



**THE PROBLEM OF FINDING EQUIVALENT WORDS
WHILE TRANSLATING FOR ENGLISH-MAJORED STUDENTS
(HIGH QUALITY PROGRAM) COURSE 45**

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Abstract:

As the translation profession has grown in popularity, so has freelance translating. Along with the modern lifestyle, young people are increasingly abusing the borrowing of words, which has an influence on translation students. Through research to find out the difficulties students are facing and help translation students find solutions to problems in the process of translating from the source language to the target language. This research mainly focuses on the problem of the process while translators are working to find a synonym or the word that has a close meaning to the source language. In terms of research methodologies, the study concentrated on surveying students from the 45th course in order to identify problems and devise effective remedies. This research will accomplish the following goals: review papers, perform questionnaire surveys of English-majored students about solutions when significant words and phrases cannot be found while compiling, and give ideas to fix the difficulties discovered in order to increase students' translation capacity. The questions are designed to meet the objectives of this research. In addition, the study also aims to clarify the connection between learning and practicing the knowledge of students in major English studies. The study had well-prepared to do the survey and see their expressions after doing the survey and what they expressed about their perceptions toward English in translation. And what would they really do if they are in a practical situation?

Keywords: problems in translation, difficulties, synonyms, knowledge, English study, practice, equivalence, meaning, grammar, culture

1. Introduction

As indicated by our country's growing integration with other countries, translation in Vietnam has a comparatively long history of development. Freelance translating has gained popularity

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in the translation profession. The process of translating the informants' language into their own. The mental process of translation calls for specific knowledge. Reading comprehension is one of the essential abilities. The reading comprehension of translators shares many similarities with that of regular readers, but it also has certain unique characteristics. There is a number of studies about translation have been conducted, primarily studies about translation problems. The translation is thought to transmit something new and original, rather than simply providing the recipient with the same information in a transliterated form, especially given the circumstances of the target native language (Chinh, 2021).

In addition, translation is like any other skill of English which mostly deals with problems that lead to the result of translation such as the result of translated work cannot be understood as what has been written in the source language text (Napu & Hasan, 2019). In the past, the idea of translation between languages was simple and relied heavily on structuralism and comparative linguistics. However, with the rapid progress of linguistics and associated sciences nowadays, the equivalency problem in translation becomes considerably more complicated, but also clearer and more valuable for research and translation practice (Tiến, 2010). Because the perspectives on the nature of translation vary so much, the problem of translation equivalence has become a thorny subject in translation theory, and the opinions of academics on this issue are quite divergent, even contradicting. When students translate, they can see what makes sense and what does not. After their comprehension or output in the source language or target language does not make sense to them, they can delve into linguistic intricacies. They may investigate not only words, but also sub-word levels such as morphology, or go beyond words and sentences, and their investigation may extend to non-linguistic, cultural topics (Azin & Tabrizi, 2016).

As previously stated, the purpose of this study is to investigate students' perspectives on translation. A translator must interpret a source text and then translate it into another language while maintaining the content, style, and purpose of the original text, which necessitates fluency in both foreign and mother tongues, as well as specialized and cultural knowledge. However, at the novice level, basic words with little technical or cultural information are frequently utilized because accurately translating source texts is difficult (Wongranu, 2017). This study will show the typical problems that students learning translation will frequently encounter, as well as the factors that 45th-grade English-majored students consider important when creating translation products, in order to provide appropriate guidance to handle those problems and improve students' translation levels. Can Tho University offer English as a major.

2. Literature review

The translation is one of the language skills, which is very crucial to be learned by translators and students in the relevant field of study who are eager to be a professional translator in the future. A hurdle is faced by a translator during the translation process. When it comes to translation in general, and translation in particular, most people believe that it is simply a process of converting content from the source language to the target language. However, in

order to fully convert the content without deviating from the meaning of the source language, the translator must be the most qualified and knowledgeable.

In academic circles, the term "equivalence" has long been a topic of debate. It has been said by (Asim & Ilyas, 2016) that a multitude of theories, both pro, and con, have been sparked by the predominating idea of equivalence. Some academics used it as a foundational theoretical idea and divided it into other sorts. People express themselves in various ways. While "paraphrase" refers to multiple ways of presenting the same information, synonyms refer to single words with the same meaning. According to An (2005), lexical equivalence must consider the respondent's language use as well as the chance that terms do not have a high degree of similarity between languages. The equivalence of experience and notions to be exploited is just as crucial as the equivalence of idioms, grammar, and syntax (Utami, 2017). There are actually many different kinds of translation issues, but not all of them receive enough attention. According to the definition of translation, it is the process of converting words or texts into another language; and the written or spoken rendering of a word, speech, book, or other text, in another language (Ahmed, 2019). The research aims at solutions to help translators find words and phrases with equivalent meanings in the process of translating a product, the article is either just a paragraph or excerpt that still semantically ensures the content of the work, paragraph, ... from the source language.

2.1 Translation in Vietnam

The sorts of translation that students of translation are essentially aware of from the start have also been theorized by Hoa, N. T. Q. (2022). If a translator uses close translation to translate text verbatim from the source language to the target language or if they use communication translation to make the content easier to understand, they must also be able to edit the language appropriately while shifting and borrowing words when translating from the source language to the original language.

2.1.1 The equivalent level of vocabulary

There are some types of equivalents in translation. First of all, a common type is called "the equivalent level of vocabulary". The simplest, most straightforward to look for and replace during translation is considered to be a similar level of vocabulary.

2.1.2 Upper-level vocabulary equivalent

Next is the upper-level vocabulary equivalent. The upper-level words can be understood as compound phrases or fixed phrases. For this level, finding equivalent phrases is not difficult, but the expression or word order will have many differences between English and Vietnamese. Due to the unique characteristics of each language, translators run into a lot of issues while translating (Aesha, 2019).

2.1.3 Another one will be mentioned is grammatical level equivalency

Between the two languages, there are more equivalent terms than non-equivalent words. In English, the number of a noun indicates that the noun is singular or plural, and if in the subject

position affects the verb form in the sentence in some tenses and sentence forms. Such characteristics in Vietnamese are absent. So, when translated from English to Vietnamese, how should we present it? With the variety of Vietnamese terms available, it is not required to translate the quantity or number of something because semantically accurate translation can still be achieved by using analogous words. This is called numerical level equivalent.

2.1.4 Physical equivalence and equivalence in tenses and bodies

Active and passive expressions in English are also known by other names as active and passive bodies. The grammatical construction known as passivity describes situations in which the subject does not take action but is instead influenced by another cause. When translating from English to Vietnamese, it can sound awkward and lame if the passive pattern is maintained because of the variations in meaning and syntax. Given their different cultural characteristics, Western culture tends to avoid referring to the subject of the action, especially in sensitive cases, so passive is used more than in Vietnamese. We could also understand that it is the Physical equivalent (Tien, 2010), constrained as a result of incorrect idiomatic case interpretation. Passive speech is uncommon in Vietnamese culture hence the idea of passive speech or passive sentences is virtually ever acknowledged. As a result, Vietnamese translations of active phrases from English will invariably result in Vietnamese translations of active subjects.

2.2 Translation in foreign countries

2.2.1 Limitations due to grammar and syntactic divergence between the source language and target language

Boundaries brought on by differences in target language grammar and syntax. Vietnamese is a language that promotes broad and succinct statements, unlike English. Aesha (2019) mentioned the grammatical systems of various languages vary. So, it's crucial for a translator to understand proper target language sentence structure Boundaries brought on by differences in target language grammar and syntax. Vietnamese is a language that promotes broad and succinct statements, unlike English. So, it should come as no surprise that a sentence that is translated from Vietnamese to English will be condensed. A word in Vietnamese will have a number of English word equivalents.

2.2.2 Polysemy in the source language and target language

That signifies an important translation issue. Asim & Ilyas (2016) agreed that it might be challenging to translate words with multiple senses that are related to one another. Differences rendering from translators are common. Sometimes a word with several meanings in the original language is polysyllabic and cannot be fully translated into another language. For instance, how to translate a foreign language into Vietnamese: "he" (English) is translated into "Ngài", "cậu", "anh", ... if the character is respected, otherwise, it is easy to translate as "hắn", "nó", ... The distinctiveness of the language (typically Vietnamese) is also one of the translation problems. Or another example is "lợi" (Vietnamese) when translated it into English, it could be "benefit", "gums".

2.2.3 Limited due to lack of specific equivalents

There are some specific words in English that may not find equivalent words in the target language. Let's take a look at the following synonyms of the word "house" in English: cottage, bungalow, great hall, villa, castle, hut, motel, chalet, and crafts. Not all terms are available in other target languages, especially languages from developing countries. Restricted since there aren't any counterparts in the target language. When a word does not exist in a given language, the translator has no choice except to borrow it.

2.2.4 Restrictions due to misinterpretation of idiomatic cases

The translation of idioms is one of the challenges that a translator occasionally faces while trying to translate complex, multi-word unique expressions (Khan, Ganapathy, & Abbaspour et al., 2021). There are idioms that have been around forever in various languages, including English, Vietnamese, and others. Without knowing the original sentences, it can be difficult to translate these to attain equivalence in the target language. Another difficulty is that it's possible for the translator to be completely unaware that they are translating idioms.

2.2.5 Limited due to the unavailability of equivalents in the target language

Numerous words in the target language have no equivalent in English. Lend words are what they are, and they are typically transliterated (Aesha, 2019). This means when a word does not exist in a given language, so the translator has no choice except to borrow. Because they are utterly foreign to them in their native tongue, loan words may be difficult for translators to understand. Translation challenges are particularly posed by the usage of loan words in the source text. They may introduce logical errors in the text. Lend words might be confusing as well. Wording from the source can convey an idea that is totally foreign to the recipient's culture.

2.2.6 Limited due to specific cultural concepts

According to Fuadi (2016) regarding the difficulties, a translator must have a background in both the source and target cultures in addition to their own tongue. To translate well in terms of meaning and style, one needs to be fluent in both the target language and the target culture. Because the majority of the time, a cultural phrase is distinguished by unique qualities. Religion, politics, social customs, language, tools, clothing, structures, and artistic endeavors are all complex aspects of culture. As Alousque (2009) mentioned, since they require cultural understanding and cultural background, words that encode cultural information are challenging to interpret. Culture and translation are two ideas that are tied to one another. A translator must be well-versed in both the source and target texts, stated as (Fuadi, 2016).

2.3 Students' problems

The capacity to translate accurately is one of the crucial skills English translation students are anticipated to possess at the conclusion of their undergraduate studies. When students' practice time does not go hand in hand with theory, they also become shy about translation in general or interpretation in particular. Most teachers are so focused on mastering the theory

that they forget that students will learn from experience and remember longer through practice. Or because the teacher's teaching style is only suitable for a few of you, the rest of you because you do not catch up from there also creates a feeling of apprehension.

Other objective reasons, such as students' lack of confidence in their grammar or their constant perception that they still have not fully mastered grammar, can also contribute to their reluctance to translate their work. Others are overly reliant on supporting translation tools, so when they translate something themselves without a lot of help, they'll notice that the quality is also much lower than when they use them.

2.4 Research design

This survey research was considered to be of high quality after sending the survey to English-majored students in the 45th grade. There are two key activities that students must do as part of this study. The first section discusses the potential causes or issues that students may encounter while translating. The final section includes questions about the solutions that the students felt would help them become more proficient translators or help them avoid blunders in their future careers. A questionnaire was designed on Google form to collect data in which 5 Likert-scale, 1 represents completely disagree and 5 represents completely agree. This questionnaire included 3 parts: Part 1 asked about the participants' information for identification. Part 2 consisting of 17 items was about the difficulties in finding equivalent words while translating. Part 3 was about the solution that students in English-majored probably chose to solve the difficulties.

2.5 Participants

The participants in this study were English-majored seniors in High Quality Program at Can Tho University. This particular group was selected because they had some prior knowledge of and experience with translation. They are a suitable group for our research because they are also senior students who most likely work part-time at translation-related employment. Each student will have a unique issue, and we will ultimately choose a common cause to address it.

2.6 Instruments

We used SPSS Statistics to analyze the data that we had collected and received a valid result for this research. And we chose the Likert scale which is a scale often uses to measure research related to an activity, or attitude. This scale has the odd number value level such as 3, 5, 7 depending on the needs of the researcher. In our research, we use a scale with 5 levels.

2.7 Procedure

The questionnaire was sent to 4 groups of High Quality Program English-majored seniors via email in the middle of the first semester (2022-2023). The data collected 100% valid responses from 73 students of the selected sample. Regarding the reasons and solutions of this study. We used the descriptive approach, in which each question had five possible answers, and

divided the data into three sections: min, max, and mean. After running the data, we used the outcome to analysis the problems and solutions.

3. Results

3.1 Data analysis

After a week to collect the data, we already had 73 responses from four classes. We used SPSS 22.0 socio-statistical software was used to code, process, and analyze the collected data. The method of data analysis is descriptive statistics. First of all, we have to check the N column to make sure that we have a missing value or not, and our result is 100% valid responses which mean 73/73 without missing value, then we have minimum column and maximum column are the distance values, mean is average value and standard deviation is standard deviation. We also received enough opinions to make the analyze for this research. The research aims at solutions to help translators find words and phrases with equivalent meanings in the process of translating a product, the article is either just a paragraph or excerpt that still semantically ensures the content of the work, a paragraph, from the source language.

3.2 Research result

The study's findings suggest that cultural and customary variations make equivalency difficult to achieve as well as the reason for its absence. This is consistent with prior research by Dotta (2015). Language barriers cause an equivalency issue. The issue of equivalency is brought on by disparate terms and ideas in the linguistic structure, as well as when terminology alters in line with societal and personal change. The quantitative data revealed that involving students in a student-centered atmosphere brings a positive impact on promoting students' autonomy in vocabulary learning.

Group 1: Students' opinions on cultural difficulties

Table 1: Students' opinions on cultural difficulties

	N	Minimum	Maximum	Mean	St. Deviation
I think I still do not have a thorough understanding of knowledge in translation.	73	1	5	3.22	1.057
The equivalence is beyond the scope of the dictionary, bias in culture and by target language usage.	73	2	5	3.59	1.103
I met with difficulties while translating writings from Vietnamese into English.	73	1	5	3.58	.971

The results from Group 1 show the students' assessment of cultural issues. In which, the translation of literary works and the translation of poetry and works of art cause many difficulties for students at 3.59 and 3.58, respectively. In detail, we can see for the question "I think I still do not have a thorough understanding of knowledge in translation" has a result is

(M = 3.22) which means that most of the students had chosen level 3 (Neutral). It means that they might have enough knowledge but they don't really confident with their knowledge or we could say that they don't have too many practical situations so that they can know the level that they are in. Next is the question "The equivalence is beyond the scope of the dictionary, bias in culture and by target language usage" with (M = 3.59) so it's rounded to level 4 (Agree), it's clear that most of the students agree with the idea about the equivalence. The last question is "I met with difficulties while translating writings from Vietnamese into English" and the result is (M = 3.58) it's the same level 4 (Agree) as the question before. Students also agree with the opinion that translating from Vietnamese into English somehow is very hard for some reason such as in Westerners.

Group 2: Students' opinions on difficulties related to vocabulary

Table 2: Students' opinions on difficulties related to vocabulary

	N	Minimum	Maximum	Mean	St. Deviation
I see translation as a profession that requires quite a lot of vocabulary.	73	1	5	4.19	.793
I think my English vocabulary is not good enough.	73	2	5	3.64	.977
I do not understand well the field the source text covers.	73	1	5	3.52	1.069

Group 2 shows that students have more difficulties with vocabulary, especially with specialized words. Many of them (M = 4,19) agreed with the question "I see translation as a profession that requires quite a lot of vocabulary" that translation is inherently a profession that requires a high vocabulary. Meanwhile, in the question "I think my English vocabulary is not good enough" most of the students chose the opinion that their own vocabulary is not good enough (M = 3,64). The results from Group 2 show that the average value of students' opinions for these difficulties is due to a lack of knowledge about compilation and a lack of understanding of the field in which the source language refers (M = 3.52) which means most of the students agreed with the opinion "I do not understand well the field the source text covers". However, students face more difficulties with specialized terms than ordinary texts while translating, sometimes a word with several meanings in the original language is polysyllabic and cannot be fully translated into another language. The essential goals of translation make it evident that this work entails more than simply translating information from one language to another; it also has a big impact on how a language develops, as well as how culture, history, and other subjects like science and civilization.

Group 3: Students' opinions on equivalence in translation

Table 3: Students' opinions on equivalence in translation

	N	Minimum	Maximum	Mean	St. Deviation
I find it difficult to find equivalent words when compiling.	73	2	5	3.63	.993
I spend a lot of time looking up all the equivalent words.	73	1	5	3.52	1.107
I find it difficult to determine what is the most appropriate meaning.	73	1	5	3.49	1.107

Consequently, students find it hard to find a word or phrase with the most exact equivalence compared to the source language ($M = 3.63$) which is the question “I find it difficult to find equivalent words when compiling” which means all students agree with the opinion. Simultaneously, students agree that they take a lot of time to look up the word with the appropriate meaning which is related to the question “I spend a lot of time looking up all the equivalent words” has a result is ($M = 3.52$). It is normal for translators to produce varying translations. Sometimes a polysyllabic word having multiple meanings in the originating language cannot be completely translated into another language. In these situations, the translation's emphasis would be overly placed on its communicative intent. In our study, students also find it difficult to determine what is the most accurate and appropriate meaning for the translation ($M = 3,49$) for the question “I find it difficult to determine what is the most appropriate meaning”, as opposed to English, Vietnamese encourages broad, concise sentences. Thus, it should not be surprising that a sentence's length will be reduced when it is translated from Vietnamese to English. There are numerous English words that translate a given Vietnamese word. The proportion illustrates that most of the students chose level 4 (Agree). Additionally, lexical gaps have been found, which encourage language borrowing and lending. or using technical language ineffectively.

Group 4: Students' opinions on the difference in the language system

Table 4: Students' opinions on the difference in the language system

	N	Minimum	Maximum	Mean	St. Deviation
The big difference in language structure leads to difficulties in translation.	73	1	5	3.42	1.013
I don't understand the sentence syntax when compiling.	73	2	5	3.30	.996

Group 4 presents problems with sentence structure and grammar with multiple and average values ($M = 3.42$) and ($M = 3.30$) for two questions “The big difference in language structure leads to difficulties in translation” and “I don't understand the sentence syntax when compiling” respectively. More students agreed with difficulties in English structure and most of them chose syntax at level 3(Neutral). Similar to Juma (2017), who claimed that, for the purposes of this debate, the syntax should be covered first by starting with morphology at

another linguistic level. An agglutinative language is one in which each element of meaning is represented by a separate morpheme and words are constructed from a linear sequence of them. Due to English's lower agglutinative, there are differences in the syntactic structure of sentences between the two languages. From the survey results, it can be concluded that the difficulty of the sentence structure hinders students more than the grammar points. Because of these grammatical differences, it might not be difficult to translate a single word from Vietnamese to English or vice versa, but it might be challenging to translate complex sentences or complicated statements.

Group 5: Perspective in translation

Table 5: Perspective in translation

	N	Minimum	Maximum	Mean	St. Deviation
It is necessary to fully understand and capture information from the source language.	73	2	5	3.42	.993

The majority of students choose to understand the source language as necessary when compiling, according to data accounting for the question "It is necessary to fully understand and capture information from the source language" is (M = 4.01). Translators working on active translation projects need to be sensitive, sophisticated, and creative in order to apply the appropriate context and comprehend the function semantics, in addition to having text analysis skills, specialized knowledge, and cultural familiarity with both the source and target languages. One of the crucial skills that English translation students should possess at the end of their undergraduate studies is the ability to accurately translate. It is clear that translating between languages is a difficult endeavor that requires linguistic proficiency as well as cultural and social understanding on the side of the translators.

3.3 Solution

Table 6: Students' perspective in improving their vocabulary

	N	Minimum	Maximum	Mean	St. Deviation
I often read documents and watch international news or read newspapers.	73	1	5	3.52	1.002
I often use a notebook to record specialized words with equivalent meanings.	73	1	5	3.45	1.055

From the above data table, students choose to read documents and watch the news more because of the convenience of acquiring new knowledge and as a means and tool for entertainment, accounting for (M = 3.52), it's rounded to level 4 (Agree), we might know that watch news and documents is a huge resource to learn language not only English, especially watch the news, because English-language news depicts language that is actually used by native speakers, watching them can help you learn the language. The language learners claim that listening to news stories read in natural English increases their interest and enjoyment of

the subject matter. Meanwhile, the use of notebooks is less than 0.7 but still level 4 (Agree) by (M = 3.45) shows that students also have a good habit of using notebooks to take notes. As a matter of fact, the student translators' insufficient knowledge can be solved by having online resources management skills, and precisely utilizing Internet facilities. The Internet provides a variety of online resources helpful to cover their weaknesses in the target language competence. Online newspapers, books, and monolingual dictionaries are several resources serving as useful references. Although there are often multiple translations, strategies for directional equivalence are reduced to polar opposites; one party complies with source language norms and the other side complies with target language norms. Overall, even less than 0.7 but in general most of the students were agreed to two solutions that we made up. We can see that the standard deviation of both is bigger than 1, so there was a conflict from 73 responses. But all students agreed that the use of English news in learning and teaching English is usually encouraged because it could help students' language acquisition.

Table 7: Students consider the aspects of words

	N	Minimum	Maximum	Mean	St. Deviation
I think we can explain the meaning of the equivalent word.	73	1	5	3.73	1.071
Consider other aspects of level words and culture in a poetic language is necessary.	73	1	5	3..78	1.031

About this group, the result is up to (M = 3.73) so it's in level 4 (Agree) with the question "I think we can explain the meaning of the equivalent word", so somehow, we might not know the synonym or the world has the close meaning. As I mentioned before there are some specific words in English that may not find equivalent words in the target language. For the second question "Consider other aspects of level words and culture in the poetic language is necessary" has collected (M = 3.78) also like the first question, both are in level 4 (Agree). Culture transfer through translation. The translation is never easy because of constraints such as lexical, structural, and contextual restrictions. Elements that are rhythmic, alliterative, and pronounced similarly would define lexical boundaries. The underlying distinctions in culture between languages shape each work of literature. They frequently reject translation as nonliterary and oppose it. Both physical and abstract ideas could apply to this concept. It might be connected to a moral code or a way of life. This might make it more difficult for people who don't understand them to achieve equivalency. Through this group, we have seen again how much important culture and equivalence. Language and culture are interconnected.

Table 8: Students' perspective in finding the meaning

	N	Minimum	Maximum	Mean	St. Deviation
I often use tools and dictionaries to find the meaning.	73	1	5	3.45	1.014
I rely on the situations to identify the meaning.	73	1	5	3..66	1.108

For this group, we can see two opinions above are popular ways for students when they are translating. In the first sentence “I often use tools and dictionaries to find the meaning” with (M = 3.45) and deviation is bigger than 1 we can see that tools and dictionaries are very familiar to anybody studying another language. But a high rate of students agrees that they “often use” which is mean some of them to lack vocabulary. Also, it’s might seem like a hobby for students, so if they continue like that in the future. They will depend on the tools more than their knowledge, so when they translate something themselves without a lot of help, they’ll notice that the quality is also much lower than when they use them. For the second question “I rely on the situations to identify the meaning” up to (M = 3.66), some students don’t have good listening skills so, in some conversations, they will rely on the keyword and the situation they are in to guess the meaning to continue the conversation. But everything always has two sides, in emergency situations students can do like that but after all, this also shows students are still not good enough to be translators in the future because of linguistic and cultural grounds, the translator has trouble locating an exact translation of an idiom in the target language.

Table 9: Discuss on solution

	N	Minimum	Maximum	Mean	St. Deviation
Having an extensive vocabulary is beneficial for finding equivalent words.	73	2	5	3.92	.997
I think it is important to consider the purpose of the original language document that we need to choose between a description and function.	73	2	5	3.53	.973
I have spent time learning about other countries' cultures through books and the Internet.	73	1	5	3.51	1.042

Although the last group is not the main group that we chose it also illustrated the perception of students in equivalence and culture. The first question is “Having an extensive vocabulary is beneficial for finding equivalent words” with (M = 3.92) rounded to level 4 (Agree) means most of the students believed that the process of translation will be easier if they had extensive knowledge, so they can be more professional, and more confident. Moreover, this question has someone who chose level 1 (Completely disagree) so students are always aware of learning vocabulary in their mind, besides that, there are still a few of them who didn’t realize the importance of updating their vocabulary. Next is the question “I think it is important to consider the purpose of the original language document that we need to choose between description and function”, following the first question in level 4 (Agree) with (M = 3.53), in school, teachers always tell us that we should find out carefully the original text before translating it, so we could avoid the mistakes from misunderstanding the content, intention, and culture. And the last question “I have spent time to learn about other countries' cultures through books and the Internet.” The result is (M = 3.51), rounded to 4, this means that students agree with that opinion but the minimum is 1, it’s clear that there are still some of them who completely disagree with the opinion. In conclusion, the two first questions have

stable data in the standard deviation column, both are under 1. On the other side, the last one has a standard deviation is bigger than 1, even though the first and the last have a minimum is 1. It may be noticed that even senior or graduated translation students are unable to translate correctly due to a lack of necessary grammatical and vocabulary skills, which leads to understanding issues.

4. Discussion

Finding equivalent words in translation is a challenge for third-year English-majored in course 45 (High Quality Program), per the research, which accounts for 3.63. Thus, according to their opinion, the vocabulary requirements for the translation industry are quite high. Before translating the material into the target language, pupils must first understand it in the original text. Although it is hard to completely equate the original and the translation, general criteria of equivalence can be used to compare translations between English and Vietnamese. As finding equivalences between two languages is the essence of translation, terminology and translation equivalences are crucial components of our translation training program. The results indicate that many students have trouble identifying the appropriate words in English, particularly while taking the translation exam. Commonly, a lot of them will waste time trying to explain or interpret the word in an awkward way, but this won't ensure that the translation conveys the whole meaning and will instead make it unclear.

4.1 Lack of knowledge of vocabulary

Up to 86% of the students agree that translation is a profession that requires a high vocabulary. However, in fact, students' vocabulary is still too small compared to the knowledge of the translated text and 46.8% of students do not understand well about the field they translate.

4.2. Difficulties

4.2.1 Vocabulary

According to the survey results, this is the problem that students face the most when studying translation. Accounting for 35,4 % of the total number of students assumed that their vocabulary is not good.

4.2.1.1 Terminology

In the later compilation process, there are many different and complete specialized documents compared to the translated quotations in the courses. Especially about the lack of terminology. With a training period not too long enough to focus on terminology or introduce topics students often encounter in conferences, contracts of businesses, translating advertisements, or other important documents. "I do not understand all the professional knowledge about the content or the document I translate" - This is also one of the common difficulties.

4.2.1.2 Multi-meaning word

Often only learn basic and common meanings, so when encountering words with many meanings, it is easy for students to be confused and have to look up, which leads to a loss of time.

4.2.1.3 Major word

This issue, which accounts for the majority of students' difficulties when learning translation, is shown by the survey findings. 3.59 percent of all the students surveyed responded. Compared to the translated quotations in the courses, there are many more unique and comprehensive specialist papers in the subsequent compilation phase.

4.2.1.4 Phrasal verb

In phrasal verbs, we have the following common phrasal verbs like “allow for” which means “tính đến, xem xét, chấp nhận” but most students will use words like “accept”, “up to”, “consider to”.

4.2.1.5 Idioms

“A piece of cake” means “easy”, students often use the quite common word “easy”.

4.2.1.6 Collocations

“Every so often” means “sometimes”, but it will also often be translated as “sometimes”.

4.3 Lack of specialized knowledge during the translation course

4.3.1 Limitations during training

Although students have been exposed to the subject of translation in the 3rd year, they still do not know much about this subject. The process of training in this subject is quite short, it is difficult to guarantee the quality. Most students have to spend time self-studying, improving, and learning through books. This shows that the school needs to have the plan to help students improve their translation ability, ensuring that students are firmly equipped with the foundation of equivalence methods and skills when they cannot find equivalent words in the process. convey content from the original text. In order to major in translation and prepare individually for this major, it is required to enlist competent students from the second year. Even for specific courses like business, travel, and the office, such as literature, commerce, and language, translation practice activities must be added.

4.3.2 The harmony between the theory and practice of translation

Translation curriculum at Can Tho University with a focus on translation practice. According to the training program, students are exposed to general translation (30 theoretical periods) at the end of year 2 and basic translation at the beginning of year 3 (60 practical periods). Although this ratio does not say much about the quality of teaching, it can also show that the practice of translation is given special priority. Not only that, the separate theoretical and practical lessons and the summer semester apart do not guarantee that students can firmly

grasp the theory to conduct practice. Therefore, when conducting translation, they often follow their feelings with their own lexical knowledge, not classifying or following the translation process.

4.3.3 Translation teaching model

Teachers at CTU primarily use the traditional teaching model when teaching translation. Not sure how well students understand the text or whether it's due to the specialized knowledge they've received. The teacher will make a language correction after each sentence, and the teacher's correction is often so thorough that it feels like this is actually a language practice lesson. They are also distracted by the next sentence because they will inevitably "take their turn". The phenomenon of being too focused on "assigning practice translation exercises" so they don't fully focus on the lesson. Students will not pay attention to the teacher's answers and corrections. At the end of the class, the teacher may give a grade, usually without further explanation.

4.3.4 Different language syntax

Talking about the same area of technical expertise, however, each country will have a different style and presentation of sentences. Therefore, foreign technical documents will sometimes have different sentence structures. This makes it difficult to compile documents if not well understood. Along with that, in the translation process, you too closely follow each translated word without paying attention to the context, which will make your sentence structure become dry and lose its smoothness. Sometimes it makes it difficult for the reader to understand. Regarding the assessment, students said that they have many difficulties in vocabulary and little difficulty in grammar and language structure. The active and passive phrases in English also go by the terms active and passive, which refers to the equivalent of one form.

4.4 Culture

Translators can find equivalent words to recompile but for impossible cases, translators have no choice except to use explanatory words or words close to meaning to compile depending on the context. However, in order to be able to use the method of explaining or borrowing synonyms, it is imperative that the translator clearly understand the content and meaning of the source language to find the words to explain the meaning of the sentence clearly. In British culture, there are many elements that Vietnamese culture does not have and vice versa. This is most evident in the system of idioms, proverbs, folk songs, classics, and historical references or dialect words.

4.5 Guarantee vocabulary equivalence

Finding an equivalent vocabulary suitable for the source language is an extremely difficult thing when 60.7% of students often encounter it. The degree of equivalence between languages is extremely complicated when hundreds of scientific researchers search and discover different definitions to ensure translation equivalence. German Äquivalenz studies

are carefully tailored by offering equivalence classifications, its most illustrious representative being Koller (1995: 196-97). He mentioned five types of equivalence: 1. denotative equivalence, relating to the extralinguistic aspects of a text; 2. connotative equivalence, dealing with lexical solutions; 3. text-normative equivalence, concerning text-types; 4. pragmatic equivalence, engaging the recipient, and 5. formal equivalence.

4.5.1 Denotative equivalence

The equivalence of the extra-linguistic content is an equivalence relation towards reality. Equivalence requires that the lexical meanings of two texts be equivalent regardless of language.

4.5.2 Connotative equivalence

Broad meaning is understood as the meaning of a word that has been extended in relation to categories such as expression style, and geographical and social characteristics. The meaning varies by user and/or context. Thus, this type of equivalence involves a lexical choice between synonym expressions. This equivalence also requires attention to words used as metaphors or polysemous.

4.5.3 Text-normative equivalence

Text-normative is understood as documents that are correctly formulated (normative) to be understood by everyone in a uniform way, it is related to the standard of using the language of a given type of text. This means that the words used in the target text must correspond to the context of the source text. Typical are constitutional documents, legal documents, administrative documents, medical documents, scientific and technical documents, etc. Standard documents have high clarity and accuracy. The main or important meaning is expressed in technical terms or words. The way of placing words, and sentences have its own style.

4.5.4 Pragmatic equivalence

In order to express a meaning, sometimes the expressions of the two languages are not the same and cannot be translated 1:1, which means word-by-word.

4.5.5 The aesthetic equivalent

Aesthetic equivalence is understood as showing the equivalence relationship in terms of formal Vocabulary, syntax, style, and staging of the translated text must be constructed so as to achieve the same aesthetic effect as the original text. This type has special meaning for literary works because literary translation requires a lot of emotion, but it does not mean arbitrary. On the contrary, the translator must be very disciplined to avoid uncontrolled and clumsy constructions that can cause the translation to deviate from the original idea or lose its literary character. Translators need to carefully analyze equivalence in many categories: rules, variations, intonations, especially expressions based on puns, metaphors, vocabulary, and syntax.

4.6 Differences in the language system

"Language disagreement" is the main cause of all problems related to translation. There are problems inherent in the language, there are problems that arise. There are objective problems that coexist alongside subjective ones. Problems exist everywhere: in practice (ellipsis, supplement, free translation, ...), in words, idioms (proper names, rhetoric, slang), grammar, syntax, semantics, pragmatics, ... This is the most common type of difficulty, and most directly affects the translation process.

Unlike Vietnamese, English is a language that favors synthesis and concise expression. Therefore, it is not surprising that a text translated from Vietnamese to English will be shorter than the original Vietnamese. A word in English may correspond to several words in Vietnamese. In other words, there are notable grammatical and syntactic differences between Vietnamese and English. Therefore, translating a single word from English to Vietnamese and vice versa may not pose a problem, but translating a compound or complex sentence can become a challenge due to the syntactic differences between the two languages. When having to translate Vietnamese words into English, it is difficult to ensure the equivalent in form and even less to reflect the semantic nuances. Because the English has very few reduplicative words.

5. Conclusion

According to research, students at CTU who are majoring in English Studies (High Quality Program) still have a tough time locating equivalent terms while translating from English to Vietnamese. This indicates that the institution must have a strategy in place to assist students in honing their translation abilities. Students who took the evaluation stated that they found the vocabulary to be very challenging and that they had less trouble with translation-related information. This outcome is quite comparable to the outcomes of the student's translation practice. Since the training period is so brief for this course, quality assurance is challenging. The majority of students are required to invest time in self-study, cultivation, and book-based learning. This demonstrates the necessity for the school to have a strategy to assist students in developing their translation abilities, making sure that students are given a strong foundation of equivalent techniques and skills when they are unable to identify equivalent terms during the process. communicate information from the source text. Can Tho University offer a translating education with a concentration on practical translation. Since the primary goal of learning translation is to prepare or train students to become professional translators, this topic must offer certain complementary skills to support students in becoming effective translators. By making cutting-edge knowledge accessible to those who are interested in it, translation is essential in changing the academic environment. In addition to helping us comprehend historical civilizations, activities that have included translation provide us the chance to tour the world in the future. And we all see that most of the students agreed with the cultural problem is the one that students need to concern more if they want to be better day by day. Overall, most of the students have a progressive manner in their study, and they

agree that widening their knowledge and exploring a new culture is needed not because you study a second language but as global citizens.

7. Recommendations

Translators need to improve many kinds of knowledge: language, culture, general or background knowledge, and specialized knowledge. They need to be fluent, have a rich vocabulary, have a thorough understanding of the linguistic issues of both languages, and understand the similarities and differences between the two languages not only in terms of grammar but also in terms of grammar, semantics, and pragmatics. Those understandings are closely linked with cultural knowledge about the country, people, lifestyle, habits, customs, and habits of the two language communities. In turn, cultural knowledge must be based on a solid and continuously updated encyclopedic knowledge base. Finally, each specialty has its own terms, expressions, and styles, which require translators to understand at least their meanings and connotations, although not as deep as a single specialist.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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