Enhancing Thai-English Translation Capabilities of EFL Undergraduates with the Principle of Haujai Nakpraj (Learned-man Approach)

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Abstract

Knowledge of subject-verb agreement (concord) plays a vital role in Thai-English translation by EFL undergraduates because the knowledge foundation of concord is essential for Thai-English translation. Complicated rules of concord cause problems for EFL undergraduates' when it comes to Thai-English translation. Their knowledge can be developed and improved utilizing a specific Thai learning style called Haujai Nakpraj Learning Style (HNLS) which means "Learned-man Approach or The Heart of the Learned man". This pre-experimental preliminary research used a one-group pre-test and post-test design study aiming at improving the knowledge of concord. It hopes to achieve this through the activities designed based on the principle of the Haujai Nakpraj Learning Style (HNLS). The goal is to enhance the ability of nine EFL Northern Thai undergraduate students in Thai-English translation as a sample group enrolled in the Introduction to Translation Course during the summer semester of the 2020 academic year in comparison to the Thai-English translation ability of EFL Thai undergraduates.Data collection instruments consisted of pre-test and post-test with 62 items divided into two sections. The first 32 items concentrate on testing subject-verb agreement knowledge in addition to 30 multiple-choice items testing the Thai-English translation ability of the sample group together with threeThai-English translation subjective tests as qualitative data. The statistics used in the data analysis was the Wilcoxon Signed-Rank Test employed to compare the average scores of the target group's pre-test and post-test. The findings revealed that the average score of the post-test on knowledge of subject-verb agreement in Thai-English translation was significantly higher than the average score of the pre-test at 0.05 level. In qualitative data analysis, findings revealed the sample group received high and average translation marks, with scores ranging from 16 to 20 for high, 11 to 15 for average, and 5 to 10 for low.This result suggested that the activities are effective to a certain extent as they can be applied for EFL learners in the translation source language (SL) to the target language (TL) context.

Keywords: concord, HNLS: principles of learned-man, subject-verb agreement, translation capabilities

1. Introduction

Currently, the principle of translation is considered to be an important subject for both professional translators and instructors teaching in current Thai undergraduate programs. Since 2017, The Ministry of Education Of Thailand has stipulated translation as a compulsory subject (Ministry of Education, 2017), meaning it is required to be taught to students from the second year onwards to the fourth year. The expectation from second-year students is not only to be able to translate informative texts from English to Thai and vice versa but also to be able to apply the translation principles and languages that are suitable for the text.   By the end of the third year, students should be able to translate expressive text such as novels, whereas for the fourth-year students the objectives stipulate the ability of the learners in translating persuasive texts such as speeches, public addresses as well as texts in specific subjects like economics, business, and law. Furthermore, students are required to search for and analyze data on the translation of terms, idioms, the evolution of vocabulary as well as language usage from academically reliable publications and online media. In addition, learners can utilize such resources for the translation of texts and be able to choose the appropriate language level to suit the intended readers (Office of the Higher Education Commission, 2019 pp. 6-8).

To meet the policy of the Thai Ministry of Education, the University of Phayao, located in northern Thailand, made revisions to the Bachelor of Arts Program in English in 2019 by amending and adjusting all English subjects in the program. The newly revised program commenced in the first semester of the academic year 2019-2020 with a set goal of meeting the standards set forth by the Thai Qualifications Framework for Higher Education (TQF) in 2021 (University of Phayao TQF 3, 2019,p.2). Translation is a core subject in the English major with a requirement of nine credits consisting of the following courses: Introduction to Translation, Literary Translation, and Translation of Specific Texts. The first subject, Introduction to Translation, impart to students the principles, guidelines, and the process of translation from English to Thai and from Thai to English by working with single informative sentences and short informative paragraphs. Other principles are also explored, such as quality of translation, common translation problems (challenges), and analysis of such problems along with solutions to minimize them. In the second course, Literary Translation, students are required to learn principles, guidelines, and processes of translating expressive texts, selected literary texts, the application of suitable principles of translation and language, literary translation quality, common problems in the translation of literature, and analysis of problems and ways to correct them. Finally, in the third course, Translation of Specific

Texts, learners are required to master principles, guidelines, and the process of translating persuasive texts in addition to learning translation quality and being able to analyze the causes of errors and corrections in translation.

The empirical problem that the researchers have faced in teaching translation lies in the process of translation from Thai into English. The major obstacle is in the differences in language structure of both languages which has caused numerous problems in translation, including consistency in subject and verb agreement, or concord. In the following examples, the subjects are in either plural or singular form but they are followed by either singular or plural verbs. In both cases, they are examples of incorrect concord: *"All men is coming"* and *"Everyone are welcome*." The basic solution is to give individual feedback to students by pointing out mistakes and providing appropriate explanations. That can be an effective solution and it has been shown to work to a certain extent. However, for the most part, when learners are given a new translation assignment, they produce the same errors. Such erroneous repetition prevails in English classrooms around Thailand. The researcher realized that if there was a learning style with a systematic process that can stimulate learners' thoughts, then the problem of repeating errors of concord would be solved sustainably in translation. Therefore, this study attempts to improve the knowledge of subject-verb agreement (concord) through the activities designed and based on the principle of the Haujai Nakpraj Learning Style (*HNLS*) or (Learned-man or the heart of a learned man) in enhancing the Thai-English translation ability of nine EFL Northern Thailand undergraduate students as a sample group enrolled in Introduction to Translation course in the summer semester in the academic year 2020. The evaluation is done using a pre-test, the results of which are then compared to the results of a post-test after employing a Learned-man Style to the Thai-English translation ability of EFL undergraduate students.

2. Literature Review

Cambridge Dictionary defines "translation" as (1) something that is translated, or the process of translating something, from one language to another; (2) the activity or process of changing the words of one language into the words in another language that has the same meaning (Cambridge, 2003).

The translation from a source language (SL) to a target language (TL) would be easy if all languages in the world were under the same set of general or universal concepts. The similarities between SL and TL would benefit the language learning experience. In this regard, Culler (1976) opines that languages are not nomenclatures and the concepts of one language may differ radically from those of another since each language articulates or organizes the word differently, and languages do not simply name categories; they articulate their own (p. 21-2). This means, according to Culler (1976), that one of the problems of translation is the disparity between languages. The bigger the gap between the SL and the TL, the more difficult the transfer of a message from the former to the latter will be (Ordudari, 2007). The difference between an SL and a TL and the variation in their cultures are still the focus of research on translation, as this difference makes the process of translating a significant challenge. The problematic factors involved in translation are numerous and include such details as form, meaning, style, proverbs, idioms, etc. To translate SL into TL, an appropriate translation method is required to handle differences and equivalence between SL and TL. Translation theorists such as Newmark (1988), Nida (1982), Baker (1992), Malone (1988), Chesterman, (1997), Vinay and Darbelnet (2004), Havey and Higgins (1992),Harvey (2000) etc. have discussed the equivalence between SL and TL.

It is not easy to convey meaning from one language to another as the meaning in each language does not always exactly match the meaning in another language at the word, phrase, and sentence levels. Besides, different cultural factors reinforce these differences of meaning, causing problems in translation. Translators must understand various elements of the original language and the target language to convey meaning accurately. As the foundation, translators must also have knowledge of the original language and the target language in terms of grammar and vocabulary (Nida & Taber, 1969; Baker, 1992). Therefore, there are always differences and inequalities between languages. Inequality at the word level also creates a host of problems for translators as, in the translation process, translators attempt to find words that denote equal meaning or one that is as close as possible to the one in the original language. Some cultural texts like universal jokes which are commonly understood by people from different cultures can be easily conveyed by using specific procedures. As Alnusairat and Jaganathann (2022,p.1447) pointed out in their research findings " Universal jokes are easily transferred into different languages; however, linguistic and cultural jokes are difficult to translate due to language and cultural differences." In the context of China, for example, foreignization and domestication procedures had been used as a standard translation strategy for the Chinese-English translation of "*Mo Yan's Frog*" by Howard Goldblatt. In order to fully convey to international readers the appeal of Chinese literary works, Howard Goldblatt flexibly employed foreignization and domestication tactics during the translation process as opposed to doing so mindlessly. The foreignization strategy's most notable trait is that it keeps the native qualities of the text's original language. The employment of foreignization techniques in the English translation of Chinese literary works can most effectively preserve and convey the humanistic sentiments of the Chinese people. Thus, making the Chinese style of the text more palatable to English readers (Hui Li,2022, pp.1405-1408).

Since the present study focuses on an application of the the principle of the Haujai Nakpraj Learning Style to enhance the knowledge of concord in order to minize Thai into English translation problems, the following two subheadings are presented as a background. This is to indicate why knowledge of cocncord is essential and how Huajai Nakpraj Learning Style (HNLS) can help minimize minize Thai into English translation problems concerning subject verb agreement.

A. Subject-Verb Agreement (Concord)

Subject-verb agreement is known as concord. According to the Cambridge Advanced Learner's Dictionary (2003, p. 317), the term

"concord" is defined as "the situation in which the words in a sentence match each other according to the rules of grammar, for example when the verb is plural because the subject of the sentence is plural." According to Nordquist (2020), "in grammar, agreement is the correspondence of a verb with its subject in person and number, and of a pronoun with its antecedent in person, number, and gender. Another term for grammatical agreement is concord." Agreement or concord in grammar entails changes in the forms of words that relate to one another, as Pyles (2009, p.4) explained: "Agreement or concord (abbreviated agr) happens when a word changes form depending on the other words to which it relates." Generally, agreement or concord involves some grammatical category between different constituents of a sentence, or sometimes between sentences. Grammatical agreement categories include person, number, gender, and case. In the English language, the grammatical category of person can be found mostly between subject and verb, e.g., he is, they are, I am, we are, a student is, students are, etc. This category also includes the agreement of a pronoun and antecedent where the selection of the correct person is required, e.g., "she and I need." In this example, the correct pronoun for the third person and the first person combined is "we." In regards to the number, grammatical agreement deals with the agreement of verb and subject, in the same way as discussed (stated) in the grammatical category of person. For instance, "I am" (1st person singular), "we are" (1st person plural), "a student plays" (3rd person singular), and "the boys play" (3rd person plural). In addition to the said grammatical agreement category, there are other agreements, including indefinite pronouns like each, each one, either, either one, neither, anyone, anybody, anything, everyone, neither, one, someone, somebody, something, everybody, none, no one, nobody, and everything, which are used with antecedents. In use, "pronouns that follow [antecedents] should be singular and gender neutral unless the gender identity of the persons is known. For example Anyone who has finished their test may leave" (Louis Community College, 2022). Two singular antecedents, antecedents that are singular and plural, and collective nouns as antecedents, can cause problems for language learners dealing with definite pronoun agreement.

The concept of subject-verb agreement does not exist in Thai language whereas in English this concept is common. Consequently, Thai learners often face problems when studying English, particularly regarding the concept of subject-verb agreement. Subject-verb agreement is one of the most common problems found in Thai students' work as indicated in research findings by Khirin (n.d.), Kaewnuch (2014), Watcharapunyawong & Usaha (2013), Amnuai et al. (2021), and Kampookaew (2020).

In this regard, Khirin (abstract) presented his research findings in a group of 45 Thai students learning English subject-verb agreement. In interviews related to the research, the students claimed that they never reflected on grammar in their spontaneous writing and that they never consciously tried to apply rules studied in the classroom through being offered grammatical explanations. Instead, they made their grammatical choices intuitively, using their procedural knowledge. Further, he pointed out that problems with subject-verb agreement left open the question of which pedagogical approach should be applied when it comes to teaching subject-verb agreement. Kaewnuch (2014) pointed out subject-verb agreement as one of the syntactic features that caused errors in high and low-proficiency secondary school students. These errors involved omission, non-English, tense, addition, subject-verb agreement, fragment, and misordering. Watcharapunyawong and Usaha (2013), in their study "Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language," revealed 16 categories of errors found in 120 paragraphs written by 40 second-year English major students. These paragraphs were composed in three writing genres, namely narration, description, and comparison/contrast. The results revealed that the first language (Thai) interference errors consisted of 16 categories: verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. These results suggest that the concept of subject-verb agreement which does not exist in the students' first language (Thai) interferes with the usage of the second language (English).

Amnuai et al. (2021) investigated the structural organization of paragraphs and errors for concord committed by third-year accounting students at a university in Thailand. The research materials consisted of 20 English paragraphs collected from examination papers. The macro-analysis of the structural organization of the paragraphs focused on the three main elements contained in a paragraph: the topic sentence, supporting sentences, and the concluding sentence, while the micro-analysis identified errors in concord at the sentence level. It was found that 30% of the paragraphs omitted a concluding sentence. The supporting points were weak and awkward, and there was no clear evidence or examples given to back up the topic sentence. Errors in concord in the pattern of "basic subject-verb agreement" were found frequently, accounting for 72%.

Kampookaew's (2020) study, "An Analysis of Grammatical Errors Made by 29 Thai EFL University Students in an EAP Writing Class," investigated the language errors that occurred in essay writing. Data were collected from 58 essays totaling 24,445 words produced by 29 second-year students enrolled in an EAP writing class at a public university in Thailand. Results revealed 1,199 errors which were classified into ten types. The most frequent errors involved nouns, articles, verbs, word classes, and prepositions, constituting 84.07% of all the errors. This study further classified the ten types of errors into 49 subtypes. The results of the study also revealed the most prevalent grammatical errors committed by Thai EFL students were the wrong use of singular and plural nouns, omission of the article "the," and concord. This is also in line with the research conducted on errors in written English sentences of Thai EFL students by Sermsook et al. (2017). Results showed the most frequently committed errors including punctuation, articles, subject-verb agreement, spelling, capitalization, and fragment, respectively.

From the aforementioned studies, it is clear that syntactic features in L2, such as concord, which cannot be found in L1 often cause errors in students of L2. Whenever L1 learners try to produce sentences in L2, such as when writing paragraphs and essays or translating from L1 to L2, problems relating to concord frequently occur.

B. Huajai Nakpraj Learning Style (HNLS)

Traditionally, Thai society has a learning style called "Huajai Nakpraj" or "*The Heart of The Learned Person*." It is also known as Philosopher's Heart Principle [PHP].This learning method is recognized as an effective way to stimulate learning and awareness. This method involves four systematic processes: (1) *Su* (listening), (2) *Ji* (thinking), (3) *Pu* (questioning), and (4) *Li* (writing, recording). In a Thai context, this learning style has been successfully employed producing positive effects to support and promote learning in different settings, especially pedagogical ones, as have been observed among researchers, such as Phradhammakittiwong (2005), Thai Ministry of Education (2001), Leelajarsasakul and Sripairoj (2007), Suapradit (2018), Inchan (2012), Kongpaisan et al. (2018), Uttaro (2014), and Rakpa (2018). Phradhammakittiwong (2005) described the effectiveness of *Su, Ji, Pu, Li*, as a learning technique leading to expertise through a four-step process: listening, thinking, questioning, and writing. The Thai Ministry of Education (2001, p. 38) emphasized learner-centered learning and teaching, and the process of Haujai Nakpraj supports this learner-centered approach. The Ministry of Education referred to the speech on *Su, Ji, Pu, Li*, made by Her Royal Highness Princess Maha Chakri Sirindhorn at an academic seminar titled "Information Technology for Learning in the Next Decade," delivered on September 23, 1999, and concluded that the *Su, Ji, Pu, Li* teaching model is a form of teaching that educators should use in Thai education. *Su, Ji, Pu, Li* process begins with students conducting surveys, searching for information, or listening to lectures. After students are encouraged to think or ask questions. The next step involves organizing discussions to find answers to the questions they have formed. Finally, the process ends with drawing conclusions.

In the context of mathematics, Leelajarsasakul and Sripairoj (2007) presented the results of the development of math learning activities using the *Su, Ji, Pu, Li* principle, which showed that *Su, Ji, Pu, Li* had a positive impact on the learning achievements in students at the Armed Forces Academies Preparatory School. *HNLS* or *PHP* principle is also effective when it was employed in the context of Thai literature and literary which were significantly improved (Suapradit (2018).

The results of integrating the HNLS into science instruction indicated that students' scientific literacy and language abilities were increasing. That due to students had more chance to critically listen and read science ideas that related to their everyday life contexts, to generate a question about the topic, to think critically, and to write for communicating what they understood to others.

From the study above, the researcher has surmised that repeated errors in subject-verb agreement in Thai-English translation could be solved using language and translation activities based on the four-process Huajai Nakpraj learning style, hereafter referred to as HNLS.

C. Research Questions

Can errors in subject-verb agreement in Thai-English translation be solved with the application of language and translation activities based on HNLS?

3. Method

This pre-experimental preliminary research employing the mixed methods was conducted according to the One Group Pretest-Posttest Design pattern.

3.1 Research Objectives

To promote the knowledge of concord through activities based on the principle of Haujai Nakpraj (*HNLS,* the Learned-Man Approach) in enhancing Thai to English translation abilities of EFL undergraduate students enrolled in an Introduction to Translation course in the summer semester of the 2020 academic year at the University of Phayao in northern Thailand.

3.2 Participants

The sample group consisted of nine undergraduate English major students obtained voluntarily from a total of 155 students enrolled in different sections of the course.

3.3 Research Instruments

The research instruments consisted of three items: (1) a pretest with 32 multiple-choice items on subject-verb agreement knowledge and 30 multiple-choice questions to test the Thai-English translation ability of the sample; (2) a posttest with 32 multiple-choice items on subject-verb agreement knowledge and 30 multiple-choice questions to test the Thai-English translation ability of the sample; (3) classroom activities based on HNLS assigned throughout the semester together with three Thai-English translation subjective 20 items test dealing with subject verb agreement (qualitative data) distributed during activities being operated.

These 62 test items used in the pretest and posttest on the subject-verb agreement were adapted from test items in the *Blue Book of Grammar and Punctuation* by Lester Kaufman and Jane Straus (2021). The 30 multiple-choice items testing Thai-English translation ability were back-translated from test items in the book. The reason for adaptation is the test items designed in the book are clear,simple, practical, and relevant to the subject verb agreement rules. Content validity and reliability of the test items were checked by three experts in grammar, translation, and testing. Next, the consistency of each test item with the purpose or content (Index of Item-Objective Congruence or IOC) was checked with IOC $\bar{x} \geq 80\%$ and approved by the three experts. Then, test items were rechecked and adjusted based on the experts' recommendations before the trial with the pilot group consisting of 22 students was conducted. After that, test items were checked to estimate item difficulty and Sensitivity Index. Test items were then distributed to the sample group.

3.4 Data Collection

Data were collected by the researcher via the process of administration of the pretest and posttest to the sample group. The pretest was distributed to the sample group with the following procedures:

3.4.1 Administration of the Pretest

3.4.2 Assignment of Activities Based on *HNLS*

Assignment of activities based on *HNLS,* which consisted of four processes: *Su* (listening), *Ji* (thinking), *Pu* (questioning), and *Li* (writing). The activities were administered according to the followings processes:

(a) After the pretest, the sample was divided into two groups: a group of four and a group of five.

(b) Each group was given a sample lecture on a body of knowledge on concord and major differences in language structures between Thai and English. During the lecture, the sample groups were required to follow the four processes of HNLS attentively and systematically: listen, think, question, and write.

(c) At end of the sample model, the sample group was given a Thai-English translation subjective 20-items test based on the contents they had heard.

d) The sample was given a document on rules of subject-verb agreement drawn from the *Blue Book of Grammar and Punctuation* by Lester Kaufman Jane Straus (2021).

(e) Each group member was given the rules of subject-verb agreement to study, then they were required to explain the rules together with exceptions to the rules to other group members. The Thai language was allowed to provide more clarity.

(f) Different group members were asked to listen, think, question, and write during the explanation of the rules. This was a crucial session where every student had the opportunity to practice the processes of *HNLS*, where every student had an opportunity to listen, think, question, and write.

(g) At the end of the session, the three Thai-English translation subjective 20-items tests on concord were distributed to the sample. The sample's transaltion works were checked and marked according to rubrics based on subject verb agreement rules after they had completed the test. Here is the example of the Thai-English translation test:

Instruction: Translate a short Thai sentence into English.

ทุกคนชอบปีเตอร์ : Tookkon chob Peter [meaning "Everyone likes Peter."]………………………………………………………….

Note: Thai sentence ทุกคนชอบปีเตอร์ Tookkon chob Peter] meaning "Everyone likes Peter" is often translated or written as "Everyone like Peter."by EFL Thais.This is because they misunderstand that the pronoun 'everyone' is plural, and its verb takes plural form as well.

(h) Students were given the opportunity to ask questions about their mistakes. Other group members and the lecturer explained the correct answers.

3.4.3 Administration of the Posttest was conducted with the sample.

3.5 Data Analysis

The statistics used in the data analysis were the Wilcoxon Signed Rank Test (1945) for comparing the average pretest and posttest scores of the sample. The mean and standard deviation of the pretest and posttest were used.

4. Results and Discussion

The findings revealed that knowledge of concord in Thai-English translation was improved. The average mean value in the pretest was 39.00, whereas the average mean value in the posttest was 44.33. This improvement was statistically significant at the 0.05 level. Standard deviation was 9.631 in the pretest and 7.297 in the posttest.

Table 1. Comparative average mean score between pretest and posttest: Wilcoxon Signed Rank Test (n=9)

Test	Mean	SD	Z	p-value
Pretest	39.00	9.631	2.677	0.007
Posttest	44.33	7.297		

The posttest mean scores increased at the statistically significant 0.05 level.

The findings presented above show that knowledge of concord in Thai-English translation was improved as indicated by the increase of the mean value of the pretest and posttest from 39.00 to 44.33. The mean value of the posttest was significantly higher than the average score of the pretest at the 0.05 level.

Qualitative data from the sample group's scores on the three subjective Thai-English translation tests were analyzed. Findings revealed the favorable effects of the activities with high, average, and low scores in accordance with HNLS processes. The sample group received high and average translation marks, with scores ranging from 16 to 20 for high, 11 to 15 for average, and 5 to 10 for low. In the first test, two students received high marks while seven other students had average scores. In the second test, seven stuents had high scores, while the remaining two received scores that were average. All nine students received high socres on the third test.The total results showed the development of subject agreement knowledge during the activity session, as shown in the table 2.

Table 2. Scores showing progress of knowledge of subject agreement during activity session

Student	1st test total score 20	2nd test Total score 20	Percentage progress Test 1-2 [%]	3rd test Total score 20	Percentage progress test 2-3 [%]	Percentage progress Test 1-3 [%]
1	14	16	10	18	10	20
2	15	16	5	18	10	15
3	16	14	-	17	15	5
4	14	15	5	18	15	20
5	14	17	15	17	-	15
6	16	17	5	18	5	10
7	15	17	10	18	5	15
8	14	16	10	17	5	15
9	14	17	15	18	5	20

The table 2 showed that progress of knowledge of subject agreement during activity session can be seen clearly from a percentage of progress of the test 1-2, for instance, 14 marks scored by student no. 1 in the 1st test, 16 marks in the 2nd test, and 18 marks in the 3rd test respectively. The percentage progress of the test 1-2 included 10%, 10 % in test 2-3, and 20 % in the test 1-3.

After activity session, the sample's comprehension on subjectverb agreement was improved.The HNLS also helped the sample detect and correct mistakes. For example, the sentence like "Everyone like Peter." was correctly translated or written as " Everyone likes Peter."by EFL Thais.

This showed that knowledge of concord in Thai-English translation was enhanced by the activities designed based on the four processes of *HNLS* due to the following positive effects:

1) Knowledge of concord of each participant was stimulated while attentively listening, critically thinking, wisely participating in direct questioning, and systematically writing or noting down what was heard. The processes of *HNLS* helped learners develop knowledge of concord as indicated in the posttest average score which was higher than the pretest. This corresponds with Inchan's study (2012) that showed the positive effect of religious study in learners who learn dhamma (Religious course) through the processes of *HNLS* in E-learning platforms. The learning scores of participants in Inchan's study averaged 78.59% out of 100% which met the standard of 70%. These results suggest that processes of *HNLS* helped learners develop listening, thinking, questioning, and writing skills and their scores noticeably increased after implementation of the processes of *HNLS*.

2) Rules of concord are systematically and attentively studied through the four processes of HNLS.

3) Systematic learning through the four processes of *HNLS* promotes Thai-English translation ability and can reduce the repetition of errors in concord.

4) The processes of *HNLS* provide the learner with the opportunity to express opinions, find answers, engage in discussions, and write notes about what can be used again in further study. The four processes of *HNLS* are therefore ideal for learner-centered instruction. This conclusion aligns with the goals of the Thai Ministry of Education which has emphasized the importance of learner-centered education (2001). According to the processes of *HNLS*, learners are trained to have skills in exploring, searching for information, listening to lectures, thinking, questioning, seeking answers, and writing down their conclusions. The positive results of integrating the *HNLS* was also found in the context of science instruction.Students' scientific literacy and language abilities were increasing (Praputtakun et al,2012). It is because students were given more opportunities to critically listen to and study science ideas connected to their everyday life situations, to generate a question about the issue, to think critically, and to write in order to communicate what they understood to others.

5) The ability to translate Thai into English was higher after the trials as measured by the Wilcoxon Signed Rank Test, which suggests that the four processes of *HNLS* used in the activities could enhance learners' cognition and analytical skills by allowing learners to understand the reasons for questioning and taking notes, thus enhancing the learners' concentration. These results are in accordance with the study by Theravitcho et al. (2018) on the positive effects of *HNLS* on learners' concentration in an economics subject, where listening and thinking skills were developed after the implementation of *HNLS*.

These results have suggested that the activities are effective, and they can be applied to EFL translation contexts.

5. Conclusion

Based on the findings discussed above, knowledge of concord in Thai-English translation has been improved by applying the processes of HNLS. The mean value of the posttest was significantly higher than the average score of the pretest at the 0.05 level. This has shown that knowledge of concord in Thai-English translation was enhanced by the activities based on *HNLS*. Further, the increase in average scores of the posttest and the pretest revealed that students' ability in Thai-English translation has been improved through the activities designed by the framework of *HNLS*. In qualitative data, the scores from the three Thai-English translation tests revealed the sample group's progress of knowledge of subject verb agreement from the everage level to high level. The sample group understood the rules of concord together with exceptions.

Findings also answered the research question "Can errors in subject-verb agreement in Thai-English translation be solved with the application of language and translation activities based on HNLS?"as errors in subject-verb agreement in Thai-translation were solved and the sample group's knowledge of subject-verb agreement was improved as indicted in the the posttest mean scores that increased at the statistically significant 0.05 level.Besides, findings in qualitative data analysis revealed that the sample group received high and average translation marks, with scores ranging from 16 to 20 for high, 11 to 15 for average, and 5 to 10 for low.

Implications

Teachers of other language skills such as listening, speaking, reading, writing, vocabulary, and grammar can be benifited with the application of *HNLS*.The results can be applicable for other disciplines as far as the processes are concerned. However, using *HNLS* through online platforms has some limitations regarding time, learners' attention, and concentration. Therefore, *HNLS* would be more effective when applied in normal classrooms.

Further Study

1) Since the present study is a preliminary study, there should be an extended study with a large scale of sample group.

2) The four processes of *HNLS* should be applied to language courses focused on receptive skills such as listening and reading.

3) The four processes of *HNLS* should be applied to grammar subjects that require understanding and time to master.

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