for a while, but in the end the choice was obvious, even to me. (p. 27)	คิดแล้วคิดอีกหลายตลบจนพบคำตอบที่แม้แต่ตัวผมเองก็ต้องยอมรับว่าเข้าท่าที่สุดแล้ว (หน้า 43)	I was thinking over and over again until I found the answer. Even, myself would accept this was the appropriate option.	Lexical Level 1. The phrase, "Believe me", is omitted because it is a kind of expression the ST context which may sound unfamiliar in the RT context.					✓				
60	I had to ask Jamie to the dance, and I paced around the room thinking of the best way to ask her. (p. 27)	ผมจะชวนเจมีไปงาน แต่จะเอ่ยปากกับเธออย่างไรดี ... ผมยังต้องเดินวนไปมาอีกหลายรอบเพื่อคิดหาวิธีที่เสี่ยงน้อยที่สุด (หน้า 43)	I had to ask Jamie to the dance but how did I ask her… I was walking around thinking of the least risky way.	Syntactic Level 1. The gerund noun, "thinking of", is changed to the form of verb, "คิดหา", to make it meaningful and sound natural in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
61	Carey Dennison, ~~I suddenly realized~~, was probably doing the exact same thing I was doing right now. He was probably looking through the yearbook, too! (p. 27)	... แครีย์ เดนนิสัน! เขาอาจคิดอย่างเดียวกันกับผม เปิดหนังสือรุ่นเสี่ยงโชคแบบเดียวกัน (หน้า 43)	... Carey Dennison, he might think like me. He also opened the same fortune-telling book.	Lexical Level 1. The underlined words, "หนังสือรุ่นเสี่ยงโชค" or "fortune-telling book", are added as a colloquial language in a sarcastic way of the RT context.	✓								
				Syntactic Level 1. "Carey Dennison" is transliterated as "แครีย์ เดนนิสัน" because it is a proper name of person naming for individual identifying which contains no meaning in the RT.						✓			
				2. The phrase, "I suddenly realized", is omitted to avoid the verbiage because it was already mentioned in the previous sentence.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
62	He was weird, but he wasn't the kind of guy who liked cleaning up puke, either, and if you'd seen his mother, you'd know that his choice was even worse than mine. (p. 27)	หมอนี่เป็นมนุษย์ประหลาดแต่ก็ไม่บ้าพอที่จะตามล้างตามเช็ดอ้วกใครแน่ แล้วถ้าคุณเห็นแม่เขา คุณจะเข้าใจทันทีว่าเขาต้องลำบากใจที่จะควงแม่ไปงานยิ่งกว่าผมหลายเท่า (หน้า 43)	He was weird but not that crazy to clean up one's mess and if you saw his mother you would sympathize that he even more worry than me to date with his mom.	Syntactic Level 1. The gerund noun, "cleaning up", is changed into the form of verb, "ตามล้างตามเช็ด", to make it meaningful and make it sound natural in the RT context.							✓		
63	No one besides her would be caught dead with him. Jamie helped everyone – she was one of those equal opportunity saints. (p. 27)	คนอื่นไม่มีใครยอมไปกับเขาแน่ แต่เจมีชอบบำเพ็ญตนเป็นนักบุญช่วยเหลือผู้อื่นโดยไม่เลือกที่รักมักที่ชัง (หน้า 43)	No one would go with him for sure but Jamie who loved to help people like a saint without discrimination.	Lexical Level 1. The generic words, "ยอมไป" or "go with", are used instead of the specific word, "caught dead", to make it meaningful and sound familiar in the RT.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
64	So there I was, sitting in my room, frantic with the possibility that Jamie might not go to the dance with me. (p. 27)	ผมเลยนั่งกลัดกลุ้มอยู่ในห้องกลัวเจมีจะไม่ไปงานด้วย (หน้า 43)	I was sitting nervously in the room worrying about Jamie's refusal.	Syntactic Level 1. The word, "frantic", in the form of adjective is changed into the form of verb, "กลัดกลุ้ม", for the correct syntactic structure and to make it meaningful in the RT.							✓		
65	I barely slept that night, ~~I tell you~~, which was just about the strangest thing I'd ever experienced. I don't think anyone ever fretted about asking Jamie out before. (p. 27)	คืนนั้นผมแทบไม่ได้นอนสักงีบ มันเป็นความรู้สึกแปลก ๆ ที่สุดเท่าที่ผมเคยมีเหลือเชื่อว่าจะต้องมีใครมานั่งทุรนทุรายวางแผนชวนเจมีออกเดตแบบนี้ (หน้า 43)	I hardly slept on that night, it was a kind of weird feeling I ever met and it was crazy for someone who was carefully planning for asking Jamie a date like me.	Syntactic Level 1. The affirmative sentence, "I barely slept that night", is constructed into the negative sentence, "คืนนั้นผมแทบไม่ได้นอนสักงีบ", because the word, "barely", gives the negative meaning in the ST so that it is logically changed into the negative form in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
66	I planned to ask her first thing in the morning, while I still had my courage, but Jamie wasn't in school. I assumed she was working with the orphans over in Morehead City, the way she did every month. (p. 27)	ผมตั้งใจจะชวนเธอแต่เช้าก่อนที่ความกล้าของผมจะหดหายไป แต่วันนั้นเธอไม่มาเรียน คงไปทำงานช่วยเด็กกำพร้าที่มอร์เฮดซึ่งปกติแล้วเธอต้องไปเดือนละครั้ง (หน้า 43)	I liked to ask her early in the morning before my courage was gone but she wasn't at school, she might help the orphans at Morehead City which was the thing that she normally did once a month.	Syntactic Level 1. The affirmative sentence, "while I still had my courage,", is constructed into the negative sentence, "ก่อนที่ความกล้าของผมจะหดหายไป", to convey the equivalent meaning but in the negative form.								✓	
				2. The word, "Morehead", is transliterated as "มอร์เฮด" because it is a proper name of a place which contains no meaning in the RT.						✓			
67	The principal knew she was reading to them or doing crafts or just sitting around playing games with them. She wasn't sneaking	ครูใหญ่รู้ว่าเธอไปอ่านหนังสือหรือทำการฝีมือและเล่นเกมกับเด็กพวกนั้น ไม่	The principal knew that she was either reading a book or doing a craft or playing a game with those orphans. It was no way for her to	Syntactic Level 1. The word, "Cecil's Diner", is transliterated as "ซีซิลไดเนอร์" because it is a proper name of place which contains no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
67	out to the beach or hanging out at Cecil's Diner or anything. That concept was absolutely ludicrous. (p. 28)	มีทางที่เธอจะแวบไปเดินเล่นบนชายหาดหรือเข้าร้านซีซิลไดเนอร์ ไม่มีทางเป็นไปได้เลยสำหรับเด็กสาวคนนี้ (หน้า 43-44)	sneak out on the beach or had something in Cecil's Diner restaurant. It was impossible for this girl.	2. The affirmative sentence, "That concept was absolutely ludicrous. ", is constructed into the negative sentence, "... ไม่มีทางเป็นไปได้เลย", because it contains the intended negation.								✓	
68	"Got a date yet?" Eric asked me in between classes. He knew very well that I didn't, but even though he was my best friend, he liked to stick it to me once in a while. (p. 28)	"นายได้คู่เดตหรือยัง?" เอริคถามผมระหว่างเปลี่ยนคาบวิชาเรียน เขารู้อยู่แก่ใจว่าผมยังหาไม่ได้ แต่ความเป็นเพื่อนซี้ก็ไม่ได้ช่วยให้เขาคิดจะถนอมน้ำใจผมเลยสักนิด (หน้า 44)	"Have you got a date?" Eric asked me while changing the session. He knew that I still hadn't got a date but as a good friend didn't make him felt sympathetic to me at all.	Syntactic Level 1. The affirmative sentence, "even though he was my best friend, he liked to stick it to me once in a while.", is constructed into the negative sentence, "ความเป็นเพื่อนซี้ก็ไม่ได้ช่วยให้เขาคิดจะถนอมน้ำใจผมเลยสักนิด", to make it meaningful in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
69	Down the hall, Carey Denison was reaching into his locker. I swear he shot me a beady glare when he thought I wasn't looking. That's the kind of day it was. (p. 28)	ตามทางเดินใน อาคารเรียน ผมเห็น แครีย์ เดนนิสันกำลัง เปิดล็อกเกอร์ สาบานได้ว่าเขาลอบ มองผมอย่าง ประสงค์ร้ายและนึก ว่าผมไม่รู้เท่าทัน วันนั้นอะไร ๆ ก็ดูจะ แย่ไปหมด (หน้า 44)	Down the corridor in the school building, I saw Carey Denison was opening the locker. I swore he gave me a malicious look and thought I didn't catch him. Everything was awful that day.	Syntactic Level 1. "Carey Denison" is transliterated as "แครีย์ เดนนิสัน" because it is a proper name of person naming for individual identifying which contains no meaning in the RT.						✓			
				2. Although the word, "locker", has the meaning provided in the dictionary but it is transliterated as "ล็อก เกอร์", because it is commonly used as a loanword and sounds familiar for readers in the RT context.						✓			
70	The minutes ticked by slowly during my final class. The way I figured it-if Carey and I got out at the same	ในชั้นเรียนคาบ สุดท้าย เวลาผ่านไป อย่างเชื่องช้าน่าอึด	The time went so slowly in the final class, it made me felt uncomfortable. I estimated if Carey and I started running	Syntactic Level 1. The underlined phrase, "The minutes ticked by slowly during my final class.", is sequencing into a new								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
70	time, I'd be able to get to her house first, what with those gawky legs and all. (p. 28)	อัดผมคำนวณดูว่า ถ้าแครีย์กับผมวิ่งออกไปพร้อม ๆ กัน ผมต้องถึงบ้านเธอก่อนเจ้าพุงโตขาสั้นแน่ (หน้า 44)	together I definitely got her house before the gangly big belly boy.	order, "ในชั้นเรียนคาบสุดท้าย เวลาผ่านไปอย่างเชื่องช้าน่าอึด", in order to make it meaningful and make sense in the RT.									
				2. "Carey", is transliterated as "แครีย์" because it is a proper name of person naming for individual identifying which contains no meaning in the RT.								✓	
71	I started to psych myself up, and when the bell rang, I took off from school running at a full clip. (p. 28)	เลยรู้สึกใจชื้นขึ้นมาหน่อย ทันทีที่ออดหมดเวลาดังขึ้น ผมออกวิ่งสุดฝีเท้าจากหน้าโรงเรียน (หน้า 44)	That made me feel a little bit better. Once the buzzer rang, I started to run at full tilt from school.	Syntactic Level 1. The gerund noun, "running", is changed into the form of verb, "วิ่ง", for the correct syntactic structure and make it meaningful in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
72	Pretty soon all I could do was walk, ~~but that cramp really started to get to me~~, and I had to bend over and hold my side while I kept moving. As I made my way down the streets of Beaufort, I looked like a wheezing version of the Hunchback of Notre Dame. (p. 28)	ต้องเปลี่ยนเป็นเดินเขยก แต่ไปต่อได้อีกนิดก็เจ็บจนต้องก้มลงบีบสีข้างตัวเองไว้ พลางเดินตัวงอเป็นกุ้งไปตามสายถนนของเมืองบิวฟอร์ตราวกับ "ไอ้ค่อมแห่งนอเตรอดาม" ภาคหืดขึ้นคอ (หน้า 44)	Shortly after, I had to walk because I got a stomach cramp, so I had to bend down to press my flank and kept moving like a shrimp along the street of Beaufort as if "the Hunchback of Notre Dame" in the panting version.	Lexical Level 1. The phrases, "เป็นกุ้ง" or "like a shrimp", are added for the literary writing style as a spoken language of the RT context.	✓								
				Syntactic Level 1. The phrase, "but that cramp really started to get to me", is omitted to avoid the verbiage because it is already mentioned in the previous sentence.								✓	
				2. The words, "Beaufort" and "Notre Dame", are transliterated as "บิวฟอร์ต" and "นอเตรอดาม", because they are the proper names of places which contain no meaning in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
73	Behind me I thought I heard Carey's high-pitched laughter. I turned around, digging my fingers into my gut to stifle the pain, but I couldn't see him. (p. 28)	หูผมแว่วเสียงหัวเราะแหลมเล็กของเจ้าแครีย์ดังมาจากเบื้องหลัง ผมหันขวับไปมองทั้ง ๆ ที่กำลังงอตัวกดหน้าท้องอย่างแรงเพื่อให้คลายเจ็บ แต่ไม่เห็นมีใครตามมา (หน้า 44)	I heard a vague piercing sound of Carey behind me. I turned around suddenly but I still bent down my body and press heavily on my stomach to relieve my pain but I didn't see anyone behind.	Syntactic Level 1. The underlined phrase, "Behind me I thought I heard Carey's high-pitched laughter.", is sequencing into the new order "หูผมแว่วเสียงหัวเราะแหลมเล็กของเจ้าแครีย์ดังมาจากเบื้องหลัง" to make it sound natural in the RT.								✓	
				2. The gerund noun, "digging", is changed into the form of verb, "กด", for the correct syntactic structure and make sense in the RT.							✓		
74	I imagined him smiling at me with a victorious look in his eye, one that essentially meant "Sorry, partner, you're too late." (p. 29)	เขาคงโผล่หน้ามายิ้มเยาะ มองผมด้วยสายตาที่บอกอย่างโจ่งแจ้งว่า "เสียใจด้วยเพื่อน นายมาช้า	He may appear unexpectedly and sneer at me, frankly looking at me and said, "Sorry, dude, you come here too late."	Syntactic Level 1. The gerund noun, "smiling", is changed to the form of verb, "ยิ้ม" for the correct syntactic structure and to make it sound familiar in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
74		ไป" (หน้า 45)		2. The adjective, "victorious", is changed to the form of adverb, "อย่างโจ่งแจ้ง", for the correct syntactic structure and to make it sound familiar in the RT.							✓		
75	She was wearing jeans and a red blouse, and though her hair was still pulled up into a bun, she looked more casual than she usually did. (p. 29)	เธอนุ่งกางเกงยีนสวมเสื้อสีแดง แม้ผมเธอจะรวบไปข้างหลังตามปกติ แต่มันก็ดูรุ่ยร่ายสบาย ๆ กว่าทุกวัน (หน้า 45)	She wore jeans and red T-shirt, although, her hair was tied up in the back as usual but it looked more casual than it was.	Lexical Level 1. The conjunction, "แต่" or "but", is added to make a connection among the clauses to make it sound natural in the RT.				✓					
				Syntactic Level 1. The sentence in the form of passive voice, "her hair was still pulled up into a bun", is constructed into the form of active voice, "ผมเธอจะรวบไปข้างหลังตามปกติ", to make it meaningful and sound								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				natural in the RT.									
76	"Landon," she said ~~as she held open the door~~, "this is a surprise!" (p. 29)	"แลนดอน" เธอร้อง ทัก "แปลกจัง!" (หน้า 45)	"Landon" she said "You surprised me!"	Syntactic Level 1. The phrase, "as she held open the door", is omitted because it is not important so as to make it more concise and sound natural in the RT.								✓	
77	"Maybe you should have it checked by a doctor." "I'll be okay, I'm sure." (p. 29)	"งั้นน่าจะลองไปปรึกษาหมอ" "ไม่มีอะไรหรอก ... ผมแน่ใจ" (หน้า 45)	"You should see the doctor" "I'm sure, I'm fine."	Syntactic Level 1. The sentence in the form of passive voice, "you should have it checked by a doctor", is constructed into the form of active voice, "น่าจะลองไปปรึกษาหมอ", in order to make it sound natural and make sense in the RT.								✓	
78	"Oh," I said dejectedly, "~~that's okay~~. We can talk out here, I guess." If I'd had my way, I would have done this inside. "Would you like some	"อ้อ...." ผมซักใจเสีย "งั้นออกมาคุยข้างนอกมั๊ย?" แต่ถ้าเลือกได้ ผมอยากคุยในบ้านมากกว่า	"Well…" I felt a bit panicky. "So, shall we talk outside?" but if I had a chance I would prefer to talk inside the house. "Would you like a lemonade?.... It's a	Syntactic Level 1. The adverb, "dejectedly", is changed to the form of verb, "ใจเสีย", in order to make it sound natural and make sense in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
	lemonade ~~while we sit~~?" she asked. "I just made some." "I'd love some," I said. (p. 30)	"งั้นดื่มน้ำมะนาวไปด้วยนะ ฉันเพิ่งคั้นเสร็จพอดี" "ดีจัง" ผมตอบรับ (หน้า 46)	fresh one." "That's good." I said.	2. The phrases, "that's okay" and "while we sit", are omitted to make it more concise and sound natural in the RT.								✓	
79	The house, ~~I noticed,~~ was small but tidy, with a piano against one wall and a sofa against the other. (p. 30)	บ้านเล็กแต่สะอาดเรียบร้อย ด้านหนึ่งมีเปียโนชิดผนัง อีกด้านมีโซฟา (หน้า 46)	The house was small but clean and tidy, in one side there was a piano putting against the wall and a sofa was in the opposite side.	Syntactic Level 1. The phrase, "I noticed,", is omitted in order to make it more concise in the RT.								✓	
				2. "Piano" and "sofa" are transliterated as "เปียโน" and "โซฟา" because they are the names of furniture and music instrument and they are used as loanwords which are commonly used and familiar in the RT context.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
80	A small fan sat oscillating in the corner. On the coffee table there were books with names like Listening to Jesus and Faith Is the Answer. (p. 30)	ตรงมุมมีพัดลมตัวเล็กหมุนอยู่บนโต๊ะเตี้ยกลางห้องมีกองหนังสือประเภท "จงเชื่อฟังพระเยซู" หรือ "ศรัทธาคือคำตอบ" (หน้า 46)	Around the corner, there was a small fan swinging back and forth on the low table. In the middle of the room, there was a pile of religious books like "Believe in God" or "Faith is the answer."	Lexical Level 1. The generic words, "โต๊ะเตี้ย" or "the low table", is used instead of the specific word, "the coffee table", because generally the shape of the coffee table is lower than normal table and to make it sound natural as a spoken language in the RT.			✓						
				Syntactic Level 1. The gerund noun, "oscillating", is changed into the form of verb, "หมุน", for the correct syntactic structure and make it meaningful in the RT.							✓		
81	Her Bible was there, too, and it was opened to the chapter on Luke. (p. 30)	พระคริสต์ธรรมเล่มเล็กของเธอก็วางอยู่ตรงนั้นมันถูกเปิดค้างไว้ตรงบทที่ว่า	The Bible was there and opened to the Luke chapter.	Syntactic Level 1. "Luke" is transliterated as "ลูค" because it is a proper name of the third chapter in the Gospel of						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
		ด้วย 'ลูก' (หน้า 46)		Christianity and it provides no particular meaning in the RT.									
82	I knew she and her father sat there ~~in the evenings because I passed by their house~~ now and then. (p. 30)	ผมเคยเห็นเธอกับพ่อออกมานั่งกันสองคนเป็นประจำ (หน้า 46)	I often saw Jamie and her father sitting there.	Syntactic Level 1. The omission of the phrase, "the evenings because I passed by their house", can be made because it is not important part and it does not distort the main idea of the ST.								✓	
83	As soon as we were seated, I saw Mrs. Hastings, her neighbor across the street, wave to us. (p. 30)	ทันทีที่เรานั่งลง คุณเฮสติ้งเพื่อนบ้านฝั่งตรงข้ามของเธอก็โผล่ออกมาโบกมือทักทาย (หน้า 46)	Once we were seated, Mrs. Hasting her neighbor living across the street came out to give her a greeting by waving her hand.	Syntactic Level 1. The adjective, "seated", is constructed into the form of verb, "นั่งลง", for the correct syntactic structure and make sense in the RT.							✓		
				2. "Hastings" is transliterated as "เฮสติ้ง" because it is a proper name of person which contains no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
84	Even though I was going to ask Jamie to the dance, I didn't want anyone-~~even Mrs. Hastings~~-to see me there on the off chance that she'd already <u>accepted</u> Carey's offer. (p. 30)	ถึงจะตั้งใจชวนเจมีไปออกงาน ผมก็ไม่อยากให้ใครมารู้เห็นก่อนที่ผมจะแน่ใจว่าเธอยัง<u>ไม่ได้ตอบตกลง</u>กับเจ้าแครีย์ (หน้า 46)	Although, I intended to ask Jamie for the dance I wouldn't want anyone to see me before I was sure that she didn't take his invitation.	<u>Syntactic Level</u> 1. The pronoun, "<u>I</u> was going..." is omitted to avoid the verbiage of pronoun which will be mentioned in the next clause so as to make it more concise in the RT.								✓	
				2. The phrase, "<u>even Mrs. Hastings</u>", is omitted because it is not the important part and it does not distort the main idea in the ST so as to make it more concise and meaningful in the RT.								✓	
				3. The affirmative sentence, "she'd already <u>accepted</u>", is constructed into the negative sentence, "เธอยัง<u>ไม่ได้ตอบตกลง</u>กับเจ้าแครีย์", to make the equivalent meaning to the ST.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
84				4. "Carey" is transliterated as "แครีย์" because it is a proper name of person which contains no meaning in the RT.						✓			
85	It was one thing to actually go with Jamie, it was another thing to be rejected by her in favor of a guy like Carey. (p. 30)	แค่ออกงานกับเธอก็เรื่องใหญ่แล้ว แต่การถูกชิงตัดหน้าโดยมนุษย์อย่างแครีย์นับเป็นเรื่องเสื่อมเสียยิ่งกว่าหลายเท่าสำหรับผม (หน้า 46)	Showing up with Jamie at the party was a big thing but having been taken the opportunity by a guy like Carey was really a serious issue for me.	Lexical Level 1. The conjunction, "แค่... แต่... " is added to make a connection among the clauses in order to make it sound natural in the RT.				✓					
				2. The phrases, "เรื่องใหญ่" or "a big thing", and "นับเป็นเรื่องเสื่อมเสียยิ่งกว่าหลายเท่าสำหรับผม" or "really a serious issue for me", are added to explain intended feeling of Landon and to make it clearly in the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
85				Syntactic Level 1. The verb, "rejected", in the form of passive voice is transformed into the noun, "การถูกชิงตัดหน้า", in order to make it meaningful and make sense in the RT.							✓		
				2. "Carey" is transliterated as "แครีย์" because it is a proper name of person which contains no meaning in the RT.						✓			
86	"I like the sun," I said. She was right, though. Almost immediately I could feel the rays burning through my shirt and making me sweat again. (p. 30)	"ผมชอบโดนแดด" ผมตอบทื่อ ๆ แต่มันก็ถูกของเธอ ผมรู้สึกแสบร้อนขึ้นมาทั่วร่างในทันใด เหงื่อไคลเริ่มไหลย้อยอีกยก (หน้า 47)	"I like basking in the sun," I said upright but she was right I felt sunburned on my skin and my sweat started pouring down.	Syntactic Level 1. The sentence in the form of active voice, "I like the sun", is constructed to the form of passive voice, "ผมชอบโดนแดด" to make sense and meaningful in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
87	"If that's what you want," she said, smiling. "So, what did you want to talk to me about?" (p. 30)	"งั้นก็ตามสบาย" เธอตอบยิ้ม ๆ "ว่าแต่ ... คุณมีธุระอะไรกับฉันเหรอ?" (หน้า 47)	"If so, let do what you want," she smiled. "So, do you have any business with me?"	Lexical Level 1. The generic words, "ธุระ" or "business", are used instead of the specific word, "want to talk", as a spoken word and to make sense in the RT.			✓						
88	Jamie reached up and started to adjust her hair. ~~By my reckoning~~, it hadn't moved at all. I took a deep breath, trying to gather myself, but ~~I~~ couldn't force myself to come out with it just yet. (p. 31)	เจมียกแขนขึ้นลูบจัดผมที่ยังไม่กระดิกเลยสักเส้น ผมสูดหายใจลึก พยายามตั้งสติแต่ก็ไม่สามารถบังคับตัวเองให้ตรงเข้าประเด็นในทันที (หน้า 47)	Jamie raised her hand to adjust her hair which hadn't been tousled at all, I had a deep breath and tried to compose myself but it wasn't necessary to control myself straightforward to the issue immediately.	Syntactic Level 1. "Jamie" is transliterated as "เจมี", because it is a proper name of person which contains no meaning in the RT.						✓			
				2. The omission of the phrase, "By my reckoning", has been made because it is not important part and it is a kind of expression of the ST context which sounds unfamiliar in the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
88				3. The gerund noun, "trying", is changed to the verb form, "พยายาม", for the correct syntactic structure and to make it sound natural in the RT.							✓		
				4. The pronoun, "I couldn't force…" is omitted to avoid the verbiage used of pronoun so as to make the language sound natural in the RT.								✓	
89	Jamie looked at me curiously. "No. My father and I were at the doctor's office." "Is he okay?" She smiled. "Healthy as can be." (p. 31)	เจมีมองอย่างสงสัย "เปล่า ... ฉันไปหาหมอกับพ่อ" "พ่อคุณไม่สบาย?" "ท่านแข็งแรงดีค่ะ" เธอยิ้ม (หน้า 47)	Jamie looked at me peculiarly, "No… I went to see the doctor with my father," "Is he alright?," "He's fine," she smiled.	Syntactic Level 1. "Jamie" is transliterated as "เจมี", because it is a proper name of person which contains no meaning in the RT.						✓			
				2. The interrogative sentence in the positive form, "Is he okay?", is changed to the negative form, "พ่อคุณไม่สบาย",								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
				as a spoken language and to make it sound natural in the RT.									
90	I nodded and glanced across the street. Mrs. Hastings had gone back inside, and I couldn't see anyone else in the vicinity. The coast was finally clear, but I still wasn't ready. (p. 31)	ผมพยักหน้าหงึกหงัก ทอดสายตาไปเบื้องหน้า คุณเฮสติ้งหายเข้าบ้านไปแล้ว รอบบริเวณไม่มีใครอื่น โอกาสทองมาถึงแล้วแต่ผมก็ยังไม่พร้อมอยู่ดี (หน้า 47)	I nodded and cast a look across the street. Mrs. Hestings had gone inside. There was no one around the house, my golden opportunity arrived but I still wasn't ready.	Lexical Level 1. The generic words, "โอกาสทอง" or "golden opportunity", is used instead of the specific words, "The coast was finally clear", in order to make it more senses and meaningful in the RT context.			✓						
				Syntactic Level 1. "Hestings" is transliterated as "เฮสติ้ง" because it is a proper name of person which contains no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
91	I looked around, feeling the pressure building. "Why, I'll bet there's not a single cloud in the whole sky." (p. 31)	ผมเหลียวล่อกแล่ก รู้สึกอึดอัดขึ้นทุกขณะจิต "อ้อใช่... ฟ้าวันนี้ไม่มีเมฆเลยซักก้อน" (หน้า 47)	I was looking around and getting frustrated, "Oh, yes… today, there is not a single cloud in the sky."	Syntactic Level 1. The gerund noun, "feeling", is changed into the form of verb, "รู้สึก", in order to make it sound natural in the RT.							✓		
92	This time Jamie didn't respond, and we sat in silence for a few moments. (p. 31)	เจมีเลิกเอออด้วย ปล่อยให้ความเงียบเข้าครอบงำอีกครู่ใหญ่ก่อนเอ่ยขึ้นว่า (หน้า 47)	Jamie didn't answer. She let the silence spoke in a while before saying anything.	Syntactic Level 1. The negative sentence, "Jamie didn't respond", is constructed into the affirmative sentence, "เจมีเลิกเอออด้วย", as a spoken language and to make it sound natural in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
93	"Landon," she finally said, "you didn't come here to talk about the weather, did you?" "Not really." "Then why are you here?" The moment of truth had arrived, and I cleared my throat. (p. 31)	"แลนดอน ... คุณไม่ได้ตั้งใจมาชวนฉันคุยเรื่องดินฟ้าอากาศใช่มั้ย?" "มันก็ไม่ใช่ซะทีเดียว" "งั้นคุณมาทำไม?" นาทีแห่งสัจจะมาถึงแล้ว ผมกระแอมตั้งหลัก ... (หน้า 47-48)	"Landon… you didn't want to talk about the weather with me, did you?" "Not really." "So, why did you come here then?" The moment of truth was coming, I was coughing to stand firm.	Lexical Level 1. The generic words, "กระแอม" or "coughing", are used instead of the specific words, "cleared my throat", to make it meaningful and make sense in the RT.			✓						
				Syntactic Level 1. "Landon" is transliterated as "แลนดอน" because it is a proper name of person which contains no meaning in the RT.						✓			
94	"Well . . . I wanted to know if you were going to the homecoming dance." "Oh," she said. Her tone made it seem as if she were unaware that such a thing existed. I fidgeted	"คือ ... ผมจะมาถามว่า คุณจะไปงานฉลองรุ่นมั้ย?" "โอ ..." เธอทำท่ายังกับไม่เคยรู้ว่ามีงานแบบนี้ในโลก ผมนั่งตัว	"Well… I would like to ask you, are you going to the homecoming dance?" "Oh…" she acted as she had never heard that there was such a kind of party in this entire world. I	Syntactic Level 1. The affirmative sentence, "if she were unaware that such a thing existed.", is constructed into the negative sentence, "เธอทำท่ายังกับไม่เคยรู้ว่ามีงาน								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
94	in my <u>seat</u> and waited for her answer. (p. 31)	เกร็งกลั้นใจรอคำตอบ (หน้า 48)	sat there tensely and waited for the answer.	แบบนี้ในโลก", because the word, "<u>unaware</u>", in the ST contains the negative meaning so that it is logically translated into the negative form in the RT.								✓	
				2. The word, "<u>seat</u>", is in the form of noun in the ST and it is changed to the form of verb, "<u>นั่ง</u>", in order to make the correct syntactic structure and make sense in the RT.							✓		
95	"I'm not sure," she said, thinking carefully. "I suppose I might go, if I got the chance. I've <u>never</u> been to a homecoming dance before." (p. 32)	"ไม่รู้ซีนะ" เธอทำท่าคิดหนัก "ถ้ามีโอกาส ฉันก็คงอยากไป <u>แต่</u>ฉัน<u>ไม่เคย</u>ไปงานฉลองรุ่นเลยซักครั้ง" (หน้า 48)	"I don't know," she seriously replied. "If I had a chance, I might go there <u>but</u> I never attend the homecoming dance ever once."	<u>Lexical Level</u> 1. The conjunctions, "<u>แต่</u>" or "<u>but</u>", are added to make a connection among the clauses so as to make the meaning sound natural in the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
95				Syntactic Level 1. The affirmative sentence, "I've never been to a homecoming dance before.", is constructed into the negative form, "ฉันไม่เคยไปงานฉลองรุ่นเลยซักครั้ง", because the word, "never", contain the negative meaning in the ST so that it is logically translated into the negative form in the RT.								✓	
96	In the tree beside the porch, a bird started to chirp noisily, as if he knew I wasn't supposed to be here. I ~~concentrated on the sound~~, trying to calm my nerves. (p. 32)	เสียงนกเจี๊ยวจ๊าวดังมาจากต้นไม้ข้างระเบียงราวกับจะประท้วงว่าผมไม่ควรมาเสนอหน้าที่นี่ ผมพยายามสงบสติอารมณ์ (หน้า 48)	The noisy sound of birds came from the tree behind the porch as if they were complaining that I should have not been here, I tried to calm down.	Syntactic Level 1. The underlined phrase, "In the tree beside the porch, a bird started to chirp noisily", is sequencing into the appropriate order as "เสียงนกเจี๊ยวจ๊าวดังมาจากต้นไม้ข้างระเบียง" in order to make it meaningful and make								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
96				more sense in the RT.									
				2. The omission of the phrase, "concentrated on the sound", has been made because it is not important part and it does not distort the main idea of the massage so as to make it more meaningful in the RT.								✓	
97	Just two days ago I couldn't have imagined myself even thinking about it, but suddenly there I was, listening to myself as I spoke the magic words. (p. 32)	สองวันก่อนผมไม่มีความคิดนี้ในหัวเลย แล้ววันนี้ผมต้องมานั่งฟังตัวเองร่ายมนต์ "จีบ" เจมี ซัลลิแวน! (หน้า 48)	Two days ago, this thought was out of my mind, and now, I had to sit down and listen to myself enchanting, kind of courting Jamie Sullivan.	Lexical Level 1. The generic words, "ร่ายมนต์" or "enchanting, are used instead of the specific words, "spoke the magic words", for the literary writing style and to make it meaningful in the RT context.			✓						
				2. The phrases, "จีบ" เจมี ซัลลิแวน!" or "kind of courting Jamie Sullivan", is added for the literary writing style in a sarcastic way in	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
97				order to express the humorous moment of Landon.									
98	~~I could tell~~ she was surprised. ~~I think~~ she believed that the little lead-up to the question probably had to do with someone else asking her. (p. 32)	เธอหน้าตื่น คงเข้าใจผิดไปว่าผมมาช่วยหยั่งเชิงให้เพื่อนคนอื่น (หน้า 48)	She looked startled. She might get me wrong that I came to sound her out for somebody else.	Lexical Level 1. The generic words, "หยั่งเชิง" or "sound her out", are used instead of the specific words, "the little lead-up to the question", to make it meaningful and make sense in the RT.			✓						
				Syntactic Level 1. The phrase, "I could tell", is omitted because it is a kind of expression in the ST but it sound unfamiliar in the RT.								✓	
99	Sometimes teenagers sent their friends out to "scout the terrain," so to speak, so as not to face possible rejection. (p. 32)	ในหมู่วัยรุ่นอย่างเรา การส่งตัวแทนมา "สำรวจลู่ทาง" เป็นเรื่องฉลาดที่จะไม่ต้องเสียหน้าถ้าถูก	In such a group of teenagers like us, having sent their friends to explore the possibility was a pretty smart way to avoid being lost face if they were rejected.	Lexical Level 1. The specific words, "scout the terrain", is translated to the generic words, "สำรวจลู่ทาง" or "to explore the possibility", to convey the equivalent meaning			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
99		ปฏิเสธ (หน้า 48)		in order to make it sound natural and to make sense of the RT context.									
				Syntactic Level 1. The word, "teenagers", is in the plural form of the ST so it is translated as "หมู่วัยรุ่น" to indicate that it is more than one teenagers so that the correct syntactic structure has been made in the RT.							✓		
				2. The noun, "rejection", is changed to the form of verb, "ถูกปฏิเสธ", in the passive form in order to make the correct syntactic structure and to make sense in the RT.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
100	Instead of answering right away, though, Jamie glanced away for a long moment. I got a sinking feeling in my stomach because I assumed she was going to say no. (p. 32)	แทนคำตอบ เจมีมอง ไปทางอื่นอีกพัก ใหญ่จนผมรู้สึก ปั่นป่วนมวนท้อง เมื่อคิดถึงคำว่า 'ไม่' จากปากเธอ (หน้า 49)	Instead of answering, Jamie looked away for a while. That made me felt extremely frantic when I was thinking of the word, "no" from her.	Syntactic Level 1. The gerund noun, "feeling", is constructed to the form of verb, "รู้สึก" or "felt", for the correct syntactic structure and to make sense in the RT.							✓		
101	Visions of my mother, puke, and Carey flooded through my mind, and all of a sudden I regretted the way I'd behaved toward her all these years. (p. 32)	ภาพแม่ในชุดราตรี ... กองอ้วกหลังเลิกงาน ... แล้วเจ้ากรีวกแครีย์ผุดขึ้นมาหลอกหลอนจนผมเริ่มรู้สึกเสียใจที่ไม่เคยทำดีกับเจมีเลยตลอดหลายปีมานี้	The image of my mother in the evening dress … a lot of puke after the party … and the coward Carey was haunting in my mind… I felt sorry for being badly behaved to her for many years.	Lexical Level 1. The phrases, "ในชุดราตรี" or "in the evening dress", "หลังเลิกงาน" or "after the party", and "เจ้ากรีวก" or "coward", are added for the literary writing style and to make it more imaginable for the readers in the RT.	✓								
				Syntactic Level 1. "Carey" is transliterated as "แครีย์",							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
101		(หน้า 49)		because it is a proper name of person and it contains no meaning in the RT.									
102	I kept remembering all the times I'd teased her or called her father a fornicator or simply made fun of her behind her back. (p. 32)	เท่าที่จำได้ ผมมีแต่จะล้อเลียนเธอ เรียกพ่อเธอเป็น 'สมภารกินไก่วัด' แล้วหัวเราะเยาะเธอลับหลัง (หน้า 49)	As far as I remembered, only me who teased her and called her father 'the minister committed adultery with the young woman' and sniggered behind.	Lexical Level 1. The phrases, "สมภารกินไก่วัด" or "the minister committed adultery with the young woman", are used instead of a word, "fornicator", to convey the meaning more clearly in the RT context.		✓							
103	I knew she was kidding by the way she laughed, ... (p. 33)	ผมรู้จากสำเนียงกลั้วหัวเราะว่าเธอพูดเล่น ... (หน้า 49)	I knew from her laughing that she was kidding.	Syntactic Level 1. The sentence, "she laughed", in the ST is transformed into the phrase, "สำเนียงกลั้วหัวเราะ", to make it meaningful and make it sound natural in the RT context.								✓	

APPENDIX C

The Table List Analysis of Translation Strategies Found in Chapter 3 of the Fiction *A Walk to Remember*

Remarks:

Lexical Level

1: Adding explanation

2: Using phrases or sentences in preference to a single word

3: Using a more generic word in preference to a specific word

4: Adding conjunction amongst phrases or sentences

5: Omission of words or idioms

Syntactic Level

1: Sound or transliteration

2: The structure of words

3: The structure of sentences

4: The structure of paragraphs or discourse

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
1	As a general rule, Southern Baptists don't dance. In Beaufort, however, it wasn't a rule that was ever strictly enforced. (p. 34)	เป็นธรรมเนียมของสาธุชนแบ๊พติสต์ทางใต้ที่จะไม่เต้นรำ แต่ที่บิวฟอร์ตไม่เคร่งครัดกับกฎข้อนี้นัก (หน้า 50)	It was a tradition of virtuous men of Baptists in the Southern town. They actually did not dance but in Beaufort, it wasn't too strict with this kind of rule.	Lexical Level 1. The specific word, "a general rule", is translated as the generic word, "ธรรมเนียม" or "tradition", to convey the equivalent meaning and to make it meaningful in the RT.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
1				2. The word underlined, "สาธุชนแบ๊พติสต์", is added to explain that Baptists are a group of Christian who believe in baptism in order that the meaning would be more clearly in the RT.	✓								
				Syntactic Level 1. "Baptists" is transliterated as "แบ๊พติสต์" because it is already familiar for the readers in the RT although it has the meaning provided in the dictionary.						✓			
				2. "Beaufort" is transliterated as "บิวฟอร์ต" because it is a proper name of place which contains no meaning in the RT.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
2	The minister before Hegbert—don't ask me what his name was—took sort of a lax view about school dances as long as they were chaperoned. (p. 34)	สาธุคุณคนก่อนเฮกเบิร์ต (อย่าถามผมนะว่าชื่ออะไร)อนุโลมให้จัดงานเต้นรำในโรงเรียนโดยมีผู้ใหญ่ควบคุมดูแล (หน้า 50)	The Reverend before Hegbert(Don't ask me his name) allowed them to have the school dance as long as they were accompanied by adults.	Lexical Level 1. The specific word, "a lax view", is interpreted to the generic word, "อนุโลม" or "allowed", to convey the equivalent meaning and to make it meaningful in the RT.			✓						
				Syntactic Level 1. The sentence in the form of passive voice, "they were chaperoned", is constructed into the form of active voice, "ผู้ใหญ่ควบคุมดูแล", to make it sound natural in the RT.								✓	
3	… and because of that, they'd become a tradition of sorts. By the time Hegbert came along, it was too late to change things. (p. 34)	และมันได้กลายเป็นประเพณีที่เฮกเบิร์ตไม่อาจล้มล้างได้ (หน้า 50)	And it was the tradition that Hegbert could not overthrow.	Syntactic Level 1. The affirmative sentence, "Hegbert came along, it was too late to change things", is constructed into the negative sentence, "เฮก								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
3				เบิร์ตไม่อาจล้มล้างได้", to convey the equivalent meaning but in the negative form.								✓	
4	Jamie was pretty much the only one who'd never been to a school dance and ~~frankly~~, I didn't know whether she even knew how to dance at all. (p. 34)	เจมีคงเป็นนักเรียนหญิงรายเดียวที่ไม่เคยไปงานเต้นรำโรงเรียน และผมเองก็เดาไม่ถูกว่าเธอเต้นรำเป็นหรือไม่ (หน้า 50)	Jamie might have been the only one girl who never joined the school dance and I had no idea if she could dance.	Lexical Level 1. The word, "frankly", is omitted because it is a kind of expression in the ST which may sound unfamiliar in the RT context.					✓				
				Syntactic Level 1. The affirmative sentence, "…the only one who'd never been to a school dance", is constructed into the negative sentence, "…นักเรียนหญิงรายเดียวที่ไม่เคยไปงานเต้นรำ", because the word, "never", gives the negative meaning so that it is logically translated into the negative form in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
5	~~I admit that~~ I also had some <u>concerns</u> about what she would wear, though it wasn't something I would tell her. (p. 34)	แล้วผมเองยังต้อง<u>กังวล</u>ต่ออีกว่าเธอจะใส่ชุดอะไรไปงาน ถึงจะไม่ใช่กงการอะไรของผมก็เถอะ (หน้า 50)	And I was still worried what she was going to wear for the homecoming dance although it wasn't my business.	<u>Syntactic Level</u> 1. The noun, "<u>concerns</u>", is changed into the form of verb, "<u>กังวล</u>", to make it sound natural in the RT.							✓		
				2. The phrase, "<u>I admit that</u>", is omitted because it is not important part and it does not distort the main idea of the ST.								✓	
6	When Jamie went to the church socials— which <u>were encouraged</u> by Hegbert—she usually wore an old <u>sweater</u> and one of the plaid skirts we saw in school every day, but the <u>homecoming</u> dance was supposed to be	เฮกเบิร์ตจะให้ลูกสาวไปร่วมด้วย และเธอจะสวม<u>สเวตเตอร์</u>ตัวเก่ากับกระโปรงตาหมากรุกแบบที่ใส่ไปโรงเรียนทุกวัน แต่<u>งานโฮมคัมมิ่ง</u>เป็นคืนพิเศษของพวกเรา (หน้า 50-51)	Hegbert would like Jamie to get participation in the church and she always wore an old sweater with a plaid skirt as she usually wore at school but the homecoming dance <u>party</u> was our special night for us.	<u>Lexical Level</u> 1. The underlined words, "<u>งาน</u>โฮมคัมมิ่ง" or "the homecoming dance <u>party</u>", are added to explain that homecoming dance is a kind of party in the ST context.	✓								
				<u>Syntactic Level</u> 1. The sentence in the form of passive voice, "When Jamie went to the church socials—								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
6	special. (p. 34)			which <u>were encouraged</u> by Hegber", is constructed into the sentence in the form of active voice, "เฮกเบิร์ตจะให้ลูกสาวไปร่วมด้วย", to make it meaningful and make sense in the RT.									
				2. "<u>Sweater</u>" and "<u>homecoming</u>" are transliterated as "<u>สเวตเตอร์</u>" and "<u>โฮมคัมมิ่ง</u>" because they are used in common and sound familiar in the RT context although there are the meaning available in the dictionary.						✓			
7	Most of the girls bought new dresses and the boys wore suits, and this year we were <u>bringing in</u> a	สาว ๆ แทบทุกคนเตรียมซื้อชุดราตรีและหนุ่ม ๆ ต้องหาลูกสูทมาใส่แถมปีนี้	Most of the girl bought the new dress and the boys wore suits. We also specially <u>hired</u> a photographer for this	<u>Lexical Level</u> 1. The specific word, "<u>bringing in</u>", is interpreted to the generic words, "<u>จ้าง</u>" or "<u>hired</u>", to make it			✓						

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
7	photographer to take our pictures. (p. 34)	เรายังจ้างช่างภาพมาเป็นพิเศษด้วย (หน้า 51)	year.	meaningful and make sense in the RT.			✓						
8	I knew Jamie wasn't going to buy a new dress ~~because she wasn't exactly well off~~. Ministering wasn't a profession where people made a lot of money, but of course ministers weren't in it for monetary gain, they were in it for the long haul, ~~if you know what I mean~~. (p. 34)	ผมรู้ว่าเจมีไม่ยอมซื้อชุดใหม่แน่ อาชีพนักเทศน์ของพ่อเธอไม่มีทางทำรายได้มากมาย ก็ผู้ทรงศีลพวกนี้ไม่หวังผลเงินมากไปกว่าผลบุญอยู่แล้ว (หน้า 51)	I knew Jamie would never buy a new dress. Her father's profession would not earn a lot of money and as being a saint, he would expect more good deeds than money.	Lexical Level 1. The specific word, "monetary gain", is translated to the generic word, "ผลเงิน", to convey the equivalent meaning to make it meaningful in the RT.			✓						
				2. The specific word, "the long haul", is translated to the generic word, "ผลบุญ", to convey the equivalent meaning and to make it sound familiar in the RT context.			✓						
				Syntactic Level 1. The phrases, "because she wasn't exactly well off" and "if you know what I mean", are omitted because they are								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
8				not the important part and they do not distort the main idea in the ST.									
9	But I didn't want her to wear the same thing she wore to school every day, either. Not so much for me— I'm not that coldhearted—but because of what others might say. I didn't want people to make fun of her or anything. (p. 34-35)	แต่ถึงอย่างไรผมก็ไม่อยากให้เธอไปงานในชุดที่ใส่ไปโรงเรียนทุกวัน ใช่ว่าผมกลัวตัวเองจะเสียหน้า ผมไม่ใจร้ายถึงขั้นนั้นหรอก ผมไม่อยากให้เธอโดนคนอื่นค่อนขอดต่างหากล่ะ (หน้า 51)	However, I didn't want her wearing the same thing as she wore at school every day. It didn't mean that I was afraid of losing face I was not that cruel. I just didn't want her teased.	Syntactic Level 1. The sentence in the form of active voice, "I didn't want people to make fun of her or anything", is changed to the form of passive voice, "ผมไม่อยากให้เธอโดนคนอื่นค่อนขอดต่างหากล่ะ",because the sentence which gives the negative meaning is typically in form of passive voice in the RT.								✓	
10	The good news, if there was any, was that Eric didn't rib me too bad about the whole Jamie situation because he was too busy thinking about his own date.	ในบรรดาเรื่องร้ายทั้งป่วงยังมีข่าวดีอยู่เรื่องหนึ่ง เอริคไม่ค่อยมาตอแยถากถางผมเรื่องเจมีเพราะเขากำลังยุ่ง	In all those bad news, there were some good news, Eric rarely taunted me with Jamie's matter because he was busy about his date.	Lexical Level 1. The generic word, "matter", is used instead of the specific word, "whole Jamie situation", to convey the equivalent meaning and to make it meaningful in the RT.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
10	(p. 35)	กับเดตของตัวเอง (หน้า 51)					✓						
11	He was taking Margaret Hays, who was the head cheerleader ~~at our school~~. She wasn't the brightest bulb on the Christmas tree, but she was nice in her own way. (p. 35)	คู่เดตของเขาคือมาร์กาเร็ต เฮย์ส หัวหน้าเชียร์ลีดเดอร์ เธออาจไม่ใช่ไฟดวงเจิดจรัสที่สุดบนต้นคริสต์มาส แต่เธอก็มีจุดเด่นเฉพาะตัว (หน้า 51)	Margaret Hays, his date, was a cheerleader. She may not be a brightest star on the top of Christmas tree but she had something special on her own.	Syntactic Level 1. "Margaret Hays" is transliterated as "มาร์กาเร็ต เฮย์ส" because it is a proper name of person naming for individual identifying which contains no meaning in the RT.						✓			
				2. "Cheerleader" is transliterated as "เชียร์ลีดเดอร์" because it is commonly used and it also sounds familiar in the RT context.						✓			
				3. "Christmas" is transliterated as "คริสต์มาส" because it is the day for Christian to celebrate the birth of Jesus and it is used as a						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
11				loanword which contain no meaning in the RT.									
				4. The adjective, "nice", is changed into the form of noun, "จุดเด่น", to make it meaningful in the RT.							✓		
12	~~By nice, of course~~, I'm talking about her legs. Eric offered to double-date with me, but I turned him down because I didn't want to take any chances with Eric teasing Jamie or anything like that. (p. 35)	นี่ผมกำลังพูดถึงเรียวขาเธอ เอริคเสนอให้เราสองคู่ออกเดตด้วยกัน แต่ผมปฏิเสธไปเพราะเกรงว่าเขาหลุดปากล้อเลียนเจมีตามเคย (หน้า 51)	I was talking about her legs. Eric offered me to have a date with her but I refused because I didn't want him to make fun of Jamie.	Syntactic Level 1. The phrase, "By nice, of course", is omitted because it is not important part and it does not distort the main idea of the ST.								✓	
				2. The gerund noun, "teasing", is changed into the form of verb, "ล้อเลียน" or "make fun of", for the correct syntactic structure and to make it meaningful in the RT.							✓		

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
13	He was a good guy, but he could be kind of heartless sometimes, especially when he had a few shots of bourbon in him. (p. 35)	อันที่จริงเขาเป็นคนดี แต่บางทีก็ใจโหดร้ายไปนิด โดยเฉพาะในยามที่เบอร์เบิ้นสองสามกึ๊งไหลเวียนอยู่ในร่าง (หน้า 51)	In fact, he was a good guy but he got cruel sometimes; especially, when he had a few small cups of bourbon circulated in his body.	Lexical Level 1. The conjunctions, "อันที่จริง" or "In fact", are added to make a connection at the beginning to make the meaning sound natural in the RT.				✓					
				2. The specific word, "shots", is translated to the generic word, "กึ๊ง", as a colloquial language in the RT context.			✓						
				Syntactic Level 1. "Bourbon" is transliterated as "เบอร์เบิ้น" because it is the name of the American liquor used as a loanword which sounds familiar for the readers in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
14	The day of the dance was actually quite busy for me. I spent most of the afternoon helping to decorate the gym, and I had to get to Jamie's about a half hour early because her father wanted to talk to me, ~~though I didn't know why~~. (p. 35)	ถึงวันงานผมหัวหมุนเป็นลูกข่าง หมดเวลาเกือบทั้งบ่ายไปกับการช่วยตกแต่งสถานที่ในโรงยิม แล้วต้องไปรับเจมีก่อนเวลาเริ่มงานครึ่งชั่วโมงเพราะพ่อเธอต้องการจะคุยอะไรกับผมก่อน (หน้า 51)	I was very busy like a spinning top. I spent most of the time in afternoon on decorating the gym and I had to take Jamie half an hour before the homecoming dance began because her father wanted to have a conversation with me first.	Lexical Level 1. The word, "busy", is translated to the phrase, "หัวหมุนเป็นลูกข่าง", for the literary writing style of the RT context.		✓							
				Syntactic Level 1. The pronouns, "I spent…" and "I had to …" are omitted to avoid the verbiage used of pronoun and to make the meaning more concise and sound natural in the RT.								✓	
				2. The word, "gym", is transliterated as "ยิม" because it is used in common and sounds familiar in the RT context although it has the meaning provided in the dictionary.					✓				
				3. The phrase, "though I didn't know why", is omitted because it is								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
14				important part and it does not distort the main idea of the ST.									
15	Jamie had sprung that one on me just the day before, and I can't say I was exactly thrilled by the prospect of it. ~~I figured he~~ was going to talk about temptation and the evil path it can lead us to. If ~~he~~ brought up fornication, though, ~~I knew~~ I would die right there on the spot. (p. 35)	เจมีมาบอกผมล่วงหน้าแค่วันเดียว ผมไม่คิดว่ามันจะมีอะไรน่าตื่นเต้น นักหนา คงแค่เทศนาเรื่องสิ่งเย้ายวนที่จะนำเราไปสู่ทางหายนะ แต่ถ้ามีการเอ่ยถึง "การล่วงประเวณี" ขึ้นมาละก็ ผมคงบ้าตายอยู่ตรงนั้นแน่ (หน้า 51)	Jamie told me only a day before. I thought that it wasn't something too interesting… just giving a sermon on temptation which would lead us to the evil deeds but if there was something about the fornication it would drive me crazy right there.	Lexical Level 1. The specific word, "sprung", is translated to the generic word, "บอก", to convey the equivalent meaning in the RT context.			✓						
				2. The generic word, "นักหนา", is used instead of the specific words, "by the prospect of it", to convey the equivalent meaning in the RT context.			✓						
				3. The specific words, "die … on the spot", is translated to the generic word, "บ้าตาย" or "drive …. crazy", to convey the equivalent meaning in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
15				Syntactic Level 1. The phrases, "I figured" and ", I knew", are omitted because they are not important parts and they do not distort the main idea of the ST.								✓	
				2. The pronoun, "he was going …" and "he brought up.." are omitted to avoid the verbiage used of pronoun to make the meaning more concise and meaningful in the RT context.								✓	
16	I said small prayers all day long in the hope of avoiding this conversation, but I wasn't sure if God would put my prayers on the front burner, if you know what I mean, because of the way	ทั้งวันผมนึกภาวนา ขออย่าให้ต้องเจอ หน้าตาแก่นั่นเลย แต่ พระเจ้าไม่มีทาง เข้าข้างคนอย่างผม เป็นแน่ คุณก็รู้นี่ว่าผม ทำอะไรเลวร้ายมา	I was praying all day hoping for not confronting that old man but God would never be on my side, that's for sure. You knew what the terrible things I have done. I was absolutely terrified when I was thinking	Lexical Level 1. The specific words, "said … prayers", is translated to the generic word, "ภาวนา", to convey the equivalent meaning in order to make it meaningful in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
16	I'd behaved in the past. I was pretty nervous just thinking about it. (p. 35)	บ้าง แค่คิดว่าวันนี้คง รอดยากผมก็หนาว แล้ว (หน้า 52)	about it.	2. The specific word, "put … on the front burner", is translated to the generic word, "เข้าข้าง" or "be on my side", to convey the equivalent meaning and to make it meaningful in the RT context.			✓						
				Syntactic Level 1. The underline phrase, "I said small prayers all day long", is sequencing into a new order as "ทั้งวันผมนึกภาวนา", to make sense in the RT.								✓	
17	After I showered I put on my best suit, swung by the florist to pick up Jamie's corsage, then drove to her house. (p. 35)	อาบน้ำเสร็จผมคว้าสูทชุดหรูมาสวม แวะรับช่อดอกไม้สำหรับเจมีที่ร้านแล้วขับรถตรงไปบ้านเธอ (หน้า 52)	After taking a shower, I put on my luxurious suit, stopped at the florist to pick up a corsage for Jamie then drove straight ahead to her house.	Syntactic Level 1. The pronoun, "After I showered", is omitted to avoid the verbiage used of pronoun in order to make it more concise and sound natural as a spoken language of RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
18	My mom had let me borrow the car, and I parked it on the street directly ~~in front of Jamie's house~~. We hadn't turned the clocks back yet, so it was still light out when I got there, and I strolled up the cracked walkway to her door. (p. 35-36)	คืนนี้แม่ให้ยืมรถมาขับ ผมจอดมันตรงหน้าบ้าน เรายังไม่ได้ตั้งนาฬิกาถอยหลังหนึ่งชั่วโมงในฤดูใบไม้ร่วง ท้องฟ้าจึงสว่างอยู่ตอนที่ผมไปถึง ผมเดินขึ้นไปบนชานบ้าน เสียงพื้นกระดานลั่นเอี๊ยดอ๊าด (หน้า 52)	My mom lent me a car for tonight. I parked it in front of the house. We had not yet turned the clock one hour backward in Autumn. So, the sky was still bright when I was there. I stepped up to the terrace making a cracking sound on the floor.	Lexical Level 1. The phrases, "หนึ่งชั่วโมงในฤดูใบไม้ร่วง" or "turned the clock one hour backward in Autumn", are added to make it clearly for the readers in the RT that it is the time system of America that in Autumn the time will be preceded one hour backward.	✓								
				2. The word, "cracked", is translated into the phrase, "เสียงพื้นกระดานลั่นเอี๊ยดอ๊าด" or "making a cracking sound on the floor", for the literary writing style in the RT.		✓							
				Syntactic Level 1. The phrase, "in front of Jamie's house", is omitted because it is important part and it								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
18				does not distort the main idea of the ST.									
19	Finally the door creaked open. The light coming from the lamp inside shadowed Hegbert's face slightly and sort of reflected through his hair. (p. 36)	ในที่สุดประตูก็เปิด แสงไฟในบ้านที่สาดส่องมาทางด้านหลัง ทำให้ร่างของเฮกเบิร์ตดูเป็นเงาทะมึน แถมมีรังสีเรืองรองที่เส้นผมด้วย(หน้า 52)	Finally, the door was open. The light came out from the back. It made a shadow of Hegbert's figure looked looming. Besides there was rays glowing from his hair.	Syntactic Level 1. The verb, "shadowed", is changed to the form of noun, "เงา" or "shadow", in order to make the correct syntactic structure and to make it sound natural in the RT.							✓		
20	In church Hegbert was a fairly snappy dresser, but right now he looked like a farmer, dressed in overalls and a T-shirt. (p. 36)	เวลาไปโบสถ์ เฮกเบิร์ตแต่งตัวเนี้ยบเสมอ แต่วันนี้กลับดูเหมือนชาวนาในเสื้อยืดกับชุดหมี(หน้า 53)	When going to the church, Hegbert would get a neat and elegant dress but today he looked like a farmer in dungarees and T-shirt.	Syntactic Level 1. The noun, "dresser", is changed to the form of verb, "แต่งตัว" or "get a dress", for the correct syntactic structure and to make sense in the RT.							✓		
21	"And . . . well, I hope to go to the University of North Carolina next fall. I've already received	"แล้ว ... ปีการศึกษาหน้าผมตั้งใจจะไปเรียนต่อที่มหาวิทยาลัย	"And …. the next academic year, I wished I could enter the North Carolina University. I already got the application	Lexical Level 1. The specific word, "fall", is translated to the generic words, "ปีการศึกษา" or "academic			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
21	the application." He nodded again. "Anything else?" (p. 37)	นอร์ทแคโรไลนา ผมได้ใบสมัครมาแล้วครับ" เขาพยักหน้าอีก "แล้วอะไรอีก?" (หน้า 53)	form," he was nodding again "And what else?"	year", to convey the equivalent meaning in order to make it meaningful in the RT.									
				Syntactic Level 1. "North Carolina" is transliterated as "นอร์ทแคโรไลนา" because it is a proper name of the University which contains no meaning in the RT.						✓			
22	~~I had to admit~~, I was running out of things after that. Part of me wanted to pick up the pencil off the end table and start balancing it, giving him the whole thirty seconds' worth, but he wasn't the kind of guy who would appreciate it. "I	ผมหมดเรื่องจะเล่าแล้ว ในใจนึกอยากหยิบแท่งดินสอบนโต๊ะมาควงเล่นให้เขารอด้างสักสามสิบวินาที แต่คนอย่างเขาไม่เข้าใจแน่ "คงไม่มีแล้วครับ" "ขอถาม	I had nothing left to tell. I was thinking that I wanted to pick up the pencil on the table and balanced it for about thirty second but he was a kind of guy who didn't understand things easily. "May I ask you something?" "Absolutely, sir."	Syntactic Level 1. The phrase, "I had to admit", is omitted because it is not the main idea in the ST in order that the message will be more concise and natural in the RT.								✓	
				2. The adjustment of negative sentence from affirmative to negative and vice versa is constructed within this sentence, "he wasn't the								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
22	guess not, sir." "Do you mind if I ask you a question ?" "No, sir." (p. 37)	อะไรสักอย่างจะได้มั๊ย?" "ได้เลยครับ" (หน้า 53)		kind of guy" is constructed to "คนอย่างเขา" and "who would appreciate it" is constructed to "ไม่เข้าใจแน่" to convey the equivalent meaning but in the opposite way.									
				3. The negative sentence, "No, sir.", is changed to the affirmative sentence, "ได้เลยครับ" or "Absolutely, sir", to make it meaningful and make sense in the RT.								✓	
23	This went on for a few more minutes—his grilling me about my true intentions, I mean—but luckily Jamie stepped out of the	การเจรจาดำเนินต่อไปอีกสองสามนาที เขาพยายามซักฟอกเจตนาที่แท้จริงของผม แต่	The negotiation carried on for a few minutes, then he tried to go into my real intentions, but luckily, Jamie came out from the room behind. Both her	Syntactic Level 1. The noun, "grilling", is changed to the form of verb, "ซักฟอก" or "go into", for the correct syntactic structure and to make it sound natural in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
23	back room, and her father and I both turned our heads at the same moment. Hegbert finally stopped talking, and I breathed a sigh of relief. She'd put on a nice blue skirt and a white blouse I'd never seen before. (p. 38)	โชคช่วยที่เจมีโผล่มาจากห้องด้านหลังพอดีทั้งพ่อของเธอและผมหันไปมองพร้อมๆกัน การสอบปากคำก็เลยสะดุดหยุดลงแค่นั้น ผมถอนใจโล่งอกเมื่อเห็นเธอในชุดเสื้อขาวกระโปรงฟ้าซึ่งดูดีและผมไม่เคยเห็นมาก่อน (หน้า 54)	father and I turned back to her. So, the investigation was terminated, I sighed when I saw her in a white blouse and blue skirt. She looked nice and I had not seen before.	2. The affirmative sentence, "I'd never seen before", is constructed into the negative form, "ผมไม่เคยเห็นมาก่อน", because the word, "never", gives the negative meaning so that it is logically translated to the negative form in the RT.								✓	
24	Fortunately she'd left her sweater in the closet. It wasn't too bad, I had to admit, though ~~I knew she'd still be~~ underdressed compared with others at the dance.	ดีจังที่เธอรู้จักเก็บสเวตเตอร์ตัวเก่งเข้าตู้ ไม่เลวร้ายอย่างที่คิดแฮะ ถึงจะซอมซ่อไปหน่อยเมื่อเทียบกับสาว ๆ คนอื่นในงานก็	It was pretty good that she kept her favorite sweater in the closet. It was not that bad, although, it looked a little bit shabby if comparing to other girls in the party.	Lexical Level 1. The specific word, "underdressed", is translated to the generic word, "ซอมซ่อ" or "shabby", to convey the equivalent meaning and to make it meaningful in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
24	(p. 38)	เถอะ (หน้า 54)		Syntactic Level 1. The word, "sweater", is transliterated as "สเวตเตอร์" because it is commonly used in the RT context although it has the meaning provided in the dictionary.						✓			
				2. The phrase, "I knew she'd still be", is omitted because it is not distorted the main idea and to make it more concise and sound natural in the RT.								✓	
25	As always, her hair was pulled up in a bun. Personally I think it would have looked better if she'd kept it down, but that was the last thing I wanted to say. (p. 38)	เธอรวบผมตึงเกล้ามวยสูงตามเคย ผมว่าถ้าปล่อยเคลียไหล่ดงน่าดูกว่านี้ แต่ผมก็จะไม่ออกความเห็นเรื่องนี้เด็ดขาด (หน้า 54)	She tied hair in a high bun as she usually did. I think if she let her hair down, it would look better but I definitely said nothing.	Syntactic Level 1. The sentence in the form of passive voice, "her hair was pulled up in a bun", is constructed into the form of active voice, "เธอรวบผมตึงเกล้ามวยสูงตามเคย", to make it sound natural in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
25				2. The underlined phrase, "it would have looked better if she'd kept it down", is sequencing into the new order as "ถ้าปล่อยเคลียไหล่คงน่าดูกว่านี้", to make it sound natural in the RT.								✓	
26	Jamie looked like . . . well, Jamie looked exactly like she usually did, but at least she wasn't planning on bringing her Bible. That would have just been too much to live down. (p. 38)	คืนนี้เจมีดูราวกับ ... เอ่อ ... เจมีก็ดูเหมือนเดิมตามปกติของเธอนั่นแหละ แต่อย่างน้อยในมือเธอก็ไม่มีพระคริสต์ธรรมเล่มนั้น แค่นี้ก็มากแล้วสำหรับการปรับปรุงโฉมใหม่ชั่วคราวของเธอ (หน้า 54)	Tonight, Jamie looked like … Uh… Jamie looked the same as her usual but at least she didn't carry Bible in her hand. That was enough for her temporary makeover.	Lexical Level 1. The word, "live down", is translated to the phrase, "การปรับปรุงโฉมใหม่" or "makeover", to make the meaning more clearly in the RT.		✓							

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
27	"You're not giving Landon a hard time, are you?" she said cheerfully to her father. (p. 38)	"พ่อไม่ได้ทำอะไรให้แลนดอนอึดอัดนะคะ?" เธอทักเสียงใส (หน้า 54)	"You didn't make Landon feel cramped, did you?" she said cheerfully.	Lexical Level 1. The generic words, "อึดอัด" or "cramped", are used instead of the specific words, "giving … a hard time", to convey the equivalent meaning and make sense in the RT.			✓						
28	"Well, we should probably go," she said after a moment. ~~I think~~ she sensed the tension ~~in the room~~. ~~She~~ walked over to her father and kissed him on the cheek. "Don't stay up too late working on the sermon, okay?" (p. 38)	"งั้นเราไปกันเลยมั้ย?" เธอเอ่ยขึ้นหลังจากรีรออีกหนึ่งอึดใจ เธอคงรู้สึกถึงความตึงเครียดที่ก่อตัวขึ้น จึงก้าวไปจุมพิตแก้มพ่อเพื่อตัดบท "พ่ออย่านั่งร่างคำเทศน์จนดึกอีกล่ะ ตกลงนะคะ?" (หน้า 55)	"So, shall we go now?" she said after hesitating for a moment. She felt the tension was gradually growing so that she gave her father a kiss and said "Dad, do not stay too late working hard on a sermon, okay?" she changed the subject.	Lexical Level 1. The single word, "a moment", is interpreted as a phrase, "รีรออีกหนึ่งอึดใจ" or "hesitating for a moment", to make it more meaningful in the RT.		✓							
				2. The phrases, "เพื่อตัดบท" or "changed the subject", are added to give the reason that why she walked and gave her dad a kiss in order to make the meaning more clearly in the RT.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
28				Syntactic Level 1. The phrase, "I think", is omitted because it is not important part and it does not distort the main idea in the ST.								✓	
				2. The pronoun, "She walked …" is omitted to avoid the verbiage of pronoun so as to make it more concise and meaningful in the RT.								✓	
29	"I won't," he said softly. Even with me in the room, I could tell he really loved her and wasn't afraid to show it. It was how he felt about me that was the problem. (p. 38)	"ไม่ดึกหรอกลูก" เสียงเขาอ่อนโยนจน ผมบอกได้เลยว่าเขา รักลูกมาก และกล้า แสดงออกต่อหน้า ผู้อื่นด้วย ปัญหาอยู่ ตรงความรู้สึกที่เขามี ต่อผมต่างหาก (หน้า 55)	"No, I won't" his voice was so soft. I could tell you that he loved his daughter so much and he expressed it in front of others but the matter was how he felt about me.	Syntactic Level 1. The negative sentence, "…wasn't afraid to show it", is constructed into the affirmative sentence, "…กล้าแสดงออกต่อหน้า ผู้อื่นด้วย", to convey the equivalent meaning in another form of the RT.								✓	

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
30	"I'm not exactly a dimwit, ~~you know~~. I do know how to pin on a corsage." I started the car and headed toward the high school, with the conversation I'd just had with Hegbert running through my mind. "My father doesn't like you very much," she said, as if knowing what I was thinking. I nodded without saying anything. (p. 39)	"ฉันคงไม่เด๋อถึงขั้นนั้นหรอก อย่างน้อยฉันก็รู้ว่าควรจะกลัดช่อดอกไม้ยังไง" ผมสตาร์ทรถ ขับตรงไปโรงเรียน ในใจยังว้าวุ่นกับหัวข้ออภิปรายของเฮกเบิร์ต "พ่อฉันไม่ค่อยชอบคุณน่ะ" เธอพูดราวกับรู้ว่าผมคิดอะไรอยู่ ผมพยักหน้า ไม่โต้ตอบ (หน้า 55)	"I was not that stupid at least I know how to pin a corsage." I started a car and drove straight to school. I was still worried about Hegbert's issue. "My dad didn't like you," she said as if she knew what I was thinking about. I nodded and said nothing.	Lexical Level 1. The conjunctions, "อย่างน้อย" or "at least", are added to make a connection among the clauses in order to make it meaningful and sound natural in the RT context.				✓					
				Syntactic Level 1. The noun, "a dimwit", is changed into the form of adjective, "เด๋อ" or "stupid", for the correct syntactic structure and to make it meaningful in the RT.							✓		
				2. The word, "started", is transliterated as "สตาร์ท", because it is commonly used as a loanword which sounds familiar for the readers in the RT context.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
30				3. The gerund noun, "running", is changed into the form of verb, "ว้าวุ่น", for the correct syntactic structure and to make it meaningful in the RT.							✓		
31	"Or your family." *I get the picture.* "But do you know what I think?" she asked suddenly. "Not really." By then I was pretty depressed. "I think that all this was in the Lord's plan somehow. What do you think the message is?" Here we go, I thought to myself. (p. 39)	"ไม่ชอบทั้งตระกูลเลย" *ชัดเจนแจ่มแจ้งดี* ยัง "แต่คุณรู้มั้ยว่าฉันคิดยังไง?" เธอถามชนิดผมตั้งหลักไม่ทัน "ไม่รู้" ถึงจุดนี้ผมเครียดจนคิดอะไรไม่ออกแล้ว "ฉันว่าทั้งหมดนี่เป็นแผนของพระเจ้า แล้วคุณคิดบ้างมั้ยว่าพระองค์ต้องการจะบอกอะไร	"He didn't like your family too," that was very clear. "But do you know what I think?" she asked me right away. "I don't know," it made me very serious and I could not think of anything. "I think all things had happened were in Lord's plan and do you know what God wants to tell us?" There you go…. I was groaning to myself.	Syntactic Level 1. The adjective, "depressed", is changed into the form of verb, "เครียด", for the correct syntactic structure and to make it meaningful in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
31		เรา?" อีกแล้วหรือนี่ ... ผมคร่ำครวญอยู่ในใจ (หน้า 56)											
32	They'd <u>changed the rule</u> owing to the fact that Carey couldn't get a date, and that left me feeling pretty miserable about the whole thing as soon as I found out about it. But because of what her father had said to me, I couldn't exactly take her home early, now, could I? (p. 39)	กฎข้อเดิม<u>ถูกยกเลิก</u>ไปหลังจากที่ทุกคนรู้ว่าแครีย์หาคู่เดตไม่ได้ ผมแทบคลั่งเมื่อได้ยินข่าวนี้ แต่คำพูดของเฮกเบิร์ตยังก้องอยู่ในหู ผมจะรีบหลบลี้ส่งเธอกลับบ้านได้อย่างไร? (หน้า 56)	The previous rule was <u>called off</u> after everyone knew that Carey still hadn't got a date yet. I was almost frantic mad when I heard this news but Hegbert's words were running through my mind. I was thinking about how to take her home?	<u>Syntactic Level</u> 1. The sentence in the form of active voice, "They'd <u>changed the rule</u>", is constructed into the form of passive voice, "<u>กฎข้อเดิมถูกยกเลิกไป</u>", because the sentence which gives the negative meaning is typically in form of passive voice in the RT.								✓	
33	I sort of mumbled that ~~she~~ should call me, and even though ~~I~~ said it without <u>a trace of energy</u>, Jamie	ผมได้แต่งึมงำตอบไปว่าถ้ามีอะไรให้ช่วยก็บอกกันได้ ขนาดตอบอย่าง<u>ขอไปที</u>เธอก็ยัง	I was muttering if I could do a favor for her. I only gave her a <u>perfunctory</u> answer but she thanked me again and again for	<u>Lexical Level</u> 1. The specific word, "<u>a trace of energy</u>", is translated as the generic words, "<u>ขอไปที</u>" or "<u>perfunctory</u>", to make			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
33	thanked me for being so considerate. ~~To be honest~~, I was depressed for at least the first hour, though she didn't seem to notice. (p. 40)	พร่ำขอบคุณที่ผมมีน้ำใจ อย่างน้อยก็ตลอดชั่วโมงแรกที่ผมเครียดสุดขีด แต่เธอทำท่าเหมือนไม่รู้สึกอะไรเลย (หน้า 56)	my kindness. I felt extremely anxious at least for the first hour but she acted as if she didn't feel anything.	it meaningful in the RT context.									
				Syntactic Level 1. The omission of pronoun, "she should call…" and "I said it …", have been made to make it sound like a spoken language and to make it less formal in the RT.								✓	
				2. The phrase, "To be honest", is omitted because it is a kind of expression of the ST which may sound unfamiliar for the readers in the RT context.								✓	
34	Once the music started ~~we hit the floor~~, and it turned out that she was a pretty good dancer. (p. 40)	ทันทีที่ดนตรีเริ่มบรรเลง ผมก็พบว่าเจมีเต้นรำได้เก่งทีเดียว (หน้า 56-57)	Once, the music began, I found that Jamie was dancing pretty well.	Syntactic Level 1. The phrase, "we hit the floor", is omitted because it is a kind of expression in the ST which may sound unfamiliar for the readers of RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
34				2. The noun, "dancer", is changed into the form of verb, "เต้นรำ" or "was dancing", to make it meaningful and sound natural in the RT.							✓		
35	They showed up a few minutes after we arrived. He was wearing that stupid T-shirt, Camels in his sleeve, and a glop of hair gel on his head. (p. 40)	สองคนนั่นมาถึงหลังเราไม่กี่นาที ลิวสวมเสื้อยืดงี่เง่าตามเคย มีซองบุหรี่คาเมลเหน็บแขนเสื้อและโป๊ะเจลบนหัวจนมันเยิ้ม (หน้า 57)	They arrived after just a few seconds. Lew wore a stupid T-shirt as he usually did. There was a pack of Camel folded in his sleeve and put an amount of oily gel on his hair.	Lexical Level 1. The underlined word, "ซองบุหรี่" or "a pack of Camel", is added to explain that "Camel" is the brand of cigarette to make it more clearly for the readers in the RT.	✓								
				Syntactic Level 1. "Camels" is transliterated as "คาเมล" because it is a brand of cigarette which is already known for some readers in the RT.							✓		
				2. "Gel" is transliterated as "เจล" because it is commonly used as a loanword and it sounds							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
35				familiar for the readers in the RT context.									
				3. The noun, "a glop", is changed into the form of adjective, "มันเยิ้ม" or "oily", for the correct syntactic structure and to make sense of the RT.							✓		
36	Her dress was really flashy—her mother worked in a salon and was up on all the latest fashions—and I noticed she'd picked up that ladylike habit called chewing gum. She really worked that gum, chewing it almost like a cow working her cud. (p. 40-41)	แถมยังอยู่ในชุดล่อตะเข้วาบหวิว ก็แม่เธอเป็นช่างเสริมสวยและบ้าแฟชั่นยังกับอะไรดี ผมยังสังเกตด้วยว่าเดี๋ยวนี้เธอติดนิสัยสาวเปรี้ยวรุ่นใหม่ที่รู้จักกันในนาม "หมากฝรั่ง" เธอเคี้ยวปากหยับๆ ตลอดเวลาชวนให้นึกถึงแม่วัวที่	Besides, she was in a sexy dress this was because her mother was a beauty salon and crazy about fashion. I also saw that she had a habit like flirtatious young girl of chewing a chewing gum as if she was a female cow chewing its cud all day long.	Lexical Level 1. The conjunction, "แถม… ก็", is added to make a connection among the clause so as to make it sound natural in the RT.				✓					
				2. The generic word, "บ้า" or "crazy", is translated from the specific word, "up on", to convey the equivalent meaning as a colloquial word in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
36		<u>เคี้ยวเอื้อง</u>ทั้งวัน (หน้า 57)		3. The gerund noun, "<u>working</u>", is changed into the form of verb, "<u>เคี้ยวเอื้อง</u>", for the correct syntactic structure and to make it meaningful in the RT.							✓		
37	Well, good old Lew spiked the <u>punch</u> bowl, and a few more people started getting tipsy. By the time the teachers found out, most of the punch was already gone ~~and people were getting that glassy look in their eyes~~. (p. 41)	เอาละ ... ทีนี้เข้าลิว จอมรุ่มร่ามก็รี่เข้าหา <u>พันช์</u>ที่โต๊ะเครื่องดื่ม ทันที ตอนนั้นหลายคนเริ่มออกอาการเมาแล้ว กว่าครูจะมาพบเข้า พันช์ในโถก็เกือบหมดเกลี้ยง (หน้า 57)	Well… the clumsy old Lew plunged into the punch bowl putting on a table and most people were getting drunk at that time. By the time the teacher came in, the punch in a bowl was almost gone.	<u>Syntactic Level</u> 1. "<u>Punch</u>" is transliterated as "<u>พันช์</u>" because it is a kind of drink in the ST context which is used as a loanword and already sounds familiar for the readers in the RT.						✓			
				2. The phrase, "<u>and people were getting that glassy look in their eyes</u>", is omitted because it conveys the similar meaning in the previous phrase, "<u>a few more people started getting tipsy</u>", and to avoid the verbiage.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
38	When I saw Angela gobble up her second glass of punch, I knew I should keep my eye on her. Even though she'd dumped me, I didn't want anything bad to happen to her. (p. 41)	ผมเห็นเอนเจลาซดพันช์แก้วที่สองแล้ว นึกได้ว่าควรจับตาดูเธอให้ดี ถึงเธอเป็นฝ่ายทิ้งผม ผมก็ไม่อยากเห็นเรื่องร้ายๆ เกิดขึ้นกับเธอ (หน้า 57)	I saw Angela gulped down a second glass of punch and I suddenly realized that I should keep an eye on her although she had left me but I didn't want anything bad happen to her.	Syntactic Level 1. "Angela" is transliterated as "เอนเจลา" because it is a proper name of person naming for individual identifying which contains no meaning in the RT.						✓			
				2. "Punch" is transliterated as "พันช์" because it is a kind of drink in the ST context which is used as a loanword and already sounds familiar for the readers in the RT.						✓			
39	She was the first girl I'd ever French-kissed, and even though our teeth clanked together so hard the first time we tried it that I saw stars and had to	เธอคือสาวรายแรกที่ผมเคยจูบปากแบบฝรั่งเศส แม้ว่าครั้งแรกที่ทดลอง ฟันเรากระแทกกันจั๋งหนับ	She was the first girl I ever had a kiss with although our teeth clattered hurtfully for the first time we tried and I had to take aspirin to relieve pain but I would always have a	Syntactic Level 1. "Aspirin" is transliterated as "แอสไพริน" because it is the name of medicine and it is commonly used as a loanword which contains no meaning in						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
39	take aspirin when I got home, I still had feelings for her. (p. 41)	จนเห็นดาวและผมต้องหาแอสไพรินกินแก้ปวดที่บ้าน แต่ผมก็ยังมีความรู้สึกพิเศษต่อเธอเสมอ (หน้า 57-58)	good feeling with her.	RT context.									
40	So there I was, sitting with Jamie, barely listening as she described the wonders of Bible school, watching Angela out of the corner of my eye, when Lew spotted me looking at her. (p. 41)	ผมจึงนั่งอยู่ตรงนั้นกับเจมีโดยไม่ได้สนใจฟังเรื่องความล้ำเลิศของโรงเรียนสอนศาสนาที่เธอพร่ำสาธยาย หางตาผมคอยแต่จะลอบชำเลืองมองเอนเจลาจนลิวจับได้ว่าผมกำลังเหลือบเล็งไปที่เธอ (หน้า 58)	So, I was sitting there with Jamie. I was not listening to her while she was describing the astonishment of Bible school. I glanced at Angela at a time which made Lew caught a glimpse of me.	Syntactic Level 1. The affirmative sentence, "I was, sitting with Jamie, barely listening as …", is constructed into the negative sentence, "ผมจึงนั่งอยู่ตรงนั้นกับเจมีโดยไม่ได้สนใจฟัง …", because the word, "barely", gives the negative meaning so that it is logically translated in the negative sentence in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
40				2. The gerund noun, "watching", is changed into the form of verb, "มอง", for the correct syntactic structure and to make it sound natural in the RT context.							✓		
41	In one frenzied motion he grabbed Angela around the waist and dragged her over to the table, giving me one of those looks, the one that "means business." You know the one I'm talking about. (p. 41)	ทันทีทันใดเขาตะปบเอวเอนเจลาลากเธอมาที่โต๊ะเรา แล้วถลึงตาจ้องหน้าผมอย่าง "เอาเป็นเอาตาย" (คุณคงเข้าใจนะว่าผมหมายถึงมาดเท่ระดับไหน) (หน้า 58)	Once he grabbed Angela round her waist and dragged her to our table. He stared at me "seriously" (You know I mean how cool he was"	Lexical Level 1. The specific word, "business", is translated into the generic word, "เอาเป็นเอาตาย" or "seriously", to convey the intended meaning in order to make the meaning equivalent to the ST.			✓						
				2. The phrases, "มาดเท่ระดับไหน" or "how cool he was", are added as the extra information to make it more clearly in the RT.	✓								

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
41				Syntactic Level 1. "Angela" is transliterated as "เอนเจลา" because it is a proper name of person which contains no meaning in the RT.						✓			
42	"Are you staring at my girl?" he asked, already tensing up. "No." "Yeah, he was," Angela said, kind of slurring out the words. "He was staring right at me. This is my old boyfriend, the one I told you about." (p. 41)	"มึงมองแฟนกู ทำไม?" ลิวสำราก เสียงเข้ม "เปล่านี่" "เค้ามองฉันจริง ๆ" เอนเจลายืนยันเสียงอ้อแอ้ "เค้าจ้องฉันใหญ่เลย คนนี้ไงแฟนเก่าฉันที่เคยเล่าให้คุณฟังน่ะ" (หน้า 58)	"Are you gazing on my girlfriend?" he snarled. "No, I wasn't." "Yes, he was," Angela babbled "He kept an eye on me. He was my ex-boyfriend. The one I used to talk about"	Syntactic Level 1. The gerund noun, "tensing up", is changed into the form of verb, "สำราก" or "snarled", for the correct syntactic structure and to make it meaningful in the RT.							✓		
				2. "Angela" is transliterated as "เอนเจลา" because it is a proper name of person which contains no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
43	"So you're the one," he said, <u>sneering</u>. Now, I'm not much of a fighter. The only real fight I was ever in was in third grade, and I pretty much lost that one when I started to cry even before <u>the guy punched me</u>. (p. 41)	"อ้อ ... มึงนี่เอง" เขากระชากเสียง<u>เย้ยหยัน</u>แต่ว่า ... เรื่องชกต่อยนี่ผมไม่ค่อยถนัดเลย เคยท้าชกกับเพื่อนแค่ครั้งเดียวตอนอยู่ ป.๓ แถมยังแพ้<u>คะแนน</u>ด้วยการปล่อยโฮก่อน <u>โดนหมัดคู่ต่อสู้ซะอีกแน่ะ</u> (หน้า 58)	"Okay... It was you." He sneered loudly but I wasn't very keen on fighting. I used to fight with my friend once when I was in third grade and I lost points by bursting into tears before my opponent even threw me a punch.	<u>Lexical Level</u> 1. The underlined word, "แพ้<u>คะแนน</u>", is added for the literary writing style as a spoken language of the RT context.	✓								
				<u>Syntactic Level</u> 1. The gerund noun, "<u>sneering</u>", is changed into the form of verb, "<u>เย้ยหยัน</u>", for the correct syntactic structure and to make sense in the RT.							✓		
				2. The sentence in the form of active voice, "<u>the guy punched me</u>", is changed into the form of passive voice, "... <u>โดนหมัดคู่ต่อสู้ซะอีกแน่ะ</u>", because the sentence which gives the negative meaning is typically in the form of passive voice in the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
44	Usually I didn't have much trouble staying away from things like this because of my passive nature, and besides, no one ever messed with me when Eric was around. But Eric was off with Margaret somewhere, probably behind the bleachers. (p. 41-42)	ที่ผมหลบเลี่ยงสถานการณ์แบบนี้มาได้โดยตลอดก็เพราะผมเป็นคนสุภาพนุ่มนวลไม่หาเรื่องกับใคร แล้วอีกอย่าง ... ถ้าผมมีเอริคอยู่ด้วยก็ไม่มีใครกล้ามารังแกผม แต่ตอนนี้เอริคกับมาร์การเร็ตไม่รู้หายไปไหน สงสัยกำลังจู๋จี๋กันอยู่ใต้อัฒจันทร์โรงยิม (หน้า 58)	The reason why I avoid this kind of situation all along because I was a kind of polite and gentle person who didn't like to make a trouble with anyone. There was some more… if I had Eric by my side, on one would bully me but now Eric was away with Margaret somewhere, I was wondering they might be lovey-dovey under the grandstand in the gym.	Lexical Level 1. The phrases, "กำลังจู๋จี๋กัน" or "be lovey-dovey", are added to add a flavor in the writing style of the RT context.	✓								
				Syntactic Level 1. The gerund noun, "staying away", is changed into the form of verb, "หลบเลี่ยง" or "avoid", for the correct syntactic structure and to make it meaningful in the RT.							✓		
				2. The phrase, "of my passive nature", is constructed into the sentence, "ผมเป็นคนสุภาพนุ่มนวลไม่หาเรื่องกับใคร", to make the meaning more clearly in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
44				3. "Eric" and "Margaret" are transliterated as "เอริค" and "มาร์การเร็ต" because they are the proper names of persons which contain no meaning in the RT.						✓			
45	"I wasn't staring," I said finally, "and I don't know what she told you, but I doubt if it was true." His eyes narrowed. "Are you calling Angela a liar?" he sneered. Oops. (p. 42)	"ฉันไม่ได้มอง" ในที่สุดผมก็เป็นฝ่ายพูดก่อน "แล้วฉันไม่รู้ด้วยว่าเธอบอกอะไรนายบ้าง ไม่แน่นะ ... มันอาจไม่ตรงความจริงก็ได้" ตาเขายิ่งหรี่เล็กลงอีก "นี่มึงจะบอกว่าเอนเจลาโกหกใช่มั้ย?" อ้าว ... เป็นงั้นไป (หน้า 58-59)	"I didn't stare," I finally said beforehand, "And I didn't know what she told you, I'm not sure… if it might not betrue." His eyes even more narrowed. "You're going to say that Angela was lying to me?" Oh well…. How was it going to be like that?	Syntactic Level 1. The affirmative sentence, "if it was true.", is constructed into the negative meaning, "มันอาจไม่ตรงความจริงก็ได้", to convey the equivalent meaning and to make it sound natural in the RT.								✓	
				2. The noun, "a liar", is changed into the form of verb, "โกหก", in order to make it sound natural in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
46	I think he would have hit me right there, but Jamie suddenly worked her way into the situation. (p. 42)	ผมนึกว่าตัวเองจะต้องโดนหวดฟุบอยู่ตรงนั้นแล้ว แต่เจมีปราดเข้ามาขัดตาทัพทันควัน (หน้า 59)	I think that I was going to be whacked dead right there but Jamie just intervened in time.	Lexical Level 1. The generic words, "ขัดตาทัพ" or "intervened", are used instead of the specific word, "worked her way into", for the literary writing style of the RT context.			✓						
				Syntactic Level 1. The sentence in the form of active voice, "he would have hit me right there", is constructed into the passive voice, "ตัวเองจะต้องโดนหวดฟุบอยู่ตรงนั้นแล้ว", because the sentence which gives the negative meaning is typically in the form of passive voice in the RT context.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
47	"Don't I know you?" she said cheerfully, looking right at him. Sometimes Jamie seemed oblivious of situations that were happening right in front of her. "Wait—yes, I do. You work in the garage downtown. Your father's name is Joe, and your grandma lives out on Foster Road, by the railroad crossing." (p. 42)	"ฉันรู้จักคุณใช่มั้ยนี่?" เธอทักเสียงใส ตาแป๋วจ้องเป๋งไปที่ลิว ผมเคยเห็นเจมีเด๋อแบบนี้หลายครั้ง เพราะความไม่เฉลียวใจกับสถานการณ์ตรงหน้า "เอ๊ะ ... เดี๋ยวนึกออกแล้ว คุณทำงานที่อู่รถในเมือง พ่อคุณชื่อโจ บ้านย่าคุณอยู่นอกเมือง ที่ถนนฟอสเตอร์ใกล้ ๆ ทางรถไฟใช่มั้ย?" (หน้า 59)	"I think I probably know you," she greeted him cheerfully and stared at him innocently. I noticed that Jamie was often unaware of this kind of situation because of her ignorance about what was happening in front of her. "Wait… I remember, you work in the garage downtown. Your father is Joe, your grandmother's house is on the outskirts on Foster Road along the railroad, don't you?"	Syntactic Level 1. "Joe," is transliterated as "โจ" because it is a proper name of person which contains no meaning in the RT.						✓			
				2. "Foster" is transliterated as "ฟอสเตอร์" because it is the name of the road in a proper place which contains no meaning in the RT.						✓			
				3. The gerund noun, "looking right at", is changed into the form of verb, "จ้องเป๋ง" or "stared", for the correct syntactic structure and to make it meaningful in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
48	A look of confusion crossed Lew's face, as though he were trying to put together a puzzle with too many pieces. "How do you know all that? What he'd do, tell you about me, too?" "No," Jamie said, "don't be silly." (p. 42)	เจ้าลิวเปลี่ยนสีหน้าเป็นสับสนงุนงงเหมือนกำลังเล่นต่อจิ๊กซอว์ที่ยากเกินระดับสติปัญญา "คุณรู้ได้ไงเนี่ย ... เจ้าบ้านี่นินทาผมให้คุณฟังด้วยเหรอ?" "เปล่า ... คุณนี่คิดอะไรพิลึกจัง" (หน้า 59)	Lew's face turned confused like he was playing jigsaw which was too difficult for his IQ level. "How do you know? …. Did this crazy guy talk about me behind my back?" "No… Don't be silly."	Lexical Level 1. The specific word, "a puzzle", is translated into the generic word, "จิ๊กซอว์", because it sounds familiar for the readers in the RT.			✓						
49	Lew was looking at Jamie as though she had cornstalks growing out of her ears. Meanwhile Jamie was fanning herself with her hand. "Well, we were just sitting down to take a breather from all	ลิวตาค้างราวกับเห็นฝักข้าวโพดงอกออกมาจากสองรูหูสองข้างของเธอ แต่เจมีทำท่าไม่รู้ไม่ชี้ ยกมือขึ้นกระพือพัด "อ้อ ... เราเต้นรำกันจน	Lew was stunned as if he saw cornstalks growing out of her ears but Jamie didn't realize. She was fanning herself with her hand. "Wel… we are a bit tired from that dancing far too long… it's very hot. You can take a seat here. There are	Syntactic Level 1. The gerund noun, "growing", is changed into the form of verb, "งอก", for the correct syntactic structure and to make sense in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
49	that dancing. It sure gets hot out there. Would you like to join us? We've got a couple of chairs. I'd love to hear how your grandma is doing." (p. 42)	เหนื่อยน่ะ ... ร้อนจัง คุณนั่งโต๊ะเราได้นะ ยังมีเก้าอี้ว่าง ฉันจะได้ฟังว่าตอนนี้ย่าคุณเป็นยังไงบ้าง" (หน้า 59)	some chairs left, if you don't mind. So, I would love to hear about your grandma."										
50	She sounded so happy about it that Lew didn't know what to do. Unlike those of us who were used to this sort of thing, he'd never come across someone like Jamie before. He stood there for a moment or two, trying to decide if he should hit the guy with the girl who'd helped his grandma. If it sounds confusing	เธอออกอาการรื่นเริงบันเทิงใจเสียจนลิววางตัวไม่ถูก หมอนี่คงไม่เคยเจอคนอย่างเจมีซึ่งพวกเราชินแล้ว เขายืนงงตัดสินใจไม่ถูกว่าควรจะตบกะโหลกคู่ควงของสาวใจดีที่เคยช่วยย่าของเขาหรือไม่ (ถ้าคุณฟังแล้วงง ลองนึกถึงก้อนสองฟีบ ๆ ที่	She seemed so enjoyable making Lew looked a bit sheepish. He had not often seen someone like Jamie but we were familiar with her already. He stood muddle deciding if he should hit the partner of the sweet girl who had helped his grandma (if you confused, imagine on two wither lumps of his brain covered with sticky gluey gel).	Syntactic Level 1. "Lew" and "Jamie" are transliterated as "ลิว" and "เจมี" because they are the proper names of persons which contain no meaning in the RT. 2. The affirmative sentence, "he'd never come across someone like Jamie before", is constructed into the negative sentence, "หมอนี่ คงไม่เคยเจอคนอย่างเจมี", because the word,					✓			
												✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
50	to you, imagine what it was doing to Lew's petroleum damaged brain. (p. 42-43)	โดนพอกด้วยเจลของลิวดูแล้วกัน) (หน้า 59-60)		"never", gives the negative meaning so that it is logically translated in the negative form of the RT.								✓	
51	He finally skulked off without responding, taking Angela with him. Angela had probably forgotten how the whole thing started anyway, owing to the amount she'd had to drink. Jamie and I watched him go, and when he was a safe distance away, I exhaled. I hadn't even realized I'd been holding my breath. (p. 43)	ในที่สุดลิวก็ผละไปโดยไม่โต้ตอบและลากเอนเจลาไปด้วย เอนเจลาก็ดื่มเข้าไปมาก คงเมาจนลืมหมดแล้วว่าเรื่องทั้งหมดนี่เกิดขึ้นได้อย่างไร เจมีมองตามเมื่อทั้งคู่อยู่ในระยะปลอดภัยแล้วผมก็เริ่มสูดลมหายใจเข้า เพิ่งนึกได้ว่าตัวเองกลั้นใจอยู่ตั้งนาน (หน้า 60)	Finally, Lew went off. He didn't respond to the situation and grabbed Angela with him at the same time. Angela was really drunk and unconscious to remember things happening around. Jamie kept a watch on them to make sure that they were in a safe distance. I sighed to relax and I just realized that how long I had been holding my breath.	Syntactic Level 1. The gerund noun, "responding" and "taking", are changed to the form of verbs, "โต้ตอบ" or "respond" and "ลาก" or "grabbed", for the correct syntactic structure and to make sense in the RT.							✓		
				2. "Angela" and "Jamie" are transliterated as "เอนเจลา" and "เจมี" because they are the proper names of persons used for individual identifying which contain no meaning in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
52	Jamie looked at me strangely. "For what?" she asked, and when I didn't exactly spell it out for her, she went right back into her story about Bible school, as if nothing had happened at all. But this time I found myself actually listening to her, at least with one of my ears. It was the least I could do. (p. 43)	เจมีงง "เรื่องอะไรคะ?" เมื่อผมไม่ตอบ เธอก็ฝอยต่อเรื่องโรงเรียนสอนศาสนาราวกับไม่มีอะไรเกิดขึ้น แต่คราวนี้ผมพบตัวเองตั้งใจฟังมากขึ้น (อย่างน้อยก็ด้วยหูข้างหนึ่ง) มันเป็นสิ่งเดียวที่ผมพอจะตอบแทนเธอได้ (หน้า 60)	Jamie got confused "What's the matter?" when I didn't reply. So, she got back to her Bible school story as if there was nothing happening	Lexical Level 1. The generic words, "งง" or "got confused", are used instead of the specific words, "looked at me strangely", as a spoken language so as to make it meaningful and sound natural in the RT.			✓						
				2. The generic words, "ตอบ" or "reply", are used instead of the specific word, "spell it out", to convey equivalent meaning in the RT.			✓						
53	It turns out that it wasn't the last we saw of either Lew or Angela that evening. The two glasses of punch had really done Angela in, and she	แต่นั่นไม่ใช่ครั้งสุดท้ายที่เราเห็นลิวกับเอนเจลาในงานคืนนั้น พันช์สองแก้วออกฤทธิ์จนเอนเจลา	But it wasn't the last time I saw Lew with Angela in that evening party. The two glasses of punch run wild, it made Angela barfing all over the ladies'	Lexical Level 1. The generic words, "ออกฤทธิ์" or "run wild", are used instead of the specific word, "done…in", to convey the equivalent meaning in the RT context.			✓						

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
53	threw up all over the ladies' rest room. (p. 43)	อาเจียนเลอะเทอะในห้องน้ำผู้หญิง (หน้า 60)	toilet.	Syntactic Level 1. "Lew" and "Angela" are transliterated as "ลิว" and "เอนเจลา" because they are the proper names of persons used for individual identifying						✓			
				2. "Punch" is transliterated as "พันช์" because it is a kind of drink in the ST context which is used as a loanword and already sounds familiar for the readers in the RT.						✓			
54	in, and that was the last I saw of him. Jamie, as fate would have it, was the one who found Angela in the bathroom, ~~and it was obvious that Angela wasn't doing too well~~.	ลิวเป็นหนุ่มเจ้าสำอางอยู่แล้ว พอได้ยินเสียงโอ้กอ้ากก็เผ่นแน่บหายตัวไป แล้วเหมือนสวรรค์บัญชาเจมีเป็นคนเข้าไปเจอ	Lew was a sophisticated guy. When he heard her heaving he suddenly disappeared. As luck would have it, Jamie came in to see Angela was really drunk making her head turned up and	Lexical Level 1. The phrases, "คออ่อนคอพับ" or "her head turned up and down", are added to substitute for the omission phrase, "and it was obvious that Angela wasn't doing too well", means that	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
54	The only option was to clean her up and take her home before the teachers found out about it. Getting drunk was a big deal back then, and she'd be looking at suspension, maybe even expulsion, if she got caught. (p. 43)	เอนเจลาดออ่อนคอพับอยู่ในห้องน้ำ เลยไม่มีทางเลือกต้องช่วยเช็ดอ้วกและพาไปส่งบ้านก่อนที่ครูจะมาพบเช้า สมัยนั้นการเมาสุราถือเป็นความผิดร้ายแรงถึงขั้นพักการเรียน หรือกระทั่งไล่ออกถ้าโดนจับได้ (หน้า 60)	down in the toilet. There was no other way so we had to clean up her barf and take her home before teachers came in. Breaking obligation by getting drunk was a serious issue back then. She could be suspended or expelled from school if she had been caught.	Angela could not vomit in the toilet because of her being unconscious because she gets really drunk.									
				Syntactic Level 1. The phrase, "and it was obvious that Angela wasn't doing too well", are omitted because they are the language style of the ST which may sound unfamiliar in the RT.								✓	
				2. The gerund noun, "slinking out", is changed into the form of verb, "หายตัวไป" or "disappeared", for the correct syntactic structure and to make sense of the RT.							✓		
				3. The noun, "suspension", is changed to the form of verb, "พักการเรียน" or "suspended", for the							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
54				correct syntactic structure and to make it meaningful in the RT.									
				4. The noun, "expulsion", is changed to the form of verb, "ไล่ขอก" or "expelled", for the correct syntactic structure and to make it meaningful in the RT.							✓		
				5. "Lew", "Jamie" and "Angela" are transliterate as "ลิว", "เจมี" and "เอนเจลา" because they are the proper names of persons used for individual identifying which contain no meaning in the RT.						✓			

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No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
55	Jamie, bless her heart, didn't want that to happen any more than I did, though I would have thought otherwise if you'd asked me beforehand, owing to the fact that Angela was a minor and in violation of the law. (p. 44)	เจมีผู้มีน้ำใจงามไม่อยากเห็นเพื่อนต้องประสบเคราะห์กรรม ผมเองก็ห่วงเอนเจลาถึงจะรู้ว่าเธอเป็นผู้เยาว์และทำผิดกฎหมาย (หน้า 60)	Jamie, a sympathetic young girl, didn't want anything bad to happen to her friend. I myself was also worried about Angela although I knew she was young and broke the law.	Syntactic Level 1. "Jamie," is transliterate as "เจมี" because it is a proper name of person which contains no meaning in the RT.						✓			
				2. The noun, "violation", is changed to the form of verb, "ทำผิด" or "broke", for the correct syntactic structure and to make it meaningful and make sense in the RT.							✓		
56	She'd also broken another one of Hegbert's rules ~~for proper behavior~~. Hegbert frowned on law breaking *and* drinking, and though it didn't get him going like fornication, we	เธอยังละเมิดกฎหมายของเฮกเบิร์ตด้วย เฮกเบิร์ตรังเกียจการทำผิดกฎหมายกับการดื่มสุรา ถึงมันจะไม่ทำให้เขาเต้นผางได้	She also disobeyed Hegbert's order. He was disgusted the one who broke the law by drinking alcohol. Although, it didn't make him squawked like the one who fornicated before marriage. Everyone	Lexical Level 1. The phrase, "การล่วงประเวณีมีเพศสัมพันธ์นอกสมรส", is used instead of the word, "fornication", to make it more clearly in the RT.		✓							

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
56	all knew he was deadly serious, and we assumed Jamie felt the same way. ~~And maybe she did~~, but her helper instinct must have taken over. (p. 44)	เท่ากับการล่วงประเวณีมีเพศสัมพันธ์นอกสมรสก็เถอะ ใคร ๆ ก็รู้ว่าเขาถือสาเรื่องพวกนี้มาก ทีแรกผมคิดว่าเจมีก็คงเหมือนพ่อ แต่วิญญาณนักสังคมสงเคราะห์ของเธอกลับแรงกว่า (หน้า 61)	knew he was very serious about this kind of thing. At first, I thought Jamie was like her father but the spirit of social worker was much more incentive.	2. The generic word, "นักสังคมสงเคราะห์" or "social worker", is used instead of the specific word, "helper", to make it meaningful and sound more familiar in the RT context.			✓						
				Syntactic Level 1. The phrases, "for proper behavior" and "And maybe she did" are omitted because they are not important parts so as to make the message in the RT more concise and meaningful.								✓	
				2. "Hegbert" and "Jamie" are transliterated as "เฮกเบิร์ต" and "เจมี" because they are the proper names of persons which contain no meaning in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
57	I went off and located Eric behind the bleachers, and he agreed to stand guard at the bathroom door while Jamie and I went in to tidy it up. (p. 44)	ผมเลี่ยงออกไปตามหาเอริคใต้ฉุนอัฒจันทร์ เขาตกลงจะยืนเฝ้าประตูห้องน้ำให้ผมกับเจมีกวาดเช็ดอ้วกจนเกลี้ยง (หน้า 61)	I went off to find Eric under the grandstand. He offered to guard at the entrance until I and Jamie clean up the puke all over.	Syntactic Level 1. "Eric" and "Jamie" are transliterated as "เอริค" and "เจมี" because they are the proper names of persons naming for the individual identifying which contain no meaning in the RT.						✓			
58	Angela had done a marvelous job, ~~I tell you~~. The puke was everywhere except the toilet. The walls, the floor, the sinks—even on the ceiling, though don't ask me how she did that. So there I was, perched on all fours, cleaning up puke at the	เอนเจลาสร้างผลงานไว้น่าชมจริง ๆ เศษอ้วกเรี่ยราดไปทั่วห้องยกเว้นในโถส้วม อันควรจะเป็นที่รองรับ ทั้งบนพื้น ข้างฝา อ่างล้างหน้าและฝ้าเพดาน ซึ่งผมนึกไม่ออกว่าเธอทำได้ไง	Angela had done a good job. She left her puke all over the toilet, on the floor, the sink, the ceiling except the lavatory bowl which was supposed to be supported. I couldn't imagine how she made this. As a bad luck would have it, I had to creep four legs in luxurious suit to clean up all the	Lexical Level 1. The phrase, "อันควรจะเป็นที่รองรับ", is added to explain that Landon might felt annoying on Angela that she should throw up on the toilet.	✓								
				2. The phrases, "ไม่รู้เวรกรรมอะไรของผม" or "As a bad luck would have it", is added as the complaint of Landon but in the RT literary style.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
58	homecoming dance in my best blue suit, which was exactly what I had wanted to avoid in the first place. And Jamie, my date, was on all fours, too, doing exactly the same thing. (p. 44)	ไม่รู้เวรกรรมอะไร ของผมที่ต้องคลานสี่ขาในสุพหรูเพื่อเช็ดอ้วกในงานฉลอง ประกาศนียบัตรที่ผมไม่อยากมาตั้งแต่แรก แถมเจมีคู่เดตผมกำลังคลานสี่ขาทำอย่างเดียวกันด้วย (หน้า 61)	puke in certificate celebration. It was the celebration which I didn't want to attend at first and Jamie who was my date. She was creeping four legs as I did.	Syntactic Level 1. The phrase, "I tell you", is omitted because it is a kind of expression in the ST context which sounds unfamiliar in the RT context.								✓	
				2. "Angela" and "Jamie" are transliterated as "เอนเจลา" and "เจมี" because they are the proper names of persons naming for the individual identifying which contain no meaning in the RT.						✓			
59	I could practically hear Carey laughing a squeaky, maniacal laugh somewhere in the distance. (p. 44)	ผมรู้สึกเหมือนมีเสียงหัวเราะแหลม ๆ อย่างบ้าคลั่งของแครีย์แว่วมากระทบโสตประสาท (หน้า 61)	I felt like I heard a piercing sound of Carey laughing maniacally through my auditory nerve.	Lexical Level 1. A single word, "hear" is translated into the phrase, "กระทบโสตประสาท" or "through my auditory nerve", for the literary writing style in a sarcastic way of the RT language.		✓							

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
60	We ended up sneaking out the back door of the gym, keeping Angela stable by walking on either side of her. She kept asking where Lew was, but Jamie told her not to worry. (p. 44)	เราช่วยกันหิ้วปีกเอนเจลาหลบออกจากโรงยิมทางประตูหลัง เธอพล่ามถามหาลิว แต่เจมีบอกว่าทุกอย่างเรียบร้อย ไม่ต้องห่วง (หน้า 61)	We helped Angela up and slipped out the back door of the gym. She rambled asking for Lew but Jamie told her that everything was fine and not to be worried.	Lexical Level 1. The generic words, "หิ้วปีก" or "helped …up", are used instead of the specific words, "keeping …. stable by walking on either side", as a spoken language so as to make it meaningful in the RT context.			✓						
				2. The underlined word, "โรงยิม", is added to explain that the gym is a kind of building used for particular purpose for indoor sports.	✓								
				Syntactic Level 1. The gerund noun, "sneaking out", is changed into the form of verb, "หลบออกจาก" or "slipped out", for the correct syntactic structure and to make it sound natural in the RT.						✓			

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
60				2. The word, "gym", is transliterated as "ยิม" because it is used in common and sounds familiar in the RT context although it has the meaning provided in the dictionary.						✓			
61	She had a real soothing way of talking to Angela, though Angela was so far gone, I doubt if she even knew who was speaking. (p. 44)	เธอช่างมีวิธีพูดที่ละมุนละม่อมกระทั่งกับคนที่เมาที่ครองสติแทบไม่อยู่ ผมสงสัยว่าเอนเจลาจะรู้ตัวหรือไม่ว่าเขากำลังพูดอยู่กับใคร (หน้า 61)	She had such a comfortable way to talk with the one who was incredibly drunk. I wondered that would Angela realize who she was talking with.	Lexical Level 1. A single word, "gone", is translated into a phrase, "เมาที่ครองสติแทบไม่อยู่" or "who was incredibly drunk", to convey the meaning more clearly in the RT.		✓							
62	The smell was so awful that we had to roll down the windows to keep from gagging, and the drive to Angela's house	กลิ่นอาเจียนฉุนกึ๋กจนเราต้องรีบไขกระจกรถลงก่อนที่จะหายใจไม่ออก ทางไปบ้าน	The smell of puke was very strong. So, we had to roll down the windows before I couldn't breathe properly. All the way to Angela's	Lexical Level 1. The underlined word, "กลิ่นอาเจียน", is added to make it clear that it is the smell of puke.	✓								

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
62	seemed extra long. (p. 45)	เอนเจลาคืนนั้นช่างใช้เวลายาวนานเหลือทน (หน้า 61)	house was too far for that night.	Syntactic Level 1. The gerund noun, "gagging", is changed to the form of verb, "หายใจไม่ออก" or "couldn't breathe properly", for the correct syntactic structure and to make sense in the RT.							✓		
63	Her mother answered the door, took one look at her daughter, and brought her inside without so much as a word of thanks. ~~I think she was embarrassed~~, and we really didn't have much to say to her anyway. The situation pretty much spoke for itself. (p. 45)	แม่เธอมาเปิดประตู มองลูกสาวแวบหนึ่ง ก่อนรับตัวเข้าบ้านไป โดยไม่พูดอะไร นอกจากขอบคุณแค่คำเดียว เราเองก็ไม่มีอะไรจะพูดด้วย ทุกอย่างชัดเจนอยู่แล้ว (หน้า 62)	Her mother opened the door, she had a quick look on her daughter before taking her inside without saying any words. She only said thank you and we didn't have anything to say. Everything was pretty clear.	Syntactic Level 1. The sentence, "I think she was embarrassed", is omitted because it is not import part and it does not distort the main idea of the ST.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
64	By the time we dropped her off it was ten forty-five, and we drove straight back to Jamie's. I was really worried when we got there because of the way she looked and smelled, and I said a silent prayer hoping that Hegbert wasn't awake. (p. 45)	กว่าจะถึงบ้านเอนเจลาเวลาก็ล่วงไปถึงสี่ทุ่มสี่สิบห้าแล้ว เราต้องรีบไปให้ถึงบ้านเจมีก่อนห้าทุ่ม เมื่อไปถึงใจผมเต้นตึกตักกังวลกับสภาพยับยู่ยี่ของเสื้อผ้าเจมีกับกลิ่นที่ติดตัวเธอ ได้แต่นึกภาวนาขอให้เฮกเบิร์ตหลับไปแล้ว (หน้า 62)	Before reaching Angela's house, it was about ten forty-five. We had to arrive at Jamie's house before eleven. I was very excited when I was there. I was worried about her crumpled and smelly dress. I was praying and wishing that Hegbert was gone to sleep already.	Syntactic Level 1. The noun phrase, "a silent prayer", is changed to the form of verb, "ภาวนา" or "was praying", for the correct syntactic structure and to make it meaningful in the RT.							✓		
				2. The gerund noun, "hoping", is changed into the form of verb, "ขอให้" or "was wishing", for the correct syntactic structure and to make it meaningful in the RT.							✓		
				3. The negative sentence, "Hegbert wasn't awake.", is constructed into the affirmative sentence, "เฮกเบิร์ตหลับไปแล้ว", to make it meaningful and sound natural in the RT.								✓	

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
65	I didn't want to have to explain this to him. Oh, he'd probably listen to Jamie if she was the one who told him about it, but I had the sinking feeling that he'd find a way to blame me anyway. (p. 45)	ผมไม่อยากอธิบายอะไรกับเขา อ้อ ... เขาอาจฟังเจมีก็ได้ถ้าเธอเป็นคนพูด แต่ผมก็ยังกลุ้มว่าเขาคงต้องหาเรื่องโทษผมอยู่ดี (หน้า 62)	I didn't want to explain anything to him. Uh.. he probably listened to Jamie if she could but I was still worried that he was looking for something to blame me anyway.	Syntactic Level 1. The gerund noun, "the sinking feeling", is changed into the form of verb, "กลุ้ม", for the correct syntactic structure and to make sense of the RT.							✓		
66	She kept on smiling when she finally turned my way. "I had a good time tonight. Thank you for taking me to the dance." (p. 45)	เธอยิ้มรับคำ แล้วค่อย ๆ หันตัวมาทางผม "คืนนี้สนุกมากค่ะ ขอบคุณที่ชวน" (หน้า 62)	She smiled to keep the promise and turned around to me. "It was so enjoyable. Thank you for inviting me there for tonight."	Syntactic Level 1. The gerund nouns, "smiling" and "taking", are changed to the form of verbs, "ยิ้ม" or "smiled" and "ชวน" or "inviting", for the correct syntactic structure and to make sense in the RT.							✓		

No.	Source Text	Receptor Text	Back Translation	Remarks	Lexical Level					Syntactic Level			
					1	2	3	4	5	1	2	3	4
67	Here she was, covered in puke, actually thanking me for the evening. Jamie Sullivan could really drive a guy crazy sometimes. (p. 45)	อีกแล้วหรือนี่ ... ขนาดเลอะอ้วกไปทั้งตัวเธอยังอุตส่าห์ขอบคุณผมที่พาไปรับเคราะห์ เห็นมั้ยว่าเจมี ซัลลิแวนก็ทำให้หนุ่มคลั่งได้เหมือนกัน (คลั่งไปอีกแบบน่ะ) (หน้า 62)	There she went again.... covered with puke, she still thanked me for having a bad luck. You see! Jamie Sullivan could drive a guy crazy (crazy in another way).	Lexical Level 1. The phrases, "คลั่งไปอีกแบบน่ะ" or "crazy in another way", are added for the literary writing style in a sarcastic way.	✓								
				Syntactic Level 1. "Jamie Sullivan" is transliterated as "เจมี ซัลลิแวน" because it is a proper name of person and it contains on meaning in the RT.						✓			

APPENDIX D

The Evaluation of Index of Item-Objective Congruence (IOC) in Chapter 1 of the Fiction *A Walk to Remember*

No.	Rating by the Experts			$\sum R$	IOC
	Expert 1	Expert 2	Expert 3		
1	1	1	1	3.00	1.00
2	1	1	1	3.00	1.00
3	1	1	1	3.00	1.00
4	1	1	1	3.00	1.00
5	1	1	1	3.00	1.00
6	1	1	1	3.00	1.00
7	1	1	1	3.00	1.00
8	1	1	1	3.00	1.00
9	1	1	1	3.00	1.00
10	1	1	1	3.00	1.00
11	1	1	1	3.00	1.00
12	1	1	1	3.00	1.00
13	1	1	1	3.00	1.00
14	1	1	1	3.00	1.00
15	1	1	1	3.00	1.00
16	1	1	1	3.00	1.00
17	1	1	1	3.00	1.00
18	1	1	1	3.00	1.00
19	1	1	1	3.00	1.00
20	1	1	1	3.00	1.00
21	1	1	1	3.00	1.00
22	1	1	1	3.00	1.00
23	1	1	1	3.00	1.00
24	1	1	1	3.00	1.00
25	1	1	1	3.00	1.00
26	1	1	1	3.00	1.00
27	1	1	1	3.00	1.00
28	1	1	1	3.00	1.00
29	1	1	1	3.00	1.00
30	1	1	1	3.00	1.00
31	1	1	1	3.00	1.00
32	1	1	1	3.00	1.00
33	1	1	1	3.00	1.00
34	1	1	1	3.00	1.00
35	1	1	1	3.00	1.00
36	1	1	1	3.00	1.00
37	1	1	1	3.00	1.00
38	1	1	1	3.00	1.00
39	1	1	1	3.00	1.00
40	1	1	1	3.00	1.00

41	1	1	1	3.00	1.00
42	1	1	1	3.00	1.00
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46	1	1	1	3.00	1.00
47	1	1	1	3.00	1.00
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56	1	1	1	3.00	1.00
57	1	1	1	3.00	1.00
58	1	1	1	3.00	1.00
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63	1	1	1	3.00	1.00
64	1	1	1	3.00	1.00
65	1	1	1	3.00	1.00
66	1	1	1	3.00	1.00
67	1	1	1	3.00	1.00
68	1	1	1	3.00	1.00
69	1	1	1	3.00	1.00
70	1	1	1	3.00	1.00
71	1	1	1	3.00	1.00
72	1	1	1	3.00	1.00
73	1	1	1	3.00	1.00
74	1	1	1	3.00	1.00
75	1	1	1	3.00	1.00
76	1	1	1	3.00	1.00
77	1	1	1	3.00	1.00
78	1	1	1	3.00	1.00
79	1	1	1	3.00	1.00
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82	1	1	1	3.00	1.00
83	1	1	1	3.00	1.00
84	1	1	1	3.00	1.00
85	1	1	1	3.00	1.00
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90	1	1	1	3.00	1.00
91	1	1	1	3.00	1.00
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95	1	1	1	3.00	1.00
96	1	1	1	3.00	1.00
97	1	1	1	3.00	1.00
98	1	1	1	3.00	1.00
99	1	1	1	3.00	1.00
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133	1	1	1	3.00	1.00
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203	1	1	1	3.00	1.00
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206	1	1	1	3.00	1.00
207	1	1	1	3.00	1.00
208	1	1	1	3.00	1.00
209	1	1	1	3.00	1.00
210	1	1	1	3.00	1.00

มหาวิทยาลัยบูรพา Burapha University

APPENDIX E

The Evaluation of Index of Item-Objective Congruence (IOC) in Chapter 2 of the Fiction *A Walk to Remember*

No.	Rating by the Experts			$\sum R$	IOC
	Expert 1	Expert 2	Expert 3		
1	1	1	1	3.00	1.00
2	1	1	1	3.00	1.00
3	1	1	1	3.00	1.00
4	1	1	1	3.00	1.00
5	1	1	1	3.00	1.00
6	1	1	1	3.00	1.00
7	1	1	1	3.00	1.00
8	1	1	1	3.00	1.00
9	1	1	1	3.00	1.00
10	1	1	1	3.00	1.00
11	1	1	1	3.00	1.00
12	1	1	1	3.00	1.00
13	1	1	1	3.00	1.00
14	1	1	1	3.00	1.00
15	1	1	1	3.00	1.00
16	1	1	1	3.00	1.00
17	1	1	1	3.00	1.00
18	1	1	1	3.00	1.00
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21	1	1	1	3.00	1.00
22	1	1	1	3.00	1.00
23	1	1	1	3.00	1.00
24	1	1	1	3.00	1.00
25	1	1	1	3.00	1.00
26	1	1	1	3.00	1.00
27	1	1	1	3.00	1.00
28	1	1	1	3.00	1.00
29	1	1	1	3.00	1.00
30	1	1	1	3.00	1.00
31	1	1	1	3.00	1.00
32	1	1	1	3.00	1.00
33	1	1	1	3.00	1.00
34	1	1	1	3.00	1.00
35	1	1	1	3.00	1.00
36	1	1	1	3.00	1.00
37	1	1	1	3.00	1.00
38	1	1	1	3.00	1.00
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43	1	1	1	3.00	1.00
44	1	1	1	3.00	1.00
45	1	1	1	3.00	1.00
46	1	1	1	3.00	1.00
47	1	1	1	3.00	1.00
48	1	1	1	3.00	1.00
49	1	1	1	3.00	1.00
50	1	1	1	3.00	1.00
51	1	1	1	3.00	1.00
52	1	1	1	3.00	1.00
53	1	1	1	3.00	1.00
54	1	1	1	3.00	1.00
55	1	1	1	3.00	1.00
56	1	1	1	3.00	1.00
57	1	1	1	3.00	1.00
58	1	1	1	3.00	1.00
59	1	1	1	3.00	1.00
60	1	1	1	3.00	1.00
61	1	1	1	3.00	1.00
62	1	1	1	3.00	1.00
63	1	1	1	3.00	1.00
64	1	1	1	3.00	1.00
65	1	1	1	3.00	1.00
66	1	1	1	3.00	1.00
67	1	1	1	3.00	1.00
68	1	1	1	3.00	1.00
69	1	1	1	3.00	1.00
70	1	1	1	3.00	1.00
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89	1	1	1	3.00	1.00

90	1	1	1	3.00	1.00
91	1	1	1	3.00	1.00
92	1	1	1	3.00	1.00
93	1	1	1	3.00	1.00
94	1	1	1	3.00	1.00
95	1	1	1	3.00	1.00
96	1	1	1	3.00	1.00
97	1	1	1	3.00	1.00
98	1	1	1	3.00	1.00
99	1	1	1	3.00	1.00
100	1	1	1	3.00	1.00
101	1	1	1	3.00	1.00
102	1	1	1	3.00	1.00
103	1	1	1	3.00	1.00

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APPENDIX F

The Evaluation of Index of Item-Objective Congruence (IOC) in Chapter 3 of the Fiction *A Walk to Remember*

No.	Rating by the Experts			$\sum R$	IOC
	Expert 1	Expert 2	Expert 3		
1	1	1	1	3.00	1.00
2	1	1	1	3.00	1.00
3	1	1	1	3.00	1.00
4	1	1	1	3.00	1.00
5	1	1	1	3.00	1.00
6	1	1	1	3.00	1.00
7	1	1	1	3.00	1.00
8	1	1	1	3.00	1.00
9	1	1	1	3.00	1.00
10	1	1	1	3.00	1.00
11	1	1	1	3.00	1.00
12	1	1	1	3.00	1.00
13	1	1	1	3.00	1.00
14	1	1	1	3.00	1.00
15	1	1	1	3.00	1.00
16	1	1	1	3.00	1.00
17	1	1	1	3.00	1.00
18	1	1	1	3.00	1.00
19	1	1	1	3.00	1.00
20	1	1	1	3.00	1.00
21	1	1	1	3.00	1.00
22	1	1	1	3.00	1.00
23	1	1	1	3.00	1.00
24	1	1	1	3.00	1.00
25	1	1	1	3.00	1.00
26	1	1	1	3.00	1.00
27	1	1	1	3.00	1.00
28	1	1	1	3.00	1.00
29	1	1	1	3.00	1.00
30	1	1	1	3.00	1.00
31	1	1	1	3.00	1.00
32	1	1	1	3.00	1.00
33	1	1	1	3.00	1.00
34	1	1	1	3.00	1.00
35	1	1	1	3.00	1.00
36	1	1	1	3.00	1.00
37	1	1	1	3.00	1.00
38	1	1	1	3.00	1.00
39	1	1	1	3.00	1.00
40	1	1	1	3.00	1.00
41	1	1	1	3.00	1.00

42	1	1	1	3.00	1.00
43	1	1	1	3.00	1.00
44	1	1	1	3.00	1.00
45	1	1	1	3.00	1.00
46	1	1	1	3.00	1.00
47	1	1	1	3.00	1.00
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50	1	1	1	3.00	1.00
51	1	1	1	3.00	1.00
52	1	1	1	3.00	1.00
53	1	1	1	3.00	1.00
54	1	1	1	3.00	1.00
55	1	1	1	3.00	1.00
56	1	1	1	3.00	1.00
57	1	1	1	3.00	1.00
58	1	1	1	3.00	1.00
59	1	1	1	3.00	1.00
60	1	1	1	3.00	1.00
61	1	1	1	3.00	1.00
62	1	1	1	3.00	1.00
63	1	1	1	3.00	1.00
64	1	1	1	3.00	1.00
65	1	1	1	3.00	1.00
66	1	1	1	3.00	1.00
67	1	1	1	3.00	1.00

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APPENDIX G

List of Experts

1. Dr. Prommin Kongkaew	The Head of English Program, Faculty of Humanities and Social Sciences at Ubon Ratchathani Rajabhat University
2. Dr. Surachai Piyanukool	The English lecturer at English Program of Faculty of Humanities and Social Sciences at Buriram Rajabhat University
3. Dr. Niyom Aanmile	The Head of English Program, Faculty of Education at Buriram Rajabhat University

มหาวิทยาลัยราชภัฏบุรีรัมย์ Buriram Rajabhat University

APPENDIX H

Invitation Letters to Experts

The Letter Requesting to be the Expert for the Research Instruments

No. 0545.11/491

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

October 1, 2014

Dear Dr. Prommin Kongkaew,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to Dr. Prommin Kongkaew, the Head of English Program, Faculty of Humanities and Social Sciences at Ubon Ratchathani Rajabhat University to be the expert for the research instruments. I would like to inform you that Miss Chuthamard Pathomthong, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **"An Analysis of Strategies Employed in Translating English-Thai Fiction: A Case Study of A Walk to Remember"**, under the supervision of Assistant Professor Dr. Akkarapon Nuemaihom, the Chairperson of the Thesis.

In this regard, BRU would appreciate for your kindness consideration to be the expert for giving advices in her research instrument.

Gratefully acknowledge for your time and cooperation.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0 446 1616 ext. 3806
Fax. 0 4461 2858

No. 0545.11/491

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

October 1, 2014

Dear Dr. Surachai Piyanukool,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to Dr. Surachai Piyanukool, the English lecturer at English Program of Faculty of Humanities and Social Sciences at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Miss Chuthamard Pathomthong, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **"An Analysis of Strategies Employed in Translating English-Thai Fiction: A Case Study of A Walk to Remember"**, under the supervision of Assistant Professor Dr. Akkarapon Nuemaihom, the Chairperson of the Thesis.

In this regard, BRU would appreciate for your kindness consideration to be the expert for giving advices in her research instrument.

Gratefully acknowledge for your time and cooperation.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0 446 1616 ext. 3806
Fax. 0 4461 2858

No. 0545.11/491

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

October 1, 2014

Dear Dr. Niyom Aanmile,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to Dr. Niyom Aanmile, the Head of English Program, Faculty of Education at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Miss Chuthamard Pathomthong, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **"An Analysis of Strategies Employed in Translating English-Thai Fiction: A Case Study of A Walk to Remember"**, under the supervision of Assistant Professor Dr. Akkarapon Nuemaihom, the Chairperson of the Thesis.

In this regard, BRU would appreciate for your kindness consideration to be the expert for giving advices in her research instrument.

Gratefully acknowledge for your time and cooperation.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)
Dean of Graduate School
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Fax. 0 4461 2858

มหาวิทยาลัยราชภัฏบุรีรัมย์ Buriram Rajabhat University

CURRICULUM VITAE

Name :		Chuthamard Pathomthong
Date of Birth :		June 17, 1972
Place of Birth :		89 Moo 9 BanYang District, Buriram Province, Kingdom of Thailand
Address :		510/25 Jira Road Nai Mueang, Mueang Buriram District, Buriram Province, Kingdom of Thailand
Education :	1979-1984	Primary School Level from Katekantangsongkraw 5 (Traikamsitthisil) School, Mueang Buriram District, Buriram Province, Kingdom of Thailand
	1985-1990	Secondary School Level from Buriram Pittayakhom School, Nai Mueang, Mueang Buriram District, Buriram Province, Kingdom of Thailand
	1991-1997	Bachelor of Science in Computer Science, Ramkhamhaeng University, Bangkok, Kingdom of Thailand
	2012-2015	Master of Arts in English, Buriram Rajabhat University, Buriram Province, Kingdom of Thailand