

QUALITY ASSESSMENT OF ENGLISH – VIETNAMESE TRANSLATION BY ENGLISH LANGUAGE STUDENTS – SOME COMMON PROBLEMS AND SUGGESTED SOLUTIONS

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Abstract: Translation quality assessment plays a crucial role in training prospective translators, as it not only evaluates learners' linguistic competence but also identifies recurring issues that hinder effective communication across languages. This study examines the English–Vietnamese translation performance of senior English language students at Hanoi Pedagogical University 2, focusing on common problems and practical solutions. A corpus of student translations from academic texts and authentic materials was collected and analyzed based on meaning, expressions, errors in translation, and consistency. The findings indicate that while students generally demonstrate strong lexical knowledge and grammatical awareness, they frequently encounter difficulties in handling cultural nuances, idiomatic expressions, and stylistic adaptation. The most common problem in the students' translation was expression which was caused by unnaturalness and contextual inappropriateness, followed by that of meaning due to inaccuracy or misunderstanding. Some errors in their translation include overuse of literal translation, misuse of collocations, and failure to convey pragmatic meaning. In addition, some students show limited awareness of text types, leading to mismatches in register and tone, along with their inconsistency in using some particular terms or pronouns repeatedly used in the target language text. To address these challenges, the study suggests some practical solutions, such as placing greater emphasis on contrastive analysis between English and Vietnamese, integrating more practice with authentic texts in diverse genres, and so on. By highlighting both the strengths and weaknesses in the students' translations, together with suggested solutions, this study contributes to improving their translation skills and enhance the quality of their English – Vietnamese translation.

Keywords: translation quality assessment, English – Vietnamese translation, English Language students, common problems, solutions

1. INTRODUCTION

Translation has become a common major in the field of language study. It has always accompanied with language learning, therefore, there were a lot of studies about translation and translation issues as well as problems in the history. In learning a foreign language, translation has become more and more important. It is translation that helps countries in the world get closer to each other in a multilanguage world. It can be

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considered a useful tool which helps people study the culture and social life in other countries in the world. In fact, translation is now indispensable in every field of life and the key to the success of individuals and organizations. The English language major students at Hanoi Pedagogical University 2 are not an exception. They need to be equipped with sufficient translation skills to meet the more and more demanding needs of the job market. For them, being good at translation is certainly an advantage for their future career after graduation from university. However, they have had a lot of difficulties in learning translation, especially English – Vietnamese translation, leading to the fact that their translation was not good enough. Most of the studies related to translation quality assessment so far have mainly focused on professional translators' problems in translating literary works [6],[8], [9], or in training translators [13], leaving a gap in studying the quality assessment of translation done by university students and problems facing them in learning translation as well as solutions which can be suggested for them to overcome their problems and learn translation effectively. Therefore, the researcher has decided to carry out this study “*Quality assessment of English – Vietnamese text translation by senior English Language major students at Hanoi Pedagogical University 2 – some common problems and suggested solutions*”. With a view to studying the problems in the students' translation which affect the quality of their translation, it focused on answering the two following questions:

- What are some common problems in English – Vietnamese translation by the senior English Language major students at HPU 2?

- What can be the possible solutions to these problems and what can be done to help the students learn English – Vietnamese translation in particular and translation in general better?

2. RESEARCH CONTENT

2.1. Literature Review

2.1.1. Definitions of translation

Though the role and history of translation can be easily agreed upon, it is almost impossible to find an undisputed definition of translation. From different directions, there can be various definitions. Particularly, translation can be defined as the activity of changing something spoken or especially written in one language into another language. Newmark [1], by defining translation as a “*craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language*”, views translation as a practical technique or a skill. Meanwhile, Nida [2] claims that translation is an art, a skill and a science focusing more on the aesthetic value of the translation product. Despite the great variety of definitions, we can still have an overall view of what translation is by combining the most essential aspects of those definitions. The below quoted definition from “*Training Translators and*

Conference Interpreters” by Weber [3] is not quite satisfactory but appears as one of the most widely-agreed:

Translation is the transposition of a text written in a source language (SL) into a target language (TL). The translated version must be absolutely accurate in meaning, contain all nuances of the original, and must be written in clear, elegant language that can be easily understood by the reader. Nevertheless to say, punctuation spelling and grammar must be flawless.

However, it must be noted that this definition is mainly for the sake of translation theory, since in practice, there are few translation versions that can be “*absolutely accurate in meaning*” and “*contain all the nuances of the original*”. People are different in all aspects so the message perceived by the reader is frequently not identical to the message meant by the writer. There are numerous elements that cause this distortion of the message and cross-culture is one of the major ones. And minimizing this distortion in meaning is the aim of all translation theories and of this study. Whether referred to as a profession and/or as a sheer academic activity, translation can be defined as a process which is rendering a written text into another language and a product which is an artistic and scientific result of the translating activity.

Thus, there are different definitions of translation, resulting in different ways in which it is conducted. However, the ultimate aim of translation is to produce the best version of a written or spoken message in another language. Therefore, it involves activities, efforts, techniques and skills. Besides, translation has something to do with art, as it requires creativeness as well as imagination to make good choices of words, to fill the semantic gap between the two language and to tackle various cultural factors, etc.

In conclusion, translation can be viewed both as a process and a product, an art and a science. That definition would not be a comprise among, but a good combination of the definitions mentioned above.

2.1.2. Translation quality assessment

2.1.2.1. Concept of translation quality assessment and high-quality translation

Translation quality assessment is the process of considering the quality of a translation text from an original one, putting them in comparison and checking whether they are really equivalent to each other. Simply, it is to see if the translation of a text in another language is good enough to be used. As translation plays an important role in the globalization in which countries in the world are getting closer to each other, translation quality assessment has become more and more necessary and vital in making everything goes well. It is the quality of translation that determines the success in communication among people and countries in the world. If the quality of translation is good, it will help people from different cultures easily get on and do everything well with each other. Whereas, if the quality of translation is bad, it is likely to cause lots of problems such as failure in communication, misunderstanding, confusion, embarrassment, shame, even

stress and conflicts. Hence, it is vital that the quality of translation be assured, which requires translation quality assessment as well as the process of assessing the quality of translation with well-established criteria and stages as will be mentioned below.

The main purpose of translation quality assessment is to help translators to have high quality translation. According to Pacific International Translations [5], “*A high-quality translation is one that captures the meaning of the original text and is appropriately worded, free from error and internally consistent*”. This definition states the four criteria that determine translation quality:

- Meaning
- Wording / expression
- Mistakes
- Consistency

Based on these criteria, the standards needed in each for a translation to be high-quality are as follows.

- Equivalence of meaning
- Appropriate wording / expression
- No mistakes
- Fully consistent

Hence, in assessing the quality of translation, the following four questions need to be taken into consideration.

- *Does it capture the meaning of the original?*
- *Does it read like it should?*
- *Are there any grammatical or spelling mistakes?*
- *Has it handled everything consistently?*

In short, in order to have high-quality translation, translators must assure the required standards including equivalence of meaning, appropriate wording or expression, no errors and being fully consistent in their translation.

In this study, the researcher would like to base on the four criteria suggested by Pacific International Translations [5], as they are very concise, clear and easy to follow in assessing the quality of translation. They are meaning, wording/expression, errors and consistency. Thus, the quality of translation can be assessed by seeing if it meets these criteria, which can be gained by following the required standards, as shown below.

Criteria	Standards required
Meaning	Equivalence of meaning
Wording/Expression	Appropriate wording/expression
Mistakes	None
Consistency	Fully consistent

Also, based on the criteria and standards for assessing the quality of translation

mentioned above, an effective three-step translation quality assessment procedure can be applied as follows. [5]

Step 1: Assess the translation for accuracy of meaning

Step 2: Assess the translation's quality of wording / expression

Step 3: Technical/formal check

All the three steps help to answer the four questions about the quality of translation as has been mentioned in section 8.2. In other words, they can help to check more than one criterion about the quality translation simultaneously. For example, the first step which focuses solely on meaning answers question 1 – *Does the translation have the same meaning as the original?* It also partially answers question 3 – *Are there any grammatical* and partially answers question 4 – *Has everything been handled consistently?* After this step is finished, the meaning of the translation can be confirmed if it has been captured, or there are places where it has not and need some revisions. Also, as the meaning of the translation is intensely focused on at phrase/word level, grammatical and lexical mistakes (if available in the translation) can be automatically found out. Simultaneously, any inconsistency in the use of vocabulary can be easily noticed. In the second step, there are three aspects to a translation's quality of wording – naturalness, ambiguity and register/style to be assessed. Specifically, the translation will be assessed whether it uses natural sounding language, flows nicely, is easy to understand, and has no awkward sounding parts; has any text that's ambiguous and so open to misinterpretation; has similar tone and formality/informality to the original and an appropriate style for the intended purpose or function of the text. What this step achieves is the answer to question 2 - *Does the translation read like it should.* It may also partially answer question 4 – *has everything been handled consistently?* It is certain that the translation is now confirmed if it is appropriately worded, or has any parts needing amending. Also, any remaining inconsistency of vocabulary or style during this read through can be automatically picked up. The last step answers question 3 - *Are there any grammatical or spelling errors?* and partially answers question 4 – *Has everything been handled consistently?* In this step we have an overview of formatting and layout to ensure they are appropriate and consistent throughout. Optionally, we may also check there are no spelling or grammar errors, generally using the spell check function available in most programs. Some information such as proper name spellings, dates and numbers is recommended to be double checked as these are a common source of error.

Thus, using the model of three-step translation quality assessment procedure mentioned above, the four translation evaluation criteria can be assessed with the results as shown in the table below. [5]

	Criterion 1	Criterion 2	Criterion 3	Criterion 4
Step 1	√		√	√
Step 2		√		√
Step 3			√	√

Hence, after completing this translation quality assessment procedure, the quality of translation can be clearly seen and determined whether it is good enough to be used or it needs to be revised until it can be accepted.

2.1.2.2. *Previous studies of English – Vietnamese translation quality assessment*

So far, there have been some studies which focused on the translation quality assessment of English – Vietnamese translation. Specifically, these studies examined the application of models of translation quality assessments by some researchers in English – Vietnamese translation of some English literary works. In 2012, Dang [6] implemented a study focusing on assessing the Vietnamese translation of the first three chapters of the novel titled “The Da Vinci Code” by Do Thu Ha (2005) base on House’s model of translation quality assessment. With qualitative methods, the source language text was analyzed along with House’s model [7]. In addition, a comparison between the source language text and the target language text was made to have an overview of them and find out the errors and mistakes in the latter. Then, the quality of the Vietnamese translation was shown to be of bad quality, as it fails to convey the interpersonal meaning and ideational meaning of the former according to House’s model.

In 2017, Trieu [8] studied the application of House’s model for translation quality assessment in assessing the translation quality of the English – Vietnamese translation of the literary work named “The Great Gatsby” by F. Scott Fitzgerald. Specifically, in her study, Trieu applied the functional-pragmatic model by House [7] to assess the quality of the Vietnamese translation work “Đại gia Gatsby” by Trinh Lu. The main method in the study was the qualitative analysis to compare and contrast the original text and the translated text, together with the quantitative method which was partly used to calculate the number of translation mistakes base on House’s model. The study shows that House’s functional-pragmatic model can be well applied to assess the translation of literary works in general and contribute to improve the quality of English – Vietnamese in particular.

Also, Trieu [9] had another study in the same year which reported the approaches in translation assessment of which there are some main ones such pre-language, translation assessment base on readers’ feedback, and that base on text and discourse analysis. In this study, she described, analyzed and discussed the functional- pragmatic model by House [10] which focuses on translation assessment base on text and discourse analysis. The study aimed to give some suggestions for English – Vietnamese translation assessment. Again, Trieu [11] continued to investigate translation quality assessment in another study by examining and assessing the Vietnamese translation of person reference form in a

literary work named “Harry Potter”, particularly the two personal pronouns “I – You”. In this study, House’s functional-pragmatic model [10] was used together with the attitudinal resources of Appraisal theory [12] as the analytical framework for assessment, with the data collected from “Harry Potter and the Philosopher’s Stone” (2014) and its Vietnamese translation “Harry Potter và Hòn đá phù thủy” (2016). The findings of the study shows that the translator had made a lot of efforts in selecting equivalent Vietnamese person reference systems to render those in English adequately in various situational and cultural contexts in the target language. Based on such findings, the researcher suggested useful and effective strategies for English – Vietnamese translation of “I – You”.

In 2020, Nguyen & Nguyen’s study [13] which was conceptual research was done with a view to generalize and analyze some theories and practice in translation quality assessment in the world in training translation at tertiary level. They aimed to present a panoramic view of basic issues in translation quality assessment, the assessment criteria in the light of generalization and analysis, the common classifications of errors in translation. The study greatly emphasizes on the importance of translation quality assessment and the need of establishing a common model of translation quality assessment in training translators at tertiary level. It helps teachers of translation in Vietnam have a more realistic view of translation quality assessment in order to be able to make decisions and select appropriate solutions to assess the quality of translation in the translation training process at university.

The studies of translation quality assessment by the authors mentioned above are all useful references for assessing the quality of translation in Vietnam, especially when this is done between the source language text (English) and the target language text (Vietnamese). Readers can easily compare and contrast the original text and the translated one, as well as review their analysis, comments and assessments and show their opinions with their suggestions and recommendations in these studies. However, due to the fact that their assessments were mainly given to the translation of literary works in English, which is often for professional translators, or their studies only focused on examining the models and approaches to translation assessment, they do not seem to be suitable to participants as university students who are still learners of translation and therefore not competent enough to compare and contrast the source language text and the target language text at such high levels. Also, because of their limited ability, they cannot fully acquire the knowledge of models of translation quality assessment by researchers as well as give their comments on them.

There has not been a study of quality assessment of English – Vietnamese translation by university students who are learners of English in general and those of translation in particular up to now. As has been mentioned, their ability of translation is still limited. Consequently, their translation is certainly not good enough, even with a lot of errors and mistakes that they are likely to make, and thus cannot meet the criteria of a good

translation. The assessment of their translation can therefore help to show their common problems they have in learning translation, based on which useful suggestions for them to overcome such problems and learn translation better can be given. Simultaneously, the study is expected to help teachers of translation have effective and timely adjustments in their teaching translation subjects at university.

2.2. Methodology

2.2.1. Research design

The study was designed and done as a descriptive and qualitative one which focused on giving the descriptions of English – Vietnamese translation by a particular number of participants. In order to have an overview of how their translation was fulfilled, sixty English – Vietnamese text translation exercises were designed for the students to do and then collected as the data for the study. Specifically, sixty students in English Language classes in the fourth year in the faculty of English (K47) in the first semester of the academic year 2024 – 2025 were selected as the participants of the study. Each of them was then given an English text of different topics and types of approximately 1,000 words and asked to translate it into Vietnamese. All the participants were required to do their own translation exercise separately in class under the researcher's surveillance in a limited time, and they could only use paper dictionary to support their translation. This was to make sure that their translation would be done with their own ability, which was likely to produce reliable data for the study. Their papers were then collected and their translated texts were analyzed and assessed by the researcher whose duty was to find out and describe the common errors in their translation by classifying and analyzing them in detail, along with his suggestions for correct translation.

2.2.2. Participants of the study

In order to collect the data as copies of English – Vietnamese translation by the students, the researcher got sixty senior English Language major students (K47) in the faculty of English at Hanoi Pedagogical University 2 to participate in the study. They were randomly selected from different classes of English Language in the last year at the university, with half of them were male and the other half were females. They were mostly of the same age (21 years old) and all majored in English Language. All of them had learned different subjects of translation at different levels for five semesters at the university, such as Theory of Translation, Sentence Translation, Utterance Translation, Text Translation, Speech Translation. Thus, when they participated in the study, they had already been trained to have basic knowledge of translation as well as translation skills at a certain level. Also, they had been experienced in translation to some extent. By being asked to do the assigned translation exercises with their own ability, they were expected to show some common problems in their translation, which would be realized and analyzed by the researcher.

Aiming to get an overview of the students' common problems in their translation, the researcher randomly got sixty students from different classes of K47 English Language to participate in the study. Each of them was asked to do an English – Vietnamese translation exercise of various text types and topics selected by the researcher from many different sources, with which he looked forward to identifying the problems they often had in translating from the source language into the target language.

2.2.3. Data collection

The data for the study was collected with the use of English – Vietnamese text translation done by the participants, with sixty English texts of various topics and types of the same level (intermediate level) selected from many different sources and designed as a task for each of them to do in class. Each of the source language texts is about 1,000-word long and was translated into Vietnamese with the time allowance of an hour.

2.4. Findings and Discussions

2.4.1. Findings of the study

2.4.1.1. An overview of translation quality of the participants' translation

As has been mentioned, each of the participants of the study was given a translation exercise in which they were asked to translate an original text in English of about 1,000 words into Vietnamese. These texts are about a variety of topics at intermediate level from different sources, and some of them were extracted from English and American literary works by different authors. They then made their translation in a limited period of time (60 minutes) in class under the researcher's surveillance without using electronic devices like smartphones or laptops connected to the Internet. Also, they could only use a bilingual English – Vietnamese paper dictionary. When the time allowance was up, the researcher collected their papers as the data for the study, then analyzed them in order to have an overall translation quality assessment of the participants' translation.

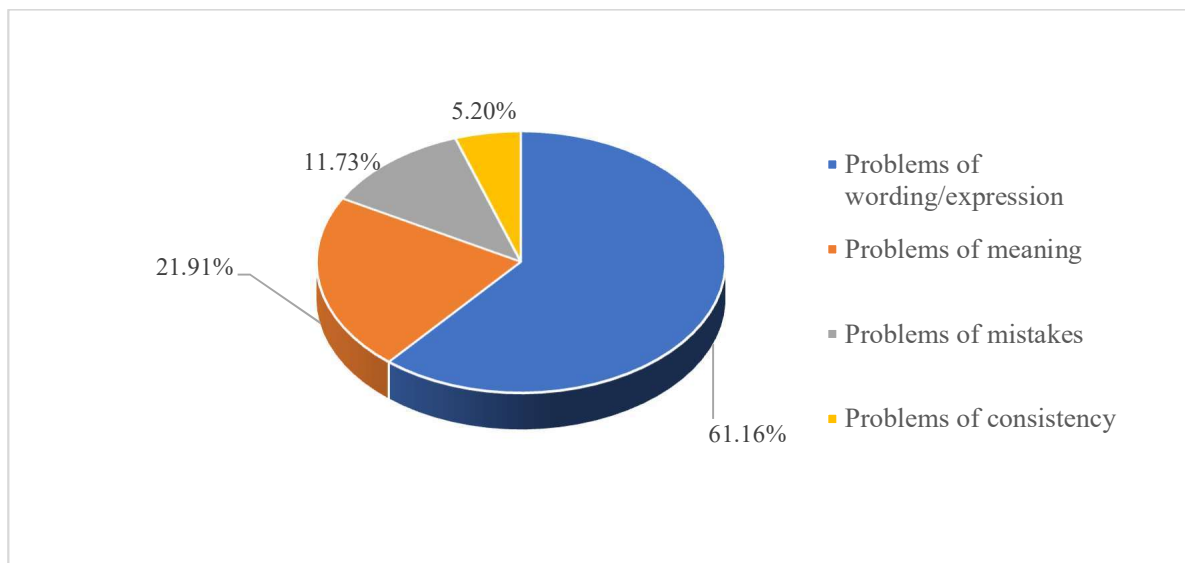
For the purpose of the study, each of the participants' translation was assessed according to the four criteria of translation evaluation and the three-step translation quality assessment procedure as has been presented in chapter 2. After all the sixty papers of translation done by the participants were analyzed, the researcher had an overview of the quality of their translation. Overall, most of them did not have a high-quality translation which can fully satisfy all the criteria as has been shown. However, they can meet these criteria to some extent and become much better with some revisions.

Of all the criteria, wording/expression seemed to be the most difficult one to the participants and caused them most problems, as it represented the highest percentage of errors in their translation (61.16%). The next was meaning which accounted for 21.91% of all the problems, followed by mistakes occupying 11.73%. The last criterion (consistency) took the smallest percentage of 5.20%. The overall translation quality assessment of the participants' translation with all the problems is shown in the table below.

Table 3. Problems in the participants' translation

Criteria	Total number of each problem	Percentage of each problem
Wording/Expression	589	61.16%
Meaning	211	21.91%
Mistakes	113	11.73%
Consistency	50	5.20%
Total	963	100%

There were a total number of 963 errors of all the criteria found in the translation by the participants. The percentages of all the problems in the participants' translation are shown in the chart below.

**Chart 1.** Percentages of problems in the participants' translation

2.4.1.2. Analysis of problems in the participants' translation

a. Problems of wording/expression

As has been shown, wording/expression accounted for the biggest percentage of the problems in the participants' translation (61.16%). This means that it caused the most difficulties for them in translation. The fact is that in many cases, the participants could grasp the right meaning of words, phrases or sentences in the original text, but they could not express this meaning in an appropriate way which sounds natural in the target language (Vietnamese). In other words, they did not work out the best equivalence of meaning in Vietnamese to convey the fact or opinions expressed in the source language (English) in the original texts. This is due to the fact that Vietnamese itself is a very complicated language, with too many different ways of expressing the meaning of the

same words depending on the contexts in which they are used. Finding out the suitable contextual meaning of words is not always easy. Therefore, it may cause the student translators to produce their translation which sounds unnatural, even abrupt or awkward, or sometimes the translators did not show their flexibility in translation as they did not adapt to the common ways of expression in the target language when they conveyed the meaning of a particular sentence pattern in the source language. Let us have a look at the following example.

The original extract	The Vietnamese translation
<p>Residents of capital evacuated and school students told to stay at home while <i>entire village reportedly buried by landslide in northern Vietnam</i>.</p> <p>(Extracted from https://www.theguardian.com/world/article/2024/sep/11/typhoon-yagi-vietnam-hanoi-latest-path-track)</p>	<p>Người dân thủ đô đã phải sơ tán và học sinh được yêu cầu ở nhà trong khi <i>toàn bộ ngôi làng được báo cáo là đã bị chôn vùi bởi sạt lở đất ở miền Bắc Việt Nam</i>.</p>

As can be seen in this example, there is a clause after “while” in the original text which is expressed in the passive form, “entire village reportedly buried by landslide in northern Vietnam”. The meaning of this clause was translated straightforward into Vietnamese as “toàn bộ ngôi làng được báo cáo là đã bị chôn vùi bởi sạt lở đất ở miền Bắc Việt Nam”. It is clear that the translation here is not natural at all, as it is like word-for-word translation. It certainly does not sound natural and it should be translated as “Theo báo cáo, toàn bộ ngôi làng đã bị sạt lở đất chôn vùi ở miền Bắc Việt Nam.”, or “Theo tin đã đưa, sạt lở đất đã chôn vùi toàn bộ ngôi làng ở miền Bắc Việt Nam”.

In another example, the translator did not use the right words contextually in his translation, or convey fully the right meaning of the phrase in the original text, as can be seen below.

The original extract	The Vietnamese translation
<p>Thousands of residents of Vietnam’s capital living close to <i>the swollen Red River have been evacuated</i> as its waters <i>flooded</i> streets days after Typhoon Yagi <i>battered</i> northern Vietnam, with the death toll rising to at least 143 people.</p> <p>(Extracted from https://www.theguardian.com/world/article/2024/sep/11/typhoon-yagi-vietnam-hanoi-latest-path-track)</p>	<p>Hàng ngàn người dân thủ đô Việt Nam sống gần sông Hồng đang lên to và phải sơ tán khi nước sông tràn vào các con phố vài ngày sau khi cơn bão Yagi tấn công miền Bắc Việt Nam, khiến số người chết tăng lên ít nhất là 143 người.</p>

In this example, the phrase ‘*sông Hồng đang lên to và phải sơ tán*’ should be revised as “*sông Hồng với mực nước dâng cao đã được sơ tán*”. The word “*flooded*” should be changed to “*làm ngập*”, and the word “*battered*” also needs to be translated into “*đổ bộ*”. These revisions will make the translation smoother and sound more natural.

In another example, the problem of expression occurred as the student only tried to convey the literal meaning of the words in the original text. As a result, the translation produced sounds funny, abrupt. Let us consider the extract below.

The original extract	The Vietnamese translation
<p>One dollar and eighty- seven cents. That was all. She had put it aside, one cent and then another and then another, <i>in her careful buying of meat and other food...</i></p> <p>While the lady of the home is slowly growing quieter, we can look at the home. Furnished rooms at a cost of \$8 a week. <i>There is little more to say about it.</i> In the hall below was <i>a letter-box too small to hold a letter.</i> There was an electric bell, <i>but it could not make a sound...</i></p> <p><i>(Extracted from “The Gift of the Magi” by O’Henry)</i></p>	<p>Một đô la và tám mươi bảy xu. Đó là tất cả số tiền. Cô đã để dành từng xu một, trong việc mua thịt và các thức ăn khác một cách cẩn thận...</p> <p>Trong khi cô chủ của ngôi nhà đang dần bình tĩnh lại, chúng ta có thể xem qua căn nhà. Một phòng trọ với giá tám đô la mỗi tuần. Không có nhiều điều để nói thêm về nó. Ở hành lang bên dưới có một hộp thư quá nhỏ để chứa một lá thư. Có một cái chuông điện, nhưng nó không thể phát ra âm thanh...</p>

Here it is clear that the Vietnamese translation of “*in her careful buying of meat and other food*” really sounds unnatural. It should be revised as “*bằng việc chi tiêu vào đồ ăn thức uống hết sức tận tụy*”. Also, “*There is little more to say about it*” in this context can be flexibly rendered as “*Với cái giá đó thì chẳng còn gì để mà nói*”, since the translation can fully convey what is implied in the English sentence that it is not worth saying what there is in such a room. In the same way, “*a letter-box too small to hold a letter*” and “*it could not make a sound*” should be changed into “*một hộp thư không đựng vừa một lá thư*” and “*nó đã bị hỏng*”, which sound more natural and contextually appropriate. Let us consider the following Vietnamese translation of the extract above by a translator.

“*Một đô la và tám mươi bảy xu. Tất cả chỉ có thế. Và trong đó sáu mươi xu là những đồng xu lẻ, tích góp mỗi lần một hay hai xu khi kỳ kèo với những người bán tạp hóa, rau cải hay thịt thà cho đến khi mặt mày xấu hổ đỏ bừng lên vì cái kiếu mặc cả như thế bị ngầm hiểu là bủn xỉn...*

Trong khi cô chủ nhà đang từ từ giảm bớt từ trạng thái thứ nhất sang trạng thái thứ hai, ta thử nhìn một chút vào cái tổ ấm. Một căn hộ có sẵn đồ đạc tiền thuê 8 đô la một tuần. Không cần mô tả dài dòng, chữ “khôn cùng” khỏi cần ghi rõ trước cửa. Trước phòng

ngoài ở bên dưới có một thùng thư mà không lá thư nào nhét vào được, và một nút chuông điện mà không ngón tay nào chạm vào ấn cho chuông rung.”

(Extracted from “*Những món quà vô ích*” by Than Trong Son, source: https://www.rongmotamhon.net/static/chimvie3/53/thantrongson_OHenry_NhungMonQua.htm)

It can be seen that the translator expressed his own creativity in his translation here by adding some small details in the first paragraph which are not mentioned in the original text (*những đồng xu lẻ, tích cóp mỗi lần một hay hai xu khi kỳ kèo với những người bán tạp hóa, rau cải hay thịt thà cho đến khi mặt mày xấu hổ đỏ bừng lên vì cái kiểu mặc cả như thế bị ngằm hiểu là bủn xỉn...*). Also, he used adaptation in the second one to show the poverty that the landlady had to suffer (*Không cần mô tả dài dòng, chữ "khốn cùng" khỏi cần ghi rõ trước cửa.... không lá thư nào nhét vào được, và một nút chuông điện mà không ngón tay nào chạm vào ấn cho chuông rung*). The translation therefore not only transferred the correct meaning of the original text but also showed the translator’s skillful expression.

The extracts with the participants’ translation mentioned above are only a few examples of problems of expression in their papers. However, they are the most typical ones which present the problems the participants had in their translation. It can be seen that in their English – Vietnamese translation, they had difficulties in selecting contextually appropriate words, phrases and ways to express the ideas from the former into the latter. Sometimes, the words, grammatical structures and sentence patterns used in the source language text are very simple. Nevertheless, they still caused difficulties for the participants in selecting the best ways to render them into the target language. Consequently, their translation, though conveyed the correct meaning, sounds unnatural, abrupt and awkward and needs to be revised so that it can become natural and smooth.

b. Problems of meaning

Besides the problems of expression, the participants also had those of meaning in their translation, though they are less serious as they occupied a much lower percentage (21.91%). Such problems occurred when the correct meaning of the source language text was not conveyed in the target language text. Or sometimes, though the meaning was correct, it was not fully rendered, leading to a lack of meaning or omission in the translation. Or sometimes, the meaning of the original text was added on purpose, resulting in the addition which was certainly unnecessary, though it was not very serious. Let us have a look at the following example in one of the participants’ translations for this.

The original extract	The Vietnamese translation
He was no longer young when he fell in love with Ruth Barlow and he had had sufficient experience to make him	Anh không còn trẻ khi phải lòng Ruth Barlow và Anh ta đã có đủ kinh nghiệm để thận trọng; nhưng Ruth Barlow có một

<p>careful; but Ruth Barlow had a gift (or should I call it a quality?) that renders most men defenseless, and it was this that dispossessed Roger of his <i>common sense</i>, his prudence and his worldly wisdom. He went down like a row of nine pins.</p> <p><i>(Extracted from “The Escape” by W.S Maugham)</i></p>	<p>năng khiếu (Tôi có nên gọi nó là tài năng?) khiến cho đàn ông mất hết khả năng phòng vệ, và chính điều này đã tước đoạt <i>lượng tri</i> của Roger, sự thận trọng và trí tuệ khôn ngoan của anh ta. Anh đổ rạp đứ đừ. <i>Năng khiếu làm cho người khác thương cảm.</i></p>
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In this example, the word “common sense” was translated as “lượng tri” which is somehow inaccurate in this context. As shown in the extract, the man was so fascinated by the woman that he could not control himself anymore and only acted to answer the call of love. He was deeply in love with her and he was deprived of cautiousness and wisdom. Thus, “common sense” should have been rendered as “lý trí”. Also, the last sentence in the translation, “*Năng khiếu làm cho người khác thương cảm*”, was added by the student translator himself, as the original one cannot be seen in the extract. It therefore should be omitted here.

The situation mentioned above show that the translator did not get the right meaning of the words and phrases used in the extracts, leading to the mistranslation in his translation. In another situation, the mistranslation was caused by the use of literal translation, as can be seen in the example below.

The original extract	The Vietnamese translation
<p>He became acutely conscious that Ruth Barlow had made up her mind to marry him and he swore a solemn oath that nothing would induce him to marry Ruth Barlow. But he was in a quandary. Now that he was in possession of his senses he saw with clearness the sort of woman he had to deal with and he was aware that, if he asked her to release him, she would (in her appealing way) <i>assess her wounded feelings at an immoderately high figure.</i></p> <p><i>(Extracted from “The Escape” by W.S Maugham)</i></p>	<p>Anh nhận thức một cách sâu sắc rằng Ruth Barlow đã quyết định cưới anh và anh thì đã trịnh trọng thề rằng không gì có thể khiến anh ta cưới cô nàng. Nhưng anh lại ở trong một tình thế khó xử. Hiện tại anh đang làm chủ cảm xúc của mình và anh ta biết rất rõ loại phụ nữ anh ta đang phải đối mặt, nếu anh yêu cầu cô ta buông tha cho mình thì cô ta sẽ (theo cách thống thiết của mình) <i>đánh giá rất cao những cảm xúc bị thương tổn của mình.</i></p>

It is shown in this situation that the phrase “assess her wounded feelings at an immoderately high figure” in the last sentence in the extract was translated as “*đánh giá rất cao những cảm xúc bị thương tổn của mình*”. The translation here is not only incorrect

in meaning but also inappropriate in terms of expression. It is unnatural and likely to cause misunderstanding or confusion to readers, as they cannot make sense of it. It was clearly literally translated, which could not reflect the nuances of meaning implied in the source language. It should therefore be contextually rendered as “*tỏ ra vô cùng đau khổ*”.

Sometimes the incorrect meaning in the students’ translation was simply due to the fact that they misunderstood the use of a particular word in the source language text. Let us consider another extract to see this.

The original extract	The Vietnamese translation
<p>When you’re tired, your brain can be more creative. Take advantage! Whether you’re writing the next great American novel or dusting off the old paint brush and canvas, finding your creative outlet just before going to bed can yield great results. So, tap your inner Picasso and create something beautiful. Just don’t fall asleep with <i>the brush</i> in your hand. (<i>Extracted from Thuvienso.net “Ten things you can do every day to benefit your brain”</i>)</p>	<p>Khi bạn mệt mỏi, bộ não của bạn có thể linh hoạt sáng tạo hơn. Hãy tận dụng lợi thế này! Cho dù bạn đang viết cuốn tiểu thuyết vĩ đại tiếp theo của người Mỹ hay đang cọ rửa cái bút vẽ cũ và khung vải, việc tìm kiếm sự sáng tạo ngay trước khi đi ngủ có thể mang lại những kết quả tuyệt vời. Vì vậy hãy khai thác nhân tài Picasso bên trong bạn và tạo ra điều gì đó tuyệt vời. Chỉ cần đừng ngủ khi đang cầm <i>bàn chải để cọ rửa</i> trong tay.</p>

In the context shown in the extract above, “the brush” in the last sentence clearly means “cọ” or “bút vẽ”, a tool used by painters to make drawings. However, it was incorrectly rendered as “bàn chải để cọ rửa” which means a completely different tool. It could have been simply dealt with to bring about the correct meaning here.

Additionally, mistranslation sometimes occurs in the participants’ translation just because they did not produce the right literal meaning of words or phrases used in the source language text. Such problems of meaning are so obvious and they should not have been caused, as they are too simple to be aware of and revise, as shown in the extract below.

The original extract	The Vietnamese translation
<p>Tourism is a <i>fast-growing</i> business... Tourism is one of the biggest industries in the world. It is perhaps also <i>the most important</i>. (<i>Extracted from “Oxford English for Careers, Tourism 1”, Student’s book</i>)</p>	<p>Du lịch là một ngành kinh doanh <i>phát triển lớn rộng</i>.... Du lịch là một trong những ngành lớn nhất trên thế giới, và có lẽ là ngành <i>quan trọng không kém</i>.</p>

It is clear that the word “fast-growing” was mistranslated as “lớn rộng” in this example. The same for “the most important” as this phrase was rendered as “quan trọng

không kém”. They should certainly be translated into “phát triển nhanh” and “quan trọng nhất” respectively, as these two Vietnamese phrases truly show their literal meanings which are used in this context.

It can be said that the problems of meaning in the participants’ translation, though they are less frequent than those of expression, need to be paid special attention to, as they become serious when they can lead to mistranslation. It is the inaccuracy of meaning that makes one’s translation unacceptable. The participants of this study, to some extent, had problems of meaning in their translation, which made it incorrect. Such problems, as have been examined and described, have arisen from their mistranslations at different levels such as those of word, phrase or sentence. Problems of meaning may be the most serious ones as they can badly affect the quality of translation. Let us now consider one more problem in the students’ translation, as will be presented below.

c. Problems of mistakes

After problems of expression and those of meaning in the participants’ translation, the next ones the researcher would like to mention are problems of mistakes which seem to be unavoidable to the student translators, though they occupied only a small proportion (11.73%). Mistakes in translation are various, including those of grammar, lexicology, spelling, punctuation, and so on. Within the scope of this study, the researcher would like to focus only on lexical mistakes which were the most notable in the participants’ translation. Very few of other kinds of mistake were made, hence they are not worth considering in the study. It is because all the participants are native speakers of Vietnamese, and their task was to translate English texts into their native language, thus mistakes such as grammatical, spelling ones hardly occurred in their translation.

Compared to the first two types of problems in the participants’ translation presented in the study so far, the problem of lexical mistakes accounted for a much lower percentage. They mostly occurred due to the use of wrong or inappropriate words selected in the translation. Despite the fact that the participants are all Vietnamese, and they used it as the target language in their translation, this does not mean that they would not make mistakes in using words to express what is meant in the source language text. They sometimes selected inappropriate words of their native language in the translation of words in the original text, as can be seen in the example below.

The original extract	The Vietnamese translation
Mrs. Barlow, for she was twice a widow, had splendid dark eyes and <i>they</i> were the most moving I ever saw; <i>they</i> seemed to be ever on the point of filling with tears; <i>they</i> suggested that the world was too much for her, and you felt that, poor dear,	Cô Barlow đã hai lần góa chồng, có đôi mắt đen lộng lẫy và <i>chúng</i> là gọi cảm nhất tôi từng thấy; <i>chúng</i> dường như bao giờ cũng đầy nước mắt; <i>chúng</i> thể hiện lên rằng thế giới này quá to lớn đối với cô, và

her sufferings had been more than anyone should be asked to bear. (Extracted from “The Escape” by W. S Maugham)	ta thấy rằng, thật đáng thương, nỗi đau khổ của cô không một ai phải chịu đựng.
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In the extract, “they” is used to refer to the woman’s eyes, and it was translated into “chúng” in the translation. Though there is no problem with the meaning here, it is still the literal translation which sounds very abrupt, and if possible, it should be used once only in the translation to avoid repetition. When it was repeatedly used, it seems to be unnatural and unfamiliar to native readers. Therefore, it should not be used to replace “đôi mắt” all the time, as in the English version. Instead, it should be rendered as “đôi mắt ấy” which is subtle and suitable in the context, as can be seen in the translation below.

“Phu nhân Barlow, đã hai lần góa bụa, có một đôi mắt đen tuyệt đẹp và cảm động nhất tôi từng thấy trên đời; **đôi mắt ấy** dường như luôn sẵn sàng đong chìm trong lệ; **chúng** muốn nói rằng thế giới này thật quá khắc nghiệt đối với cô, và bạn cảm nhận được, chao ôi tội nghiệp làm sao, những gì cô ấy phải gánh chịu còn khủng khiếp hơn nhiều những gì bạn có thể tưởng tượng.”

(Source: <https://nekobaa.wordpress.com/2016/02/04/trans-the-escape-w-somerset-maugham/>)

In another situation, the lexical mistake was shown in the student’s translation when the word in the source text was inappropriately rendered, as can be seen in the following example.

The original extract	The Vietnamese translation
Oh, and the next two hours seemed <i>to fly</i> . She was going from one shop to another, to find a gift for Jim. (Extracted from “The Gift of the Magi” by O’Henry)	Ôi, và hai giờ tiếp theo dường như đã bay đi . Cô đi từ cửa hàng này sang cửa hàng khác, để tìm một món quà cho Jim.

In this example, even though the translation of “to fly” as “bay đi” is completely correct in terms of literal meaning, it somehow causes awkward expression here, as it is not context-based and therefore cannot show what is meant in the original sentence in the common way expressed in Vietnamese. Normally, in a situation in which the time seems to pass very quickly, the common expression in Vietnamese would be “trôi đi rất nhanh” or “trôi qua thật nhanh”. Another example in which the wrong word was used, leading to the wrong meaning in the participants’ translation can be seen as follows.

The original extract	The Vietnamese translation
The consumer price index rose by 0.3 percent in April, down from 1.2 percent in March and the first decline since August	Chỉ số giá tiêu dùng tăng 0,3% trong tháng 4, giảm 1,2% so với tháng 3 và so với lần giảm đầu tiên kể từ tháng 8 năm

<p>2021, but it is too early to tell if inflation has peaked yet. The food index increased <i>by</i> 9.4 percent in the last year, the highest 12-month increase since April 1981.</p> <p>(Source: https://websongngu.com/nguoi-viet-o-my-vat-lon-voi-ty-le-lam-phat-tang-vot/)</p>	<p>2021, nhưng vẫn còn quá sớm để nói liệu lạm phát đã đạt đỉnh hay chưa. Chỉ số lương thực tăng <i>tới</i> 9,4% trong năm ngoái, mức tăng cao nhất trong 12 tháng kể từ tháng 4 năm 1981.</p>
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As shown in the translation of the last sentence in the extract, “by” was translated into “tới” which is clearly incorrect. The use of the wrong word here causes the wrong meaning in the translation of this sentence which should have been demonstrated as “Chỉ số lương thực tăng *thêm* 9,4% trong năm ngoái, mức tăng cao nhất trong 12 tháng kể từ tháng 4 năm 1981.”

In another case, the right meaning of the word in the source language text is shown in the participant’s translation. However, it was not appropriately used in the context, even though it is not incorrect. It was simply used without being context-based. It therefore became irrelevant to the context in which it was used. Let us consider the translation of the extract below.

The original extract	The Vietnamese translation
<p>The Da Nang Statistical Office states that a series of events has helped to attract both domestic and international visitors, notably the Da Nang International Fireworks Festival 2024 (DIFF), which took place from June 8-13. Sun World Ba Na Hills has also <i>sustainably</i> attracted international tourists to the city.</p> <p>Da Nang's magnet</p> <p>There are many reasons why international tourists are <i>captivated</i> by Sun World Ba Na Hills...(https://e.vnexpress.net/news/travel/70-of-international-tourists-to-da-nang-visit-ba-na-hills-4782159.html)</p>	<p>Cục Thống kê Đà Nẵng cho biết, hàng loạt sự kiện đã góp phần thu hút du khách trong nước và quốc tế, nổi bật là Lễ hội pháo hoa quốc tế Đà Nẵng 2024 (DIFF) diễn ra từ ngày 8-13/6. Sun World Ba Na Hills cũng đã thu hút <i>bền vững</i> khách du lịch quốc tế đến thành phố.</p> <p>Thanh nam châm của Đà Nẵng</p> <p>Có rất nhiều lý do khiến khách du lịch quốc tế bị Sun World Ba Na Hills <i>hớp hồn</i>.</p>

In the example above, the adverb “sustainably” was literally translated into “bền vững” which seems to be inappropriate in this context. It is uncommonly used in a description like the one mentioned here. It certainly sounds unfamiliar to Vietnamese native speakers, and it therefore should be replaced by a more appropriate word such as “đều đặn” or “thường xuyên”. Also, the literal translation of “magnet” as “thanh nam châm” is unacceptable here. Instead, it should be connotatively rendered as “sự hấp dẫn” or “sự thu hút” which subtly convey what is meant in the source language text.

Additionally, the translation of the last sentence in the extract are likely to be problematic, as the student used “hóp hồn” for “captivated” in the English text. Though this word shows the right meaning, it is not best suited to the context, as it is informal while the English text here is in formal style. Consequently, it is inequivalent in terms of style and it cannot be used to render the word in the source language text. It should be revised as “thu hút” or “làm cho say đắm” which sounds more natural and still preserves the style of the original text.

Hence, most of the participants’ mistakes in their translation were lexical ones, and they were triggered by their use of wrong or inappropriate words in the target language. As has been mentioned, the use of wrong Vietnamese words in their translation was also due to the fact that they were just literally translated, not context-based. Also, words in the source texts, as shown in some extracts above, were inappropriately rendered, as they were not contextually transferred. The occurrence of such mistakes, consequently, resulted in expressing the incorrect meaning of words used in the source language texts, or deterred the translators’ expressions in their translation from being naturally worded.

d. Problems of consistency

The term “consistency” refers to both the same format used in the target language translation as it is in the source language text, and the repetition of particular terms used in both of them. In this study, the researcher mainly focused on the latter as there were no problems with the former, since nearly every participant used exactly the same format of their original text in their translation. The problems of consistency seemed to be the least frequently occurred in the participants’ translation. As has been mentioned, these accounted for the lowest percentage of all the problems that they encountered in their translation (5.20%). The inconsistency of using some certain words in the participants’ translation were therefore only shown sometimes in the data analysis process. One example of them can be seen in the following extract.

The original extract	The Vietnamese translation
<p>One night there flew over the city a little Swallow. <i>His</i> friends had gone away to Egypt six weeks before, but <i>he</i> had stayed behind, for <i>he</i> was in love with the most beautiful Reed. <i>He</i> had met her early in the spring as <i>he</i> was flying down the river after a big yellow moth, and had been so attracted by her slender waist that <i>he</i> had stopped to talk to her.</p> <p>“Shall I love you?” said the Swallow, who liked to come to the point at once, and the Reed made him a low bow. So, <i>he</i> flew</p>	<p>Một đêm nọ có một con Én nhỏ bay qua thành phố. Bạn bè <i>của nó</i> đã đến Ai Cập sáu tuần trước, nhưng <i>nó</i> vẫn ở lại vì <i>nó</i> yêu cây Sậy xinh đẹp nhất. <i>Nó</i> gặp nàng Sậy vào đầu mùa xuân khi đang <i>nó</i> bay trên sông đuổi theo một con bướm đêm lớn màu vàng, và bị thu hút bởi vòng eo thon thả của nàng đến nỗi <i>nó</i> đã dừng lại để nói chuyện với nàng.</p> <p>“<i>Tôi có nên yêu nàng không?</i>” Én thích đi thẳng vào vấn đề ngay lập tức,</p>

round and round her, touching the water with his wings, and making silver ripples. This was his courtship, and it lasted all through the summer. (Extracted from “Happy Prince” by Oscar Wilde)	và nàng Sậy cúi thấp đầu chào anh ta . Vì vậy, anh bay vòng quanh nàng, chạm đôi cánh vào mặt nước và tạo ra những gợn sóng bạc. Đây là cuộc tán tỉnh của anh ta và nó kéo dài suốt mùa hè.
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As shown in the extract above, the Swallow – one of the main characters in the story – was referred to by the pronoun “he” in the original text. In the first paragraph of the participant’s translation, it was rendered as “*nó*”, then right in the next one it was changed into “anh” and “anh ta”. Clearly here, the same character was mentioned with different pronouns in the translation, causing the problem of consistency which may have made readers confused. It is certain that in this situation the Swallow should have been referred to with the same pronoun “*nó*” (as it is a bird and even though it was personalized as one of the main characters in the story, the reference to it as “anh” or “anh ta” sounds ridiculous and confusing in this context). A similar example of inconsistency in using personal pronouns in the participants’ translation is shown in the extract below.

The original extract	The Vietnamese translation
<p>“Oh, I will promise you all,” said she, “if you will only get me my ball.” But she thought to herself, “What is the silly Frog chattering about? Let him remain in the water with his equals; he cannot mix in society.”</p> <p>But the Frog, as soon as he had received her promise, drew his head under the water and dived down. Presently he swam up again with the ball in his mouth, and threw it on the grass.</p> <p>(Extracted from “The Frog Prince” by Brother Grimms)</p>	<p>“Được thôi, ta hứa với người, công chúa nói, miễn nhà người lấy lại được cho ta quả cầu vàng. Nhưng cô công chúa nghĩ trong lòng” con Ếch ngớ ngẩn kia ăn nói thật vớ vẩn. Anh ta chỉ nên ngồi dưới đáy giếng với đồng loại của mình; anh ta sao mà hòa nhập được với con người.</p> <p>Ngay khi Ếch nhận được lời hứa của nàng, nó ngụp đầu và lặn xuống nước. Chỉ một lát sau nó đã ngoi lên với quả cầu nơi miệng và ném nó xuống bãi cỏ.</p>

In this fairy tale, the Frog, the main character of the story, was again referred to with the pronoun “he” in the source language version. However, it was also mentioned with the two different pronouns in the translation like the extract above. Again here, the problem of consistency occurred in the use of personal pronouns by the participant.

Inconsistency occurs in translation may be due to the fact that sometimes learners of translation may spontaneously use another word in their translation for the same word used repeatedly in the original text, or they take no notice of the word or expression they have used for it before. In this case, they might be unaware of the change they have made,

leading to the inconsistency in their translation. This problem in the participants' translation could have been simply treated if they had paid more attention to their expressions of same words and used them consistently in their translation.

2.4.2. Discussions

So far, the problems in the participants' translation have been analyzed in detail, along with the researcher's suggestions for dealing with them, as shown in the analysis of examples of each of type of them mentioned above. As has been stated, four main problems in their translation were found, of which the problems of wording/expression were encountered by most of the students, followed by those of meaning, mistakes and consistency.

For the first type of problem which seemed to be the most serious to the student translators, it can be stated that this problem was mainly caused by their literal translation, since they just used the literal meaning of words or phrases in the source language text to transfer them into the target language text in most cases. Or sometimes they merely followed the word order in the former without adapting it into common ways of expression in the latter. In such cases, though they could convey the correct meaning of the original text, their translation was abrupt, awkward and did not sound natural and smooth at all. Also, it could make readers confused and find it hard to follow what was expressed in their translation. It is because the use of literal translation can only bring about rough translation which of course needs to be revised a lot before it can become acceptable. It can also be said that the students lacked flexibility and skillfulness in translating source language texts which requires translators' adaptation. Meanwhile, though literal translation is one of the translation methods, it can only be used to cope with simple texts and it certainly needs to be combined with other methods to make good translation. In other words, it should only be used in the first step of translation process, with which translators produce their rough translation to help them have an overview of what is meant in the original text. They then have to make a lot of efforts to make it become perfect. However, as has been mentioned, the students just made their literal translation without any changes and revisions, leading to problems of expression in their translation.

The next type of problem in the participants' translation occurred due to some reasons. Firstly, it was also their use of literal translation that produced the wrong meaning of words/phrases in the source language text. In this case, they were not aware of the contextual meaning of the words used in the text, which can be very different from their original meaning found in the dictionary. Consequently, they just based on their literal meaning to render what is stated in the text to be translated, triggering the errors of meaning in their translation. In another case, they seemed to have difficulties in word choice. They really understood the meaning of the word used by the author, however, they could not choose the right word in the target language to render it. Instead, they could

only use words whose meaning is relatively near that of those in the source language, and these words are likely to be not really appropriate. Besides, they occasionally added some details in their translation by themselves, the ones that are not mentioned at all in the English text. Their addition of meaning into the translation of original texts, of course, can never be accepted.

For the last two problems in the participants' translation, although they were not very serious and took small percentages of the problems, they still need to be considered in order to assure the best quality of translation. As has been stated, the students mainly made some lexical mistakes in their English - Vietnamese translation. Specifically, they used the wrong or inappropriate words in their native language to express what is meant in the foreign language, though the meanings of these words are literally true. It is again their use of literal meaning of words in the source language text that leads to their wrong word choice, mainly because it is not context-based. Sometimes, the wrong use of words in their translation originated from their wrong understanding of the meaning of them, as both of which are interrelated on account of the fact that wrong meaning leads to wrong words and vice versa. Also, because of being unaware of their own translation of some repeatedly used pronouns in the original text, they sometimes kept changing them in their translation, causing confusion and puzzle to readers. Though such cases did not frequently occur and badly affect the translation, they should be avoided simply with the translators' attention to follow some particular terms they have previously used and keep them the same throughout their translation.

All the problems in the participants' translation, except for the last one, can be said to partly result from their incompetence of using their own language. Though they are all native speakers of Vietnamese, it does not mean that they can always use it well. This was most clearly shown in their problems of expression in which they could really understand the meanings of the source language texts, but they did not know how to express them contextually and naturally in the target language. As a result, their translation sounds abrupt and unnatural. In addition, their problems of meaning and lexical mistakes showed that they could not get the right equivalent words in their native language to render the ones in English, as their vocabulary of the former was limited. Their poor background knowledge of Vietnamese also made them find it hard to search for the words or phrases which are appropriately contextual to express the ideas mentioned in the English texts. This also originated from the fact that they lacked knowledge of contrastive analysis between the two languages, with which they were unlikely to have translation of high quality.

Based on the discussion of the possible causes of problems in the students' translation, some solutions can be suggested to deal with them. Firstly, for teachers, they should provide more translation practice in class, with more knowledge about cultures of both Vietnam and English-speaking countries so that students can have more time to learn translation with the former's help and support, and they will have less difficulty in dealing

with cultural differences. Teachers also need to give them more various texts of different types and topics for them to practice their translation skills. Furthermore, revising the knowledge and use of their native language is necessary, as many of them find it difficult to express what is meant in their own language. For students themselves, they need to focus hard on learning how to express what they mean in the target language naturally and contextually, which is not easy at all, even though it is their mother tongue. To do this, it is important for them to be good at the subjects related to Vietnamese at university. To put it another way, they need to master their first language so as to use it skillfully in a variety of situations and contexts in translation. Also, they need to study English lexicology well, especially exploring different meanings of the same words used in different contexts to make sure that they can always get the right meaning of the source language text.

3. CONCLUSION

So far, the four main problems in the students' translation have been identified, analyzed and discussed in the study, of which the problem of expression was the most frequently caused, followed by those of meaning, errors and consistency. With the collection of the participant's English – Vietnamese translation of the texts of the source language of different types and topics, the numbers and percentages of each problem were calculated and compared to each other. The problems were then examined, along with the researcher's analysis for each of them, as well as his suggested translation for each example. Also, the possible causes of the problems were thoroughly discussed, with which the researcher went on to suggest some solutions to help the students to deal with them and improve their translation. However, within the time constraint and limited number of participants, it is inevitable that the study has some limitations, as learners of translation are likely to have more problems in their translation in fact, and the quality of their translation can also be assessed base on other models and procedures which may bring about different outcome. Hence, further studies of problems facing learners of translation need to be done in order to have an overall view of the quality of their translation as well as how to improve it.

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ĐÁNH GIÁ CHẤT LƯỢNG BÀI DỊCH VIẾT ANH - VIỆT CỦA SINH VIÊN NGÀNH NGÔN NGỮ ANH - THỰC TRẠNG VÀ CÁC GIẢI PHÁP ĐỀ XUẤT

Đỗ Tiến Đức

Tóm tắt: Đánh giá chất lượng bản dịch đóng một vai trò quan trọng trong đào tạo biên dịch viên, vì nó không chỉ đánh giá năng lực ngôn ngữ của người học mà còn xác định các vấn đề thường gặp ảnh hưởng tới sự giao tiếp hiệu quả bằng ngôn ngữ. Nghiên cứu này xem xét bài dịch viết Anh – Việt của sinh viên ngành Ngôn ngữ Anh năm cuối tại trường Đại học Sư phạm Hà Nội 2, tập trung vào các vấn đề thường gặp và các giải pháp khả thi. Các bài dịch của sinh viên từ các văn bản học thuật và các tư liệu xác thực được thu thập và phân tích dựa trên nội dung ý nghĩa, cách diễn đạt, lỗi trong dịch và sự nhất quán. Kết quả nghiên cứu cho thấy trong khi sinh viên nói chung có kiến thức về từ vựng và nhận thức sâu về ngữ pháp, các em thường gặp khó khăn trong việc xử lý các yếu tố về văn hóa, diễn đạt thành ngữ, và sự thích ứng về văn phong. Vấn đề thường gặp nhất trong bài dịch của sinh viên là cách diễn đạt thiếu tự nhiên và không phù hợp với ngữ cảnh, tiếp đến là vấn đề về mặt nội dung ý nghĩa do dịch không chính xác hoặc hiểu nhầm. Một số nguyên nhân bao

gồm dịch sát theo nghĩa đen, sử dụng sai sự kết hợp từ, và không diễn đạt được ý nghĩa ngữ dụng. Ngoài ra, một số sinh viên còn hạn chế trong nhận thức về các thể loại văn bản, dẫn tới sự không phù hợp về ngữ vựng và giọng điệu, cùng với sự không nhất quán trong việc sử dụng một số thuật ngữ hay đại từ nhất định được lặp lại nhiều lần trong văn bản ngữ đích. Để giải quyết những vấn đề này, nghiên cứu đưa ra một số giải pháp có tính khả thi, như là chú trọng nhiều hơn tới sự phân tích đối chiếu giữa tiếng Anh và tiếng Việt, tập trung nhiều hơn vào ngữ cảnh và tăng cường cho sinh viên thực hành dịch văn bản thuộc nhiều thể loại khác nhau.... Bằng cách nêu bật điểm mạnh và điểm yếu trong bài dịch của sinh viên, cùng với các giải pháp đề xuất, nghiên cứu góp phần cải thiện kỹ năng dịch và nâng cao chất lượng bài dịch viết Anh – Việt của các em.

Từ khóa: *đánh giá chất lượng bản dịch, bài dịch viết Anh – Việt, sinh viên ngành Ngôn ngữ Anh, các vấn đề thường gặp, các giải pháp*

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