



SOME COMMON ERRORS IN VIETNAMESE-ENGLISH TRANSLATION OF ENGLISH-MAJOR JUNIORS AT TAY DO UNIVERSITY, VIETNAM

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Abstract:

Most Vietnamese students who learn English often make mistakes when learning Vietnamese-English translation because there are many differences between Vietnamese and English. Therefore, translation is a difficult subject when learning English. This research “Some common errors in the Vietnamese-English translation of English majors at Tay Do University” focused on some common errors of English majors in Vietnamese-English translation. In this research, the participants were 75 English majored juniors at Tay Do University in which 55 students randomly were chosen to complete the translation tests and the remaining ones (20 students) were selected to answer the interview questions. The results of this thesis showed that the English majors made errors in Vietnamese-English translation related to word order, grammar, and lexicon. It is hoped that this research can be helpful for both students and teachers in the process of learning and teaching translation.

Keywords: common errors; Vietnamese-English translation; English-major juniors

1. Introduction

This chapter addresses the rationale, research aims, research questions, significance of the study and research organization.

1.1 Rationale

In this modern society, no one can deny the importance of English, it is not only an international language but also the second language of many countries around the world. In addition, English plays an indispensable role in people’s life and social development.

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It can be seen as the language that all people around the world can use for a variety of purposes, from academia, news, business, diplomacy, careers, to entertainment. Moreover, foreign companies now are targeting employees who are competent in English. Consequently, English is a means to help English users have more job opportunities in the future.

In the English acquisition process, there are four competent skills that English learners must master: listening, speaking, reading, and writing. Besides, translation is also a profession that requires critical thinking skills and an academic level of knowledge. A good translator has a lot of experience and passion for language. It also refers to the communication of meaning from one source of language to another. Therefore, translation skill is the “convergent” skill that requires the cooperative support of four competent skills in acquiring English. Nevertheless, translation is always a challenge for students or English users.

In reality, students majoring in English often make errors in their translation practice when learning translation, especially in word order, grammar, and lexicon. They do not know how to avoid those errors to make the text smooth and fluent in English standard. Consequently, to become a good translator, English majored students in Vietnam need to pay attention to those errors and keep them away.

For the above reasons, the researcher decided to conduct a study entitled “Some common errors in Vietnamese-English translation of English majors at Tay Do University”. This thesis is carried out to explore those common errors that English majored juniors often encountered in Vietnamese-English translation and suggested some solutions that help students improve their Vietnamese-English translating skills better.

1.2 Research aims

The purpose of the research was done to find out some common errors in the Vietnamese-English translation of English-majoring students at Tay Do University and thereby help them be aware of their own obstacles in the learning translation.

1.3 Research questions

This thesis was conducted in order to answer the following research questions:

- 1) Do English majored juniors at Tay Do University often encounter problems in Vietnamese-English translation?
- 2) What are common errors that English-majored juniors at Tay Do University often encounter in their Vietnamese-English translation?

1.4 Significance of the study

This research is conducted for the purpose of helping the juniors majoring in English at Tay Do University. Understanding their difficulties in learning translation, the thesis will be a useful reference with the solutions suggested which help the teachers recognize their students’ errors in Vietnamese-English translation as well as requirements in studying

the subject. Since then, the teachers will have a suitable adjustment in teaching method as well as teaching material to satisfy the students' needs, which is believed to bring good results in studying. Furthermore, it is a strong hope that the study will be a useful reference helping improve translation skills for not only the third-year students majoring in English at Tay Do University but also for all English users who feel interested in the job as a translator and really want to become an expert translator.

1.5 Organization of the research

This thesis consists of five main chapters. They are Introduction, Literature review, Methodology, Results and Discussion and Conclusion

Chapter 1: **Introduction** provides the rationale, significance and organization of the study.

Chapter 2: **Literature review** points out the definitions of translation, types of translation, some common errors in Vietnamese-English translation, and previous studies.

Chapter 3: **Methodology** shows the study's method employed in the thesis, including the research question, research aim, hypothesis, research design, the research participants, instruments and procedure.

Chapter 4: **Results and discussion** indicate the collected information from the test paper and the interview in order to find out the common difficulties that are troubling the English major juniors at Tay Do University in translation.

Chapter 5: **Conclusion, pedagogical implications, limitations and recommendations** give the conclusion and suggest some implications.

2. Literature review

In this chapter, the researcher would like to present the definitions of translation and types of translation, difficulties in Vietnamese-English translation and previous studies.

2.1 Definitions of translation

There are many definitions of "translation" that have been discussed by numerous researchers. One of the most prominent definitions of translation is stated by Nida and Taber (1974:14), "*Translation consists of reproducing the receptor language, the closest natural equivalent of the source language, first in terms of meaning and secondly in terms of style*". Meanwhile, Wilss (1982) asserted that "*Translation is a transfer process, which aims at the transformation of written source language text into an optimally equivalent target-language text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the source language*".

According to Newmark (1988), "*translation is rendering the meaning of a text into another language in the way that the author intended the text*". Besides, Bell R. (1991) stated that translation is the expression in another language (target language) of what has been expressed in one language (source language), preserving semantic and stylistic equivalencies. Furthermore, Basnett (2002) also shared the same viewpoint when stating that "*translation is rendering the source language text into the target language text, which fairly*

remains the similarity of the meaning and preserves the source language structures as closely as possible but not to distort the target language structures seriously”.

A more comprehensive definition of translation was provided by Ordudari (2007: 1) *“translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL text”*. In addition, Ghazal (2008:1) defined *“translation consist of all the processes and methods used to render and/or transfer the meaning of the source language text into the target language as closely, completely, and accurately as possible.”*

In conclusion, the main purpose of translation is intended to find meaning equivalence in the target language and to make sure that the messages are transferred correctly. To get the equivalences, the translators need to consider the techniques they used during the translation process.

2.2 Types of translation

Many scholars have different classifications of types of translation in their own way. The most acceptable one is stated by Larson (1984), who affirmed that *“translation is classified into two main types namely form-based translation and meaning-based translation”*. Form-based translation attempts to follow the form of the source language (SL) and it is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation. A literal translation sounds like nonsense and has little communication value (Larson, 1984:15). The literal translation can be understood if the general grammatical form of the two languages is similar. Larson (1984) said that *“idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items”*. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically.

Moreover, Newmark (1988) classified translation into eight types, namely: *“word for word translation; literal translation; faithful translation; semantic translation; adaptation translation; free translation; idiomatic translation, and communicative translation.”*

2.2.1 Word for word translation

In translating word for word translation, the wording (word of order) of source languages is maintained and translated one by one in accordance with the general meaning, and not taking account of the context.

Example:

“Một nền kinh tế ổn định và phát triển trong những năm qua đã giúp chúng ta không còn lỗi hẹn với các kiểu thời trang hiện đại và thành phố Hồ Chí Minh được đánh giá là trung tâm sáng tạo thời trang của cả nước”.

“A stable and developed economy in recent years has helped us to keep pace with modern modes. Ho Chi Minh city is estimated as the center of fashion for the whole country.”

2.2.2 Literal translation

In this translation, grammatical constructions source (source language) is transferred into the target language grammatical constructions (target language) closest, but the words translated lexical are still single, out of context. Literal translation can be considered as a very low level of translation. A literal translation sounds like nonsense and has little communication value.

Example:

"Mời bạn về nhà tôi chơi".

"Invite friends about my house play. (nonsense)"

2.2.3 Faithful translation

In this type of translation, contextual meaning is diverted from the source language into the target language, despite the limitations of the target language's grammatical structure. Word cultures are transferred and the degree of "abnormality" grammatical and lexical persists.

Example:

"He is as fast as a kangaroo".

Anh ấy nhanh như một con kangaroo.

"My dad is as strong as Superman".

Cha tôi khỏe như một siêu anh hùng vậy.

2.2.4 Semantic translation

This translation is promoting the values and the beauty of the source language. Translating this model is more flexible by providing space for creativity and intuition interpreters.

Example:

"She has a sunny smile on her face".

"Cô ấy có gương mặt với nụ cười tỏa nắng."

2.2.5 Adaptation translation

This type of translation is a "most free", commonly used in drama and poetry.

Example:

Source text: *"Thà một phút huy hoàng rồi chợt tắt*

Còn hơn buồn le lói suốt trăm năm"

(Xuân Diệu)

Target text: *"It would rather the victorious brightness*

In an only moment the centenary twinkle"

2.2.6 Free translation

In this type of translation, the message and mandate are reproduced, regardless of the form in the source language. In other words, in this kind of translation, “content” is translated without following the “shape” as in the source language.

Example:

“Công việc là công việc, tình cảm là tình cảm, không thể lẫn lộn được.”

Business is business.

“Thời gian sẽ trả lời tất cả.”

Wait and see.

2.2.7 Idiomatic translation

In translation, this type of message or mandate is reproduced in the target language but there is a tendency to distort shades of meaning, due to the use of idioms that were not there in the source language.

Example:

“Cha nào con nấy.”

This sentence can be translated: “Like father, like son.”

2.2.8 Communicative translation

In this type of translation, the contextual meaning source language is diverted so that the message and the language can be received and understood by the target audience of the translation.

Example:

Apple, a big well-known brand of America, Apple has many different slogans associated with certain products. The most famous and impressive during the development of this company is the slogan “*Think different*”. It was created by Steve Jobs, and became the foundation for Apple’s later development strategies. It isn’t translated in Vietnamese: “*Nghĩ khác đi*” but translated as “*Hãy khác biệt*”. It promotes the value of endless creativity, and the importance of difference. Apple products are unique, and different from other brands.

2.3 Difficulties in Vietnamese-English translations

2.3.1 Word order

Vietnamese and English have the same basic S-V-O word order. Vietnamese is an isolating language in which the relationship between parts of a sentence is indicated by the word order and auxiliaries. As a result, word order is critical to convey the meaning of a sentence. In addition, the order of words in a sentence also has a great influence on

its meaning. This section focuses on the adjective order, noun phrases and adverb order, which significantly affect the meaning of a sentence.

2.3.1.1 Adjective order

According to Diep and Nguyen (2005:100), a Vietnamese adjective phrase is a phrase in which there is an adjective as a head.

For example: *tốt, rất tốt, tốt quá*. Like English adjectives, Vietnamese adjectives have the ability to combine with modifiers which are divided into two parts: modifiers preceding the head are called pre-modifiers, whereas those following the head are called post-modifiers. In Vietnamese adjective phrases, some modifiers can appear both before and after the head.

Example:

“xinh quá, quá xinh, cực kỳ tốt, tốt cực kỳ.”

Like the structure of noun phrases and verb phrases, the full construction of an adjective phrase consists of three components: a head, pre-modifier, and post-modifier and the short construction may consist of one component (a head) or two components (a head and pre-modifier or a head and post-modifier). The structure of the typical Vietnamese adjective phrase is in the following figure: pre-modifier(s) + head + post-modifier(s).

The position of adjectives and nouns between Vietnamese and English are different. While adjectives are placed after nouns in Vietnamese, precede nouns in English. Consequently, those errors in Vietnamese-English translation occurred due to the Vietnamese negative interference with English.

Example:

In Vietnamese, the adjective *“mới”* follows the noun *“sách”* to modify it. Whereas, English which has the reverse word order *“new book”*.

2.3.1.2 Noun phrases

Noun phrases as well as other phrases play a role in mastering any language. Without noun phrases, there would be no agents, no patients, and no recipients. Additionally, no matter how wide our vocabulary may be, a single word is often insufficient in expressing our thoughts. Vietnamese and English noun phrase structures are similar with three parts (pre-modification + head noun + post-modification), the elements arranged in this structure are quite different, in which noun modifier is a case. Whereas in English, a noun modifier pre-modifies a head noun, it post-modifies the head noun in Vietnamese.

Example:

In Vietnamese, the noun phrase “*vuon cau*” (*garden areca*) means ‘*areca garden*’ (i.e. the order of *vuon* and *cau* within this noun phrase is reversed whereas it must be in the opposite position in English).

2.3.1.3 Adverb order

The positions of adverbs in Vietnamese verb and adjective phrases are constructed slightly differently from those in English. The most frequently used adverbs in Vietnamese are the two intensifiers “*rất*” and “*lắm*”, both of which have a “very” as their English equivalent; however, each appears in different positions (Ho, 2003; Diep, 2005).

Example:

some adverbs such as *rất* “very”, *hơi* “little”, *tuyệt* “absolutely”, which show the degrees of the verbs or adjectives they modify, always precede the verb or adjective, e.g. *rất thích* “like very much”, *rất đẹp* “very beautiful”.

However, some adverbs, e.g. *lắm* “very”, *quá* “very”, which also show degrees of verbs or adjectives, always follow a verb or an adjective, e.g. *thích lắm* “like very much”, *đói quá* “very hungry”. Therefore, whereas English exists in one form “very”, there are two different word groups as its counterparts in Vietnamese, e.g. *rất* and *lắm*. In addition, while in English the position of the modifier depends on whether the head of the phrase is a verb or an adjective, in Vietnamese that depends only on the type of the modifier itself. Since there is only one form of “very” in English, Vietnamese learners confuse it to place it before or after the verbs because “very” has two counterparts in Vietnamese which both can place after or before the verbs. This unparalleled structure in the intensifiers between the two languages explains the occurrence of the errors in Vietnamese-English translation.

2.3.2 Grammatical errors

2.3.2.1 Inappropriate choice of negative form

According to the Vietnamese Dictionary, published in 1998 by the Centre of Dictionary, “negation is the act of rejecting the existence, the necessity of something, the opposition of affirmation”. The general rule to form negative sentences in English and Vietnamese resembles one point: adding the adverb “not” or “không” to make the negative form. On the other hand, the most significant different feature of the issue discussed is the use of tense, along with the verb inflexion to signify the time of speaking.

In Vietnamese, the simple adverb “*không*” is applicable in most cases. There is no such difference in the tenses, so instead of conjugating verbs as in English, Vietnamese only use adverbs or extra words to express time relations like “*đã*”, “*sẽ*”, etc. Also, in Vietnamese, there is no verb conjugation according to the person as opposed to the first, second, or third-person singular in English that requires appropriate verb conjugation. As a result, to make the negative form, the basic rule in Vietnamese is much simpler.

However, the habit of making negative utterances with redundant words is a big divergence between two languages. In English, a sentence is obliged to be clear as Math, like the structure “*Negative + Negative = Positive*”. Otherwise, the sentence’s meaning will be miscomprehended. In Vietnamese, things are different. The optional second “negative word” can be added to contribute to the idea of the speaker without changing meaning. Adding or omitting such redundant words with the meaning remains unchanged.

Example:

In English, a double negative is the nonstandard usage of two negatives used in the same sentence so that they cancel each other and create a positive. While, in Vietnamese, double negative is used widely and conveys both positive meaning and negative meaning, as in “*Cấm không được đổ rác*” - “Do not litter” and in “*Nó quên không mang ô*” - “She did not remember to bring an umbrella”. Moreover, plenty of verbs in English denoting prohibition, refusal, forgetting, or omission take “no” itself.

“*I forgot to mail the letter*” means “*Tôi quên không gửi thư*”, Vietnamese students tend to ignore the negative meaning of these verbs and add a negative adverb before them “*I forget not to mail the letter*”

2.2.3.2 Passive voice

Passive voice is one of the most difficult grammar points that confuse students so much about its function and its equivalent meaning when translating a passive sentence into an active one in Vietnamese.

Example:

Vietnamese: *Tôi sinh ra ở thành phố Hồ Chí Minh.* (Active)

English: *I was born in Ho Chi Minh city.* (Passive)

The formation of the Vietnamese passive voice is mainly based on the lexical meaning or grammatical status of the words “*bị/ được/ do*”. Although in some cases, the passive meaning is mainly understood by the semantic meaning of the whole sentence. English passive voice is marked by the form of the verbs (Be + P.P).

Example:

Vietnamese: *Cơm chín rồi.* (Active)

English: *The rice has been cooked.* (Passive)

In English, the structure “*Be+ P.P*” can change depending on the certain subject and tense while in Vietnamese, the words “*bị/ được/ do*” never change their forms. In Vietnamese, the structure “*bị + V*” goes along with the negative meaning and “*được + V*” goes along with the positive meaning. In English, no matter what positive or negative

meaning, there is no change in the structure “Be+ PP”. Passive voice is used more often in English than in Vietnamese. Or we can say Vietnamese prefer active form. So, if we translate English-Vietnamese word by word, it can make our translation sound not natural.

Students should always keep in mind that the use of the passive voice in English is quite common while in the Vietnamese language, the active voice is much preferred. There are some ways to avoid sounding unnatural while still being able to keep the passive meaning.

2.3.2.3 Pronouns

In most languages, there are words of which their referent can only be determined in a context such as “*this*,” “*she*,” and “*you*”. An example of this type of word is the pronoun. Both Vietnamese and English have pronouns to substitute for nouns or noun phrases. Although there are a few pronouns in Vietnamese that can be used in a general sense such as *tôi* “I,” most Vietnamese pronouns are kinship terms, and their use depends on the social context and the relationship between the speaker and listener.

Vietnamese kinship terms are used to address family and non-family members. Within the family, there are kinship terms to distinguish between sides of the family, such as *nội* “*paternal*” and *ngoại* “*maternal*.” Kinship terms also indicate age, gender, and blood relations versus in-law status. Examples of kinship terms that indicate age and gender include *chị* “*older sister*,” *anh* “*older brother*,” *em* “*younger sibling*,” *bác* “*father or mother’s older sibling*” (in the northern dialect), *dì* “*aunt or mother’s younger sister*,” *cô* “*aunt or father’s younger sister*,” *chú* “*uncle or father’s younger brother*” and *cậu* “*uncle or mother’s younger brother*”. Kinship terms that distinguish between blood relations and in-law status include *thím* “*aunt or wife of father’s younger brother*,” and *mợ* “*aunt or wife of mother’s younger brother*.” In addition, kinship terms vary among regional dialects.

Example:

the kinship term for “*uncle or mother’s younger sister’s husband*” is “*chú*” in the northern dialect and “*duyệt*” in the southern dialect.

In Vietnamese, the speaker and listener address each other and themselves differently depending on the social context. Even though the listener is not a family member or relative, kinship terms are used as pronouns to address and refer to friends and unfamiliar interlocutors.

Example:

a person who is approximately the age of one’s uncle or aunt could be addressed as *chú* or *cô*, respectively.

In addition, the way in which one addresses himself or herself depends on the listener’s age and status.

Example:

when meeting someone approximately the age of one's aunt or uncle, it is common to address oneself as *cháu* "niece/nephew" in the northern dialect or *con* "son/daughter" in southern dialect.

English uses distinct pronouns to indicate first person (e.g., I, me), second person (e.g., you), and third person (e.g., she, he, it). English marks gender in the singular third person (e.g., she, he) and number in the first person (e.g., "I" vs. "we") and third person (e.g., "she" vs. "they"). In addition, there are different pronouns that indicate subject vs. predicate position (e.g., "she" vs. "her"). In contrast, Vietnamese pronouns remain the same and do not indicate number, subject or predicate position, nor first, second, and third person. In order to indicate plurality in Vietnamese, a quantifier is added before the pronoun. For example, *các* "some" is added before *chú* "uncle" to indicate more than one male who is approximately the age of one's uncle: *các chú*.

2.3.3 Lexical errors

2.3.3.1 Collocations

A collocation is a group of two or more words that are often found together. These words sound natural to native speakers; however, students of English have to go the extra mile to learn collocations because it can sometimes be difficult to guess what the right combination of words is.

It is important to learn collocations because they make your language sound natural. If you master collocations, your English will be more idiomatic, that is, more similar to the way it is spoken by native speakers. Moreover, it will help you understand how to use vocabulary words in a sentence correctly.

Example:

In Vietnamese, the word "*đàn*" can be collocated with many different nouns such as "*chim*" (bird), "*gà*" (chicken), "*kiến*" (ant). In contrast, in English there are many words meaning as follows.

A flock of birds/ sheep: đàn chim/ đàn cừu

A school of chickens/ fish: đàn gà/ đàn cá

Colony of ants: đàn kiến

Another example indicates that each language has its own principle in word collocation. The word "*pretty*" often goes with girls and women, while the word "*handsome*" often goes with boys or men.

2.3.3.2 Idioms

Idioms are characterized by figurative and metaphorical meanings. Therefore, it's too difficult to comprehend although we know the meanings of all their components. The Oxford Advanced Learner's Dictionary defines idioms as: "*A group of words whose meaning*

is different from the meanings of the individual words” (Hornby, 2006). In other words, in the idiom, words have lost their individual identity. The structure of the idiom is, to a large extent, fixed and unchangeable. Every language has a set of idioms and fixed expressions of its own, which has been created and developed throughout history. It is profoundly influenced by the geographical position, and natural and social conditions of the culture in which the language is used. Thus, the sets of idioms in different languages vary in many ways. Let us consider some of the major respects directly relevant to the unnaturalness of the practice of translation.

- **Simile**

The formulae of similes are as follows:

- as + Adjective + as
- like + Noun

In essence, English similes are quite different from those in the Vietnamese language. For example, Vietnamese students usually translate “*as old as the Earth*” (a word-for-word translation of “*xưa như Trái Đất*”) instead of a familiar English simile: “As old as a hill”, translators need to be sensitive to this kind of rhetorical figure.

Although the culture of the two nations is different, ways of thinking and looking at the world of English and Vietnamese are somehow similar. Hence, both Vietnamese and English express ideas and concepts in the same way. In fact, a large number of Vietnamese idioms of comparison are similar to English idioms of comparison in terms of both concept and image to express.

Table 1: Coincidences in English and Vietnamese similes

Vietnamese idioms	English idioms
<i>Đen như than</i>	as black as coal
<i>Nhanh như chớp</i>	as quick as lightning
<i>Ngọt như đường</i>	as sweet as sugar
<i>Cứng như đá</i>	as hard as rock
<i>Chậm như rùa</i>	as slow as a turtle
<i>Ngu như bò</i>	as stupid as a bull
<i>Mập như heo</i>	as fat as a pig
<i>Giống nhau như hai giọt nước</i>	as like as two drops of water
<i>Nhanh như chớp</i>	as quick as a flash
<i>Nhẹ như lông hồng</i>	as light as a feather

Besides, the differences in the ways of thinking and observing the word make differences in the images of idiomatic comparisons. Take some following examples to illustrate that:

Table 2: Differences in English and Vietnamese similes

Vietnamese idioms	English idioms
<i>Dễ như trở bàn tay</i>	as easy as ABC
<i>Đen như mực</i>	as black as coal
<i>Trắng như bông</i>	as white as snow
<i>Lạnh như tiền</i>	as cold as ice/ as cool as a cucumber
<i>Nặng như đá đeo</i>	as heavy as lead
<i>Vui như tết</i>	as merry as a cricke
<i>Lười như hủi</i>	as lazy as a lizard
<i>Ngủ say như chết</i>	as soundly as a log
<i>Câm như hến</i>	as dumb as a statue/ as quiet as a mouse
<i>Hiền như bụt</i>	as gentle as a lamb
<i>Nghèo rớt mồng tơi</i>	as poor as a church mouse
<i>Xanh như tàu lá</i>	as pale as a ghost
<i>Mượt như nhung</i>	as smooth as butter
<i>Mềm như bún</i>	as soft as wax

The two tables above may show that the coincidental similes are the ones containing things familiar to both English and Vietnamese cultures, such as natural figures (*lightning, thunder, fire, etc.*) and common animals (*pig, bull, turtle, etc.*). The different similes originated from differences in natural and social features between Vietnamese and English cultures. Things like snow, ice, statues, and butter are as alien to Vietnamese readers as *bún, mồng tơi, and hến* to English people. This is what translators should pay due attention to so as to make proper cultural substitutions in their translations.

- **Metaphors**

Metaphors are similar to similes in the way that they both are comparisons between things. However, the explicit use of the word “*like*” or “*as*” which is always seen in a simile, is not used in a metaphor which is rather a comparison of two things not directly alike using the verb “*to be*”. In other words, metaphors suggest a comparison but do not make it explicitly. Hence, they usually sound more forceful and suggestive.

Without knowing the metaphor, the author uses in his/her original text, the translator may fail to produce a sound translation.

Example:

In an exercise for fourth-year students studying translation and interpreting, students were required to translate the sentence: “*Economics and politics often make strange bedfellows.*” Many of the students did not know that the metaphor “*strange bedfellows*” is used to describe people who are brought together though they have little in common. That explains the clumsy translations of this metaphor as: “*cặp bài trùng kỳ lạ*”, “*cặp đôi kỳ lạ*”, “*những vấn đề khó hiểu*”, “*những đôi tác lạ lòng*”, “*những cộng sự lạ lòng của nhau*”, “*Những kẻ đồng hành không mong đợi*”, “*hai lĩnh vực thường luôn đi đôi với nhau*”, etc. Actually, in Vietnamese, there is an equivalent to this metaphor. It is “*những kẻ đồng sàng dị mộng*”. It would be much easier for

Vietnamese readers to catch the idea of the sentence if they meet such a familiar metaphor like this.

As such, sentences like *"He was a lion in the fight"* cannot be rendered as *"Anh ấy là một con sư tử trong trận chiến"* and *"He's the teacher's pet"* as *"Câu ta là vật nuôi của giáo viên"*. To sound natural, the translator must translate the sentences as *"Anh ấy là người can đảm"* and *"Câu ấy là trò cưng của thầy giáo"*.

2.4 Previous studies

In 2012, Huynh Thanh Thuy conducted a research entitled *"An analysis of common errors on verb tenses and word choices in Vietnamese-English translation by the second-year English majors at Dong Thap University"*. The thesis aimed to find out common errors of the second-year English major at Dong Thap University on verb tenses and word choices in translating Vietnamese texts into English and found the causes of these problems and then suggested some possible strategies to overcome the problems. The researcher used a questionnaire consisting of 16 questions - 205 test papers and the interview contained 10 questions - 100 copies of the questionnaire to survey the students. The results showed that students usually make mistakes in vocabulary relating to word choices and grammar points about verb tenses. They did not read the whole text to understand it clearly and just transferred word by word. Especially, in using synonyms of words, choosing prepositions and using grammar structures.

Another study *"Errors in the translation of topic-comment structures of Vietnamese into English"* was done by Pham Phu Quynh Na (2012). The aim of this study was to investigate the most common types of errors Vietnamese students make when translating topic-comment structures from Vietnamese into English. The analysis focused on the errors made when translating the dropped subject and empty elements of Vietnamese. The data was collected from 95 students in English translation classes in their first, second, third, and fourth years in the Department of English Language and Literature at the University of Social Sciences and Humanities, Ho Chi Minh City. The study established a taxonomy of errors, which included three main categories: linguistic errors, comprehension errors and translation errors. The results of the study suggested a number of potential errors students are prone to making when translating the topic-comment structure of Vietnamese into English, and provided some practical guidelines for teachers so that they can help students deal with these types of errors in Vietnamese-English translations.

In the study *"Insight into Students Use of Lexical Collocation in English-Vietnamese Translation"*, Nguyen Mai Lan (2015) performed an investigation into the application of collocation knowledge in the process of Vietnamese English translation. The participants of her study were 150 third-year students of the English Department, Thang Long University. The paper aimed at analyzing the benefits of using correct natural word combinations for the purpose of effective translation. To achieve the goal, questionnaires and test papers were collected and synthesized. The results pointed out mistakes and

inappropriate studying habits of the participants, so recommendations on how to acquire collocation stock, better the use of collocation in the study and practice translating skills were developed.

3. Methodology

This chapter presents the methodology of the research including the hypothesis, research design, the research participants, the instruments and the procedure.

3.1 Hypothesis

Through the literature review and the research questions, it was hypothesized that English majored juniors at Tay Do University could make some errors in Vietnamese-English translation related to word order, grammar, and lexicon. Therefore, this research was carried out to help English majors learn Vietnamese-English translation better.

3.2 Research design

To answer the research questions stated in chapter I, this survey research was carried out at Tay Do University. Moreover, the researcher delivered test papers to English-majored juniors at Tay Do University to investigate the problems resulting in common errors in Vietnamese-English translation. Besides, to make the research more reliable, 20 students were selected randomly to answer the interview questions. This thesis was a combination of quantitative research and qualitative one because its instruments were translation tests and interview questions.

3.2 Research participants

The participants of this research were 75 English majors at Tay Do University and they were divided into three groups. There were 19 males and 56 females and their ages ranged from 20 to 22 with an average of 21 years old. All of them were randomly selected in English class 13A, English class 13B and English class 13C at Tay Do University. Furthermore, they had been learning English for 8 to 13 years. All of the participants were juniors, so they were considered at an equal level. The main materials were the books of Practical Translation, including the following sections (1) translating sentences and (2) translating paragraphs, which were completed by instructors of Tay Do University. In addition, the participants also practiced some extensive topics given by their teachers in class.

3.4 The instruments

3.4.1 The questionnaire and the test paper combination

In part A, a questionnaire with 7 questions was composed. It consisted of four clusters which were divided as below:

Clusters	Question	Purposes
1	1	Students' experience in learning English
2	2, 3	Students' attitude towards the translation subject
3	4, 5, 6	Some problems in Vietnamese-English translation that students are facing and their solutions
4	7	Students' style in the Vietnamese-English translation

In part B, the test paper was made with 12 sentences about the requirement of translating sentences from Vietnamese into English. The test aimed to find out the problems that the students were facing in Vietnamese-English translation. It consisted of three clusters which were divided as below:

Clusters	Sentence	Purposes
Word order	1-2	Students' errors related to noun phrases and adjective phrases.
Grammar	3-8	Students' errors related to negative form, passive voice and pronouns.
Lexicon	9-12	Students' errors related to idioms and collocations translation.

3.4.2 Interview questions

To make the research more reliable, the researcher decided to make the interview with 3 questions. The first question aimed to confirm that Vietnamese-English translation was a challenge to students. For the second question, the researcher asked about the time that students self-practice translation. The last question strived for the solutions that students apply when encountering problems in Vietnamese-English translation. The interview questions were sent to 20 students who were randomly selected in English class course 13 at Tay Do University. The purpose of the interview was to confirm that the students were really facing difficulties or challenges in Vietnamese-English translation. Besides, the researcher also wanted to know the student's attitudes toward the Vietnamese-English translation.

3.5 Procedure

In this part, the process of implementing the research was presented. The research was done within 18 weeks and the process is divided into 3 steps in the following table.

Duration	Activities
Step 1: From the 1 st week to 4 th week	- Determining the research topic and writing the outline. - Designing the framework of the research. - Looking for references, materials and information related to the research. - Writing introduction and literature review.
Step 2: From the 5 th week to 10 th week	- Designing the translation test and interview for the participants. - Editing introduction, literature review, the test and interview. - Writing methodology. - Delivering the translation test and interview questions.
Step 3: From the 11 th week	- Counting, synthesizing and analyzing the results and information through the test and interview. - Writing research results and getting the teacher's guidance.

to 15 th week	
Step 4: From the 16 th week to 18 th week	<ul style="list-style-type: none"> - Editing methodology, research results and temporary completion of the main content in the research. - Getting feedback from the supervisor. - Editing the whole research. - Completing the thesis.

4. Results and Discussion

This chapter deals with the collected data implemented and analyzed statistics on the responses to the translation test and interview questions in order to categorize kinds of errors in Vietnamese-English translation of the students and to find out the possible causes of those errors.

4.1 Results

4.1.1 Results collected from the questionnaire and the test paper

The questionnaire and the test paper were combined together and divided into two parts. The first part was the questionnaire which consisted of 7 questions, 6 among 7 questions (except question no.1) requiring students to choose the option based on their own ideas. The second part includes 12 sentences which require the students to translate the sentence from Vietnamese into English. The 55 copies of the translation test were delivered to three English classes course 13 at Tay Do University (English 13A, 13B, and 13C), and 55 copies were collected. The statistical analysis and the results of the data analysis were displayed in the following tables.

4.1.1.2 Students' experience in learning English

Table 3: Students' experience in learning English

	Students' answer	Percentage
1. How long have you studied English?	6 years	3.1%
	8 years	81.3%
	10-11 years	15.6%

Referring to Table 3, the highest answer was up to 81.3% which represented the participants who had studied for 8 years. It meant that they had learnt English for at least 7 years studying this language before entering Tay Do University. On the other hand, the percentage of years students learning English for 10-11 years was just 15.6% of the total. That meant that they had learnt English since they were in grade 2 or grade 3. Finally, the lowest one, of students' experience whose 6 years of learning English, got by 3.1% of the total. It meant there was one student who had learnt English for 6 years.

4.1.1.3 Students' attitude towards translation

Table 4: The students' interests in studying translation

2. How do you like studying translation?	Percentage
A. Very much	16.4%
B. Neutral	74.5%
C. Not much	9.1%

As can be seen from Table 4, only 16.4 percent of students are fond of studying translation. In addition, more than half of the participants (74.5%) deemed studying translation was normal. Besides, there were 9.1% of students disliked studying translation very much. In general, the data indicated that the majority of respondents did not show their interest in translation, maybe they could not find a suitable way to learn this kind of subject and still did not get motivated to study.

4.1.1.4 Students' self-evaluation of their translating skill

Table 5: Students' self-evaluation of their translating skill

3. How is your translating skill ?	Percentage
A. Good	0%
B. Normal	81.8%
C. Bad	18.2%
D. Others:.....	0%

The figures from Table 5 showed the participants' opinions about their translation in the curriculum, there were 81.8% said that their translation skill was normal and was not good enough to translate the basic and simple sentences or paragraphs that the teachers gave to them but they might be better than what they said because some of the students are modest themselves. Besides, there were 18.2% of students who weren't confident in their translating skills said that their translating skill was bad. In addition, no one confirmed being good at translation. In fact, findings from the translation test suggested that some students did better than they thought they were.

4.1.1.5 Students' errors in Vietnamese-English translation

Table 6: Students' errors in Vietnamese-English translation

4. What errors do you often make when translating text from Vietnamese to English?	Percentage
A. Word order	16.36%
B. Grammar	54.55%
C. Lexicon	29.09%

As the statistics presented, word order, grammar, and lexicon were students' three primary errors that they were facing in Vietnamese-English translation. Firstly, challenges relevant to grammar were considered the most error according to participants

with 54.55% (30/55) of the agreement. The second place went to lexicon with 29.09% (16/55). Finally, the last position belonged to troubles regarding word order with 16.36% (9/55).

4.1.1.6 Students' frequency of mistakes when learning Vietnamese-English translation

Table 7: Students' frequency of mistakes when learning Vietnamese-English translation

5. How often do you encounter errors in Vietnamese-English translation?	Percentage
A. Always	9.1%
B. Usually	70.9%
C. Seldom	20%
D. Never	0%

As can be observed from Table 7, it goes without saying that the majority of students (39/55), equivalent to 70.9%, usually faced challenges in the process of Vietnamese-English translation. Moreover, 5 in the sum of 55 (9.1%) juniors asserted that they always had troubles in this section of translation. Meanwhile, 11/55 (20%) of participants affirmed that they seldom confront such problems. By means of the students' responses to this question, it reached the conclusion that together with difficulties regarding translation, students still had trouble translating from Vietnamese into English.

4.1.1.7 How the students deal with new words or phrases in Vietnamese-English translation

Table 8: How the students deal with new words or phrases in Vietnamese-English translation

6. What do you do when you encounter new Vietnamese words or phrases in Vietnamese-English translation texts?	Percentage
A. Look up in Vietnamese-English dictionary	34.5%
B. Using Google translate	60%
C. Ask friends or teachers	5.5%
D. Others:.....	0%

As the statistics presented, more than one-third of students, constituting 34.5% who looked up in Vietnamese-English dictionaries; only a few students admitted that they asked friends or teachers. The result also indicated that more than half of the students (60%) admitted that they were using Google translate to deal with Vietnamese-English translation texts. However, using Google Translate was not the best solution because sometimes its translation was not equivalent between the two languages. Therefore, students should use other ways to guess word meanings such as based on the context or find more help from their friends or teachers.

4.1.1.8 Students' style of translation

Table 9: Students' style of translation

7. Word-for-word translation is your style in Vietnamese-English translation?	Percentage
A. Yes	89.1%
B. No	10.9%

From the results in Table 9, it could be seen that nearly 90% of participants admitted that they used word-for-word translation to process their translated text, while the number of students who disagreed was 10.9%. From these percentages, it reached the conclusion that students misinterpreted their translations due to the influence of their mother tongue and that they maintained their own style that made their translations monotonous and boring.

4.1.2 Result from translation test

The total number of translated sentences collected was 660 from English majors. Within the group, the number of translated sentences for collocation was 110 sentences, for idioms were 110 sentences, for negative forms were 110 sentences, for the passive voice was 110 sentences, for pronouns was 110 sentences and for word order was also 110 sentences. The results from the translation test showed that the participants had difficulty in translation including collocations, idioms, negative forms, passive voice, pronouns and word order as well.

The remaining results from the collected translation tests in this research indicated that English-majored students at Tay Do University usually experienced difficulties in Vietnamese–English translation practice. A large number of students felt really nervous about word order, grammar and lexicon.

Table 10: The number and percentage of students' mistranslation

Vietnamese-English Translation	Mistranslated sentences		Tested sentences	
	N ^o	%	N ^o	%
Word order	70	10.61	110	16.67
Lexicon	169	25.61	220	33.33
Grammar	282	42.73	330	50
Total	521	78.95	660	100

It can be shown in the table, 78.95% of sentences (521/660) translated by the participants were incorrect. In fact, grammar was deemed the most difficult for respondents with the highest rate (42.73% or 282 sentences) while that of mistranslation in word order was the lowest (10.61% or 70 sentences). The second problem belonged to vocabulary with 25.61% or 169 sentences. It can be concluded that the students had the most difficulties in translating grammatical structures while they faced the least challenges in word order. Besides, they had obstacles in translating vocabulary whose percentage was slightly lower than grammar.

Each of the mentioned problems above was meticulously analyzed in the next following parts.

Table 11: The number and percentage of mistranslation concerning word order

Word order	Percentage
Noun phrases	7.65 (49/55)
Adjective phrase	2.96 (19/55)
Total	10.61

From the overall findings, the participants made a total of 68 word order errors, reaching the proportion (10.61%). 68 /110 mistranslated sentences indicated that students were also facing the problem with word order.

- **Noun phrases**

Example:

“Miệt vườn Lái Thiêu được hình thành từ xưa cùng với làng quê êm ả của Nam Bộ”. This sentence was rendered by participants as *“Lai Thieu garden was formed from the past along with the peaceful village of the South”*. The English suggested version would be: *“Lai Thieu orchards were formed a long time ago together with the southern peaceful villages”*.

As can be observed from the example, it goes without saying that the students faced challenges in the process of Vietnamese-English translation with noun phrases. In this sentence, two noun phrases might be identified were *“Miệt vườn Lái Thiêu”* and *“làng quê êm ả của Nam Bộ”*. As we all agree, Vietnamese nouns could not indicate number, thus students made the very first error when translating the noun phrase *“Miệt vườn Lái Thiêu”* as a singular form instead of a plural one. The second error occurred when students did not identify correctly the head noun in the noun phrase *“làng quê êm ả của Nam Bộ”*. The head noun in this noun phrase was *“làng quê”* but students translated *“Nam Bộ”* as a head noun.

- **Adjective order**

Example:

“Từ thành phố Hồ Chí Minh đi về phía đông chừng 20 km, chúng ta gặp một vùng sinh thái tuyệt diệu.” Students translated the sentence into English as follows: *“From Ho Chi Minh city about 20 km east, we meet a wonderfully ecological region”*. The English suggested version would be: *“Traveling about 20 km eastwards from Ho Chi Minh city, tourists will catch sight of a marvelous ecological system”*

There were many students who translated this sentence correctly but there were still some of them facing problems with the choice of words. In the example above, students used the adverb “wonderfully” instead of the adjective “wonderful” or “marvelous”, thinking that the adverb modifies the adjective “ecological” which in essence must complement the whole noun phrase “ecological system”.

Table 12: The number and percentage of grammatical mistranslation

Grammatical errors	Percentage
Negative structure	14.09 (91/110)
Passive voice	15.64 (101/110)
Pronouns	13 (84/110)
Total	42.73

The participants made a total of 276 grammatical errors, reaching the highest proportion (42.73%). The grammatical errors found in the study were related to the use of negative verb forms, passive voice and pronouns. Table 12 showed the data on the proportion of students’ grammatical mistranslation. In fact, the passive voice was the term that had the highest mistranslated percentage (15.64%). It is followed by negative verb forms and pronouns with 14.09% and 13%, respectively.

- **Negative forms**

Example:

“Không ai không khen cô ấy.” “A lot of students translated the sentences into English as “No one praised her.” or “No one doesn’t praised her.” The English suggested version would be: “Everyone praised her.”

As can be seen in the example, the original sentence was a double negative sentence that was commonly used in Vietnamese. However, this structure was not recommended in English because it led to ambiguity and misunderstanding. In fact, a double negative sentence actually resulted in a positive sentence. It might be inferred that some students forgot this grammar rule when they were doing their translation. In this sense, the cause of misuse of negative verb forms could be students’ insufficient linguistic competence since they were not able to recognize and use appropriate verb forms.

- **Passive voice**

Example:

“Ai đó đã đánh cắp bản hợp đồng rồi.” The following sentences were incorrectly translated by students as “Someone stole the contract.” or “Someone had issued the contract”. The English suggested version would be: “The contract has been stolen”.

Sometimes the active voice in Vietnamese should be passive in English and vice versa. In the example above, the original text was an active sentence that became a passive sentence in English. However, students used the active structure in their English version.

- **Pronouns**

Example:

"Nó vừa khóc vừa cười." However, many participants converted the sentence into English as *"It both cries and laughs."* The English suggested version would be: *"He/she was crying and laughing at the same time."*

At the first sight, when confronted with this sentence, one might say it was as easy as a piece to render into English. However, a large number of students usually made errors in misusing pronouns. They did not correctly identify the referent of the subject when they needed to translate this sentence into English. Therefore, the subject in their translated version was wrong. Perhaps the students' habit of sticking to the meaning brought them to mistranslation.

Table 13: The number and percentage of mistranslation concerning lexicon

Lexical mistranslation	Percentage
Idioms	11.88 (79/110)
Word collocation	13.73 (90/110)
Total	25.61 (169/220)

It was easily observed that word collocation was deemed the hardest for students to translate with 13.73%. Besides, they also had obstacles in transforming idioms from Vietnamese to English with 11.88%.

- **Word collocations**

Example:

"Một đàn sư tử hung hăng đang tấn công đàn trâu nước." The English suggested version would be: *"A pride of aggressive lions is attacking a herd of water buffaloes."* However, the majority of students translated the sentence as follows. *"A herd of angry lions are attacking the water buffalo."* or *"A pack of aggressive lions are attacking the buffalo."*

In the example above, the phrase *"Một đàn sư tử hung hăng"* and *"đàn trâu nước"* had to be translated as *"A pride of aggressive lions"* and *"a herd of water buffaloes"*. However, juniors had translated the phrase *"Một đàn sư tử hung hăng"* as *"A herd of angry lions"* or *"A pack of aggressive lions"*. While translating the second phrase *"đàn trâu nước"* they nearly forgot to use the collocations and translated it as *"the water buffalo"* or *"the buffalo"*.

Although both herb and pack of lions were acceptable and shared the same meaning as đàn/bầy in Vietnamese, they could not be used interchangeably in all situations. In English, “*Một đàn sư tử hung hăng*” had to be translated as “*A pride of aggressive lions*” because it was a collocation. The example above indicated that it was not easy for even the juniors in translating collocations. Due to the wide variety of collocations, the students could not remember or learn all of them that caused challenges in choosing suitable collocations. In addition, it could be inferred that students also made the error in subject-verb agreement since they used auxiliary “are” which substituted for the plural subject but the subject was a singular one.

- **Idioms**

Example:

“*Bà ta sướng như tiên vậy đó.*” The English suggested version would be: “*She is as happy as a king.*” Many students produced this sentence as “*She was so happy like that.*” or “*She was like a fairy.*”

In an effort to translate this sentence, it might be noticed that students were facing the problem of finding equivalent idioms between Vietnamese and English.

In this example “*sướng như tiên*” and “*as happy as a king*”. Images of idiomatic comparisons in two nations were dissimilar due to cultural differences. Indeed, Vietnamese people consider a fairy the happiest one while English people consider a king the happiest one. Because of cultural differences, many students mistranslated the term. Moreover, special attention should be paid to this translation that students used word-for-word translation leading to unnatural sentences such as “*She was so happy like that*”.

4.1.3 Results from the interview

In order to make the study more reliable, the researcher interviewed 20 students from English class, course 13 at Tay Do University.

From students’ responses, 90% of the participants (18/20) agreed that Vietnamese-English translation is really challenging. They were mainly facing difficulties in grammar, vocabulary, collocation, idioms, word choice, word order and context. The students said that Vietnamese was more varied so it was hard for them to choose appropriate English words to translate. In contrast, the rest of the students, only 10% (2/20) supposed that Vietnamese- English translation is less difficult for them to translate rather than another one because they often make mistakes in translating this kind of text.

When encountering problems with Vietnamese-English translation, more than half of the students (70%) often used Google translate. While 15% of them usually asked their friends and teacher; 10% of the students could guess the word meanings from the context; the rest of them, only 5%, applied other ways, but they did not present what ways they used. The result indicated that more than half of the students still belong to

Google translate to get the meanings of new Vietnamese words or phrases, and most others feel it is effective to guess the meanings through the contexts.

Looking at dictionaries could help the students know the meanings of the words quickly when translating, but it would be more exact and effective for their translating if they try to guess the words' meaning from contexts because, in dictionaries, a word has many meanings, so it is hard to know to choose suitable meaning to transfer the ideas. Therefore, they also need to improve their ability to guess words' meanings based on the context.

Finally, when the participants were asked about the time that they spent on practice translation and what they should do to improve their translation skills. All of the responses completely said that they usually spent 30 minutes to 2 hours per week practicing translation. Besides, they thought that they should read more bilingual newspapers and books, learn new words, and practice with their friends to improve their translation skills.

4.2 Discussion

The aim of this thesis was to investigate whether English majored juniors at Tay Do University made errors in Vietnamese-English translation. Based on data collected from the test papers and the interview questions, there were some causes of problems in the Vietnamese-English translation of the students found as follows:

4.2.1 Causes of word order errors related to noun phrases and adjective order

For the problems related to word order, students faced the difference between noun positions and adjectives in phrases and chose the correct positions of words based on circumstances in Vietnamese-English translation texts. The reasons for the above problems could be that the students were influenced by their mother tongue; it could interfere when learning a new foreign language.

Moreover, the lack of self-study time was one of the reasons which made students feel difficult. Students might lack the motivation to take the time to study on their own. They did not find it interesting to learn translation, so they did not pay attention to practice at home. However, self-study was very important to the students' studies. The students spend less than 3 hours per week on their self-study and this amount of time was not sufficient. This will lead to a narrow knowledge of culture and background as well as their ability. Culture must be collected gradually, accumulating every day.

4.2.2 Causes of grammar errors related to negative structure, passive voice and pronouns

From the errors mentioned above, it could be seen that some students focused on the structures of the source language (Vietnamese) so much that they failed to convey all the implicit meanings of the target language (English). In fact, it was not necessary to keep the form at all. The most important thing was that the translation must be done on the basis of the target language grammar points. One of the big reasons for this problem was

that the students did not realize the difference between Vietnamese and English. While there were strict rules of uses and forms in English, Vietnamese was more flexible. Sometimes, Vietnamese students added many negative words to their sentences, but in English double negative was a poor grammar token. In the process of translating, students did not pay attention to this different point which led them to mistranslation. In addition, meaning that the speaker wants to convey, resulting in misinterpretation.

4.2.3 Causes of lexical errors related to collocation and idioms

The English collocation and idioms are really challenging for students. One possible explanation for this problem might be that they lack vocabulary as well as they did not have enough collocations as to which words will collocate with others because collocation was very variable and when the students could not deal with collocation, they used word-for-word translation as an instinct.

The next problem of the students was idiom translation, although it was the basic factor in learning English, there were still many learners who had difficulties. Idioms might be recognized, understood and analyzed before appropriate translation methods could be considered. To achieve that, cultural knowledge also played a vital role in this kind of translation. A translator with good cultural knowledge could use appropriate methods or figure out equivalent idioms in the target languages so that the translation could be more natural and precise. However, most juniors could not produce natural and correct translations due to a lack of knowledge related to culture. As a result, they were unable to find cultural equivalent idioms in the target language.

5. Conclusion, Implications, Limitations and Recommendations

This chapter presents the conclusion, implications, limitations and recommendations for further research.

5.1 Conclusion

Every translation activity has one or more certain purposes, and whichever they may be, the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among peoples in the world. No one can deny the importance of translation in the past few decades when this activity has been boosted because of rising international trade, increased migration, globalization, and the expansion of mass media and technology. For those reasons, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and ideas by attempting to transfer the text as faithfully and accurately as possible.

However, it is not so easy for the students of English majors to master translation skills as well as become professional translators. Facing difficulties as well as making mistakes in studying translation is unavoidable. Therefore, issues related to students' errors are the objectives and focuses of this thesis. What the researcher attempts to do in this thesis is to find out the students' errors when studying translation. From there give

some useful suggestions and solutions to help them surmount difficulties and to improve the quality of training method at Tay Do University.

After conducting this research by analyzing the important information collected from the third-year students, the researcher finally figured out the most common errors in Vietnamese-English translation, which were word order, grammatical errors and lexical errors. It is a strong hope that the study with all suggestions above will be a useful reference to help improve the quality of both learning and training at Tay Do University. Hopefully, the study will also be a helpful companion for all those who are interested in Vietnamese-English translation and want to be a professional translator in the future.

5.2 Pedagogical implications

Although translation work is considered a complicated process, it is suggested that the students have to focus on their ways of self-study and apply the strategies for translation as much as possible so that they will find their own suitable ways of learning translation effectively.

Moreover, literal translation or word-by-word translation which is a big problem for most students can only be avoided by careful analysis of the source language and by understanding clearly the message to be communicated. It will be easier and smoother in their Vietnamese-English translation if the students take the time to study carefully the source language text, write an analysis of it, and then look for the equivalent way in which the same message is expressed naturally in the receptor language. At that time their translation texts will become adequate and appreciated translation texts. One of their important goals must be to avoid literalisms and to strive for a truly idiomatic receptor language text.

The researcher would like to contribute to the study to develop the quality of learning and training at the school. It is a strong hope that it can be considered a useful companion for all people who are interested in translation subjects and want to improve their translation skills.

5.3 Limitations

There are some limitations in this thesis that may affect the final results. This is the first time the researcher has conducted such a real study. Due to the limited time of the research, a survey to investigate the adverb errors was not carried out. In addition, because of the researcher's limited knowledge about linguistic aspects and translation studies, mistakes in the course of analysis are unavoidable. However, the researcher's strong hope that the study, in its scope, is able to contribute its usefulness to the students of 75 English course 13 in particular and the students of English major at Tay Do University in general as well as readers who are interested in Vietnamese-into-English translation.

5.4 Recommendations for further research

Based on the limitations mentioned above, it is better if further research will focus on a larger scale with students from many different courses so that the results could be more diversified, practical and reliable.

In addition, as the researcher already completed the work of investigating the common errors in Vietnamese-English translation of the juniors, hopefully in the near future, other researchers are going to conduct better research to figure out other errors as well as solutions to minimize students' obstacles as much as possible.

Conflicts of interest statement

The authors whose names are listed immediately below certify that they have no conflicts of interest, authorship, and disclosures in publication. They confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.

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Appendix A: Test Paper

Dear friends,

My name is Nguyen Hong Linh and I am currently a senior majoring in English. I am very grateful to you for spending your valuable time helping me. Now I am carrying out a research entitled "Some common errors in the Vietnamese-English translation of English majored juniors at Tay Do University". This test is used to collect the necessary information for my thesis, so please take your time to finish these below questions carefully because your results are very important and helpful to my research. Once again, thank you very much for help and cooperation!

Participant's full name:

Age:

Gender:

Part A: Questionnaire

Choose an answer that suits you for each question:

1. How long have you studied English?

.....years

2. How do you like studying translation subject?

- a) Very much
- b) Neutral
- c) Not much

3. How is your translating skill?

- a) Good
- b) Normal
- c) Bad
- d) Others:

4. What errors do you often make when translating text from Vietnamese to English?

- a) Word order
- b) Grammar
- c) Lexicon (Vocabulary)

5. How often do you encounter the problems mentions above?

- a) Always
- b) Usually
- c) Seldom
- d) Never

6. What do you do when you encounter new Vietnamese words or phrases in Vietnamese-English translation texts?

- a) Look up in Vietnamese-English dictionary
- b) Using Google Translate
- c) Ask friends or teacher
- d) D: Others:

7. Word-for-word translation is your style in Vietnamese-English translation?

- a) Yes
- b) No

Part B: Test Paper

Translate into English the following sentences:

A. Word Order

1. Miệt vườn Lái Thiêu được hình thành từ xưa cùng với làng quê êm ả của Nam Bộ.
2. Từ thành phố Hồ Chí Minh đi về phía đông chừng 20 km, chúng ta gặp một vùng sinh thái tuyệt diệu.

B. Grammar

3. Không ai không khen nó.
4. Ngoài trái cây ra, Charles chẳng ăn gì cả.
5. Khoảng 2 tỷ người không được dùng nước sạch và 1/4 dân số thế giới sẽ bị thiếu nước trong 10 năm tới.
6. Ai đó đã đánh cắp bản hợp đồng rồi!
7. Kẻ thì giàu, người thì nghèo.
8. Nó vừa cười vừa khóc.

C. Lexicon

9. Bà ta sượng như tiên vậy đó!
10. Vắng mợ thì chợ cũng đông.
11. Một đàn sư tử hung hăng đang tấn công đàn trâu nước.
12. Tôi thường thức dậy vào lúc 5 giờ sáng, sau đó dọn giường và đi đánh răng.

Thank you for your kind help!

Appendix B: Interview

Dear friends,

My name is Nguyen Hong Linh and I am an English-majored senior at Tay Do University. This interview is one of the instruments for my research about "Some common errors in the Vietnamese-English translation of English majored juniors at Tay Do University". I will very appreciate if you can take your precious time to answer these following questions. All the information will be used only for academic and research purposes.

Thank you for your help!

Students' full name:

Age:

Gender:

Please write your answers:

- 1) It is said that Vietnamese-English translation is difficult. Do you agree or disagree? Why or why not?
- 2) What do you usually do when encountering problems in Vietnamese-English translation?
- 3) How much time do you usually spend on self-study to practice Vietnamese-English translation per week?

Thank you for your kind help!

Appendix C: Suggested Translation

1. Bà ta sướng như tiên vậy đó!
She is as happy as a king!
2. Vắng mợ thì chợ cũng đông.
No man is indispensable.
3. Một đàn sư tử hung hăng đang tấn công đàn trâu nước.
A pride of aggressive lions is attacking a herd of water buffaloes.
4. Tôi thường thức dậy vào lúc 5 giờ sáng, sau đó dọn giường và đi đánh răng.
I usually get up at 5 am, then make the bed and brush my teeth.
5. Không ai không khen cô ấy
Everyone praised her.
6. Ngoài trái cây ra, Charles chẳng ăn gì cả.
Charles eats nothing but fruits.
7. Khoảng 2 tỷ người không được dùng nước sạch và 1/4 dân số thế giới sẽ bị thiếu nước trong 10 năm tới.
About 2 billion people cannot use clean water and a quarter of the world population will be short of water in the next decade.
8. Ai đó đã đánh cắp bản hợp đồng rồi.
The contract has been stolen.
9. Kẻ thì giàu, người thì nghèo.
Some are rich, some are poor.
10. Nó vừa khóc vừa cười
He was crying and laughing at the same time.
11. Miệt vườn Lái Thiêu được hình thành từ xưa cùng với làng quê êm ả của Nam Bộ.
Lai Thieu orchards were formed a long time ago together with the southern peaceful villages.
12. Từ thành phố Hồ Chí Minh đi về phía đông chừng 20 km, chúng ta gặp một vùng sinh thái tuyệt diệu.
Traveling about 20 km eastwards from Ho Chi Minh city, tourists will catch sight of a marvelous ecological system.

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