COMMON CHALLENGES IN VIETNAMESE – ENGLISH TRANSLATION OF ENGLISH MAJORED JUNIORS AT TAY DO UNIVERSITY IN VIET NAM

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ABSTRACT

Nowadays, English is a language that people around the world use to communicate and transfer messages to each other. In addition, English is also the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English. Besides, no one can deny the importance of translation in the global village, since its beginning, translation has played an indispensable role of transferring messages across the languages. In the era of internationalization, when the countries tend to integrate for the whole development, they would cooperate by the contracts or economic texts easier thanks to translation. Recently, there has been more emphasis on the improvement of the students' translation, the focus of this research is on Vietnamese – English translation, which is said to be an indispensable subject that contributes to the success of Vietnamese who learn English. As a result, this study aims at investigating the common difficulties that English majored juniors at Tay Do University encounter when learning Vietnamese – English translation. The participants were fifty-six students of English class, course IX at Tay Do University. The three main instruments were questionnaire, interview paper and the test. The findings of the research would point out the students' difficulties in Vietnamese – English translation (collocation, part of speech and idea arrangement). Thanks to the results, the possible reasons of these problems were figured out and the useful ways to improve students' translating skill also were suggested.

Key Words: *translation, English, Vietnamese, juniors, university*

1. INTRODUCTION

1.1 Rationale

In today's globalization and internationalization, we cannot deny the importance of English in lives and social development. English is now playing an indispensable role in all fields of life. We have to realize the dominance of English in international communication, science, education, entertainment and so on.

According to Wikipedia – the largest online encyclopedia in the world, there are more than 400 million people in the world who speak English as their mother tongue and more than 1.1 billion people use English as a second language as of 2016. English is the third largest language by a number of native speakers, after Chinese and Spanish. However, when combining native and non-native speakers, depending on the estimate used that English is the most commonly spoken language in the world. Most of the international events and global organizations are using English as the default language of communication. We again cannot deny the advantages that English brings us, especially in the 21st century - the era of information and technology. Nowadays using English fluently and using computer skills are the major demands of a job requirement if we want to get our dream job in an international company, earn more money, or communicate more effectively with the people who speak English around the world.

When Vietnam became a member of the World Trade Organization in 2006 encountering the difficulties in communication with international friends, there were more requirements for Vietnamese to have expert English

skills, especially translation skill is considered as a bridge, which helps the country to connect with partners, enhance the international economy, and exchange culture with other countries around the world. Therefore the demand of professional translation is getting more necessary than ever.

Translation is essential to learn and comprehend, but it is not very easy for learners of English. Plenty of Vietnamese people have been faced with many challenges when translating mother tongue into English. This can be very tough for learners who begin to study translation, especially for English major juniors at Tay Do University.

For those reasons, it requires to conduct the study. It is expected this research will provide an overview of difficulties for learners in the translating process, especially Vietnamese – English translation as well as help students overcome the obstacles.

1.2 Research aim and research question

Research aim

This study is designed to achieve two aims. First, the study aims to investigate common challenges in Vietnamese – English translation of English majored juniors at Tay Do University. Second, the study is to recommend the correct and possible solutions to minimize the translation errors.

Research question

The research was conducted to deal with the question, "What are the common challenges in Vietnamese – English translation of English majored juniors at Tay Do University?"

1.3 Significance of the study

The research helps students to recognize their common mistakes in Vietnamese - English translation. The study will be a useful reference with the suggested solutions which help students minimize their mistakes and find out effective ways to enhance their translating skill. Furthermore, it is also useful to help learners of English to comprehend their English in order to have a greater advantage for future jobs.

2. LITERATURE REVIEW

2.1 Definitions and types of translation

Definitions

Translation has been variously defined. There are many concepts of translation that have been discussed and presented by many linguists as well as teachers with different perspectives for many historical periods. The following definitions are selected because they are typical in some senses.

One of the most prominent definitions of translation is stated by Newmark (1988), Translation is rendering the meaning of a text into another language in the way that the author intended the text. According to him, translating a text should begin with a detailed analysis of a text, such as the intention of the text and of the translator, its readership, attitude, to name just a few. Besides, Hatim and Munday (2004) propose translation as the process in which a written text is transferred by a translator or translators from source language to target language in a concrete socio-cultural context. In addition, according to Larson (1984), translation is basically a change of form, and transferring the meaning of the source language into the receptor language is done by going from the form of the first language to the form of the second language by way of semantic structure. Moreover, Mansella (2005) believes that translation is the rendering of written communication across barriers created by different languages and cultures. In this definition, the barriers in terms of language and culture are more mentioned, which makes translation more challenging. Furthermore, Bassnett (2002) states that translation is usually known as rendering the source language text into the target language text, which fairly remains the similarity of the meaning and preserves the source language structures as closely as possible but not to distort the target language structures seriously.

In summary, from these views, it can be concluded that translation is not simply to rewrite the source language text into the target language text. In the process of translation, translators should find appropriate equivalences ranging from lexical level, sentence level to the level of discourse. Moreover, they have to be proficient in both the source and the target language so that they are able to transfer the culture to the readers as well as keep the style, the author's tone and idea as much as possible.

Types of translation

For common classifications, because a text has both form and meaning, there are two main kinds of translation. One is form-based and the other is meaning-based. Form-based translation attempts to follow the form of the source language and is known as literal translation. Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language, that kind of translation is called idiomatic translation. An interlinear translation is a completely literal translation. For some purposes, it is desirable to reproduce the linguistic features of the source text; as for example, in a linguistic study of that language. Literal translation can be considered as a very low level of translation and it sounds like nonsense and has little communicative value.

Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. However, translations are often a mixture of a literal transfer of the grammatical units along with some idiomatic translation of the meaning of the text. It is not easy to translate consistently.

The translator's goal should be to reproduce in a receptor language a text which communicates the same message as the source language, but using the natural grammar and lexical choices of the receptor language. The basic overriding principle is that an idiomatic translation reproduces the meaning of the source language in the natural form of the receptor language.

In Vietnamese education system, there are two kinds of translation, which are being taught at universities; they are English – Vietnamese translation and Vietnamese – English translation. In general, there are many opinions that which kind is harder and each kind of the above translations has distinct difficulties and challenges for students. This research only focuses on Vietnamese – English translation.

2.2 Common challenges in Vietnamese – English translation

2.2.1 Word collocation

A collocation is a pair or a group of words that are often used together, these combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound wrong to native speakers of English. (McCarthy & O'Dell, 2005)

Learning collocations is an important part of learning the vocabulary of a language. Some collocations are fixed or very strong. For example: take a photo, where no word other than "take" collocates with "photo" to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning as "keep to the rules" or "stick to the rules" is still fine.

Sometimes, a pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be the natural, normal collocation. If someone says "I did a mistake." the native speakers will understand but a fluent speaker of English would probably say "I made a mistake."

Learning collocations is a good idea. First, they can give us the most natural way to say something: "Smoking is strictly forbidden." is more natural than "Smoking is strongly forbidden." Next, collocations provide alternative ways of expressing something, which may be more colorful/expressive more precise. Finally, they help us improve style in writing or translation as well: instead of saying "Poverty cause*s* crime." we can say "pPoverty breeds crime."; instead of saying a big meal, we can say a substantial meal. Maybe we do not need to use these in informal conversations but in writing and translation they can make the text more variety and make it better.

2.2.2 Part of speech

In English, part of speech is considered as a basic and important factor which is defined as a class of words sharing important syntactic or semantic features; a group of words in a language that may occur in similar positions or fulfill similar to functions in a sentence. (Collins English Dictionary, 2012)

There are eight basic parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. (Butte College, 2016)

It is important to remember that discriminating part of speech in English mainly based on functions of the words in sentences. It is very hard for learners when encountering multiple function words in sentences, which could have more than 2 functions, it could be a noun, a verb, an adjective or a pronoun, etc. For example: I have two hands ("hands" is a noun). He hands me the paper ("hands" is a verb). A round table ("round" is an adjective). A round of beer ("round" is a noun). The police rounded them up ("round" is a verb in this case).

In general, guessing the functions of the words based on the circumstances is one of the difficulties of learners of English that they usually face. The grammar errors related to part of speech occur when the translators do not remember all of the suffixes which change class of the words, the grammatical structures as well as cannot discriminate among parts of speech of the words, or they do not fully comprehend the meaning of the sentences that needs to be translated.

In fact, it is not necessary to keep the form at all. The most important thing is that the translations must be done on the basis of the target language grammar that is familiar to the readers. This principle states that the translators should not depend on the structures of the source language but they should break them to convey the meaning as much as possible in an appropriate structure in the target language. Moreover, when the translators are experts at using part of speech, which absolutely can be trained through practicing translation that will highly support to their translation process especially in Vietnamese – English translation.

2.2.3 Idea arrangement

The definition of "idea arrangement" - in the context of a translation text or an essay, which can be defined as the way that the ideas are arranged or organized for a general overall in a text.

In good paragraphs or translation texts, sentences are arranged in logical order. There is no one order that will work for everything. But there are a few idea arrangement patterns that paragraphs often follow.

Sentences in a paragraph may be arranged to show time or sequence of event*s*. In other paragraphs, sentences may be arranged in order of importance, moving from the most important point to least important point or from least important to most important. In another common pattern, the paragraph's sentences move from the most general point to the most specific. It is important that all the sentences in a paragraph follow the pattern so that the paragraph is clear and logical.

For Vietnamese learners of English, idea arrangement may be considered as a small part of translating skill. Sometimes, the translators do not pay much attention to idea arrangement patterns of a translation text because they thought that a full intension is enough, it does not matter about which is mentioned firstly or secondly. But in fact, it plays an indispensable role in the completion of the good translation texts. An outstanding translator must have the flexibility and transformation of arranging ideas in the texts, which both make the translation texts become more qualitative and interesting for the readers as well as rate the level of the translator with others.

2.3 Strategies for translation

2.3.1 Deal with non-equivalence at word level

It is often the case that no direct equivalents can be found in Vietnamese for English words. The strategies listed below can be used to handle cases of non-equivalence at word level between Vietnamese and English.

Translating by a more specific word

In some cases, it may be appropriate or necessary to use a more specific word to translate an English word into Vietnamese. This usually involves choosing among several different words, as there may be many Vietnamese words that correspond to the general category or meaning expressed by the English term.

The English word for "rice" can be translated by many different Vietnamese words (*hạt lúa, hạt thóc, hạt gạo, cơm*), depending on whether one is planting it, harvesting it, cooking it, or eating it. In these cases, the English word alone is not enough to determine the appropriate Vietnamese translation, and it is necessary to examine the English context in deciding which Vietnamese word is to be used.

Translating by a more general word

In other cases, it may be appropriate to use a more general word to translate English with no specific Vietnamese equivalent. English makes distinctions among mopeds, scooters, and motorcycles, the latter "motorcycles" having larger wheels and engines than both mopeds and scooters; in Vietnamese, on the other hand, refers to all two-wheel, motorized vehicles as "xe máy". Similarly, the English words "paw", "foot", and "leg" may all be translated by the Vietnamese word "chân", which does not suggest any problem of comprehension in Vietnamese, as it should be clear from the context which of these words is meant.

Translating by paraphrase

This strategy can be used when translating an English word or concept that does not exist in Vietnamese, or when the Vietnamese term for it does not include all the meanings conveyed by the English term for the same concept. In the sentence "Children and pregnant women should not drink alcohol." In English, the word "alcohol" includes all alcoholic beverages in its meaning. However, the Vietnamese word for alcohol, "rượu",

does not include "beer" in its definition, so the Vietnamese translation should add the word beer to reflect the full meaning of the source language sentence "Phụ nữ mang thai và trẻ nhỏ không nên uống rượu, bia."

2.3.2 Deal with number and person

Number

Through both languages have similar notions of number and count ability, each language expresses this in very different ways. In Vietnamese, "Phụ nữ" means either woman or women. Some plural makers such as "các", "những","tất cả","mọi","mỗi" etc. can be used in addition to the noun. If it is clear from the English context which of these plural markers should be used in the Vietnamese, then the translator should choose accordingly.

Person

Participants' roles and forms of address are expressed in Vietnamese through a very complicated system of personal pronouns but these distinctions are not always clear in English and can usually be determined by the context. When it is not possible to determine the distinctions of the English pronouns, the decision should be based on consideration of tone and overall purpose of the document.

The word "you" should be translated as "chúng ta", which is similar with "we" – that is, the speaker is mentioning the listener in a group with him/herself. Or in different contexts, "we" can be translated as "chúng tôi" meaning "other people and I, but not you" or "chúng ta" – that means "you and I".

2.3.3 Deal with proper names

Geographical terms: It is either translated into another word in English or translated phonologically as: Bắc Kinh = Beijing, Vương quốc = Kingdom, Xingapo = Singapore, Úc or Ôx-trây-li-a = Australia, Braxin = Brazil.

Names of organizations: Translation from Vietnamese into English: often using the order of "*adjective + noun*" or "*noun + preposition + noun*" such as: Ngân hàng phục vụ người nghèo = Bank for the poor, Ngân hàng xuất nhập khẩu Việt Nam = Vietnam exported and imported Bank, Sở giao thông công chính = Department of transport and public works, Tổng cục thống kê = General Statistic Office, Bộ kế hoạch và đầu tư = Ministry of Planning and investment.

3. RESEARCH METHODOLOGY

3.1 Research design

In order to answer the research question stated, this survey research was carried out at Tay Do University in Can Tho city in Viet Nam. The participants were English majored juniors who would be delivered questionnaire and test paper for collecting their difficulties in studying Vietnamese – English translation. Moreover, to make the research more specific and objective, students were randomly selected to answer the interview paper questions. The research was the combination of quantitative and qualitative researchs.

3.2 Research participants

The participants were fifty-six Jjniors from English majored class, course IX at Tay Do University. There were nineteen males and thirty-seven females and their ages ranged from 21 to 23 with the average of 21 years old. They speak Vietnamese as their mother tongue and English as a foreign language. The main materials of the translation subject at the University were the books of Practical Translation, they were: translating sent-by-sent, translating paragraph and translating articles. In addition, the participants also practiced many extensive topics given by their teachers.

3.3 Instruments

Questionnaire

The questionnaire is considered a very common means or instrument used to collect data on phenomena which are easily observed, such as attitude, motivation, and self-conceptions, or in other words, those in social science. Therefore, to seek for information about the students' views on Vietnamese – English translation course, their recognition of difficulties, errors in translating from Vietnamese into English as well as the ways they improved their translation skills, the questionnaire was used.

The questionnaire consists of twenty questions. Fifty-six copies of questionnaire in English were given to juniors in the English majored class, course IX at Tay Do University, and all were collected. They were carefully prepared and classified into the following groups:

Table 1: The gist of questionnaire

Question/Statement	Summary of the question's/statement's content
From 1 to 8	Students' background
From 9 to 11	Benefits of translation
From 12 to 14	Difficulties in collocation
From 15 to 17	Difficulties in part of speech
From 18 to 20	Difficulties in idea arrangement

Interview questions

In order to make the study more reliable, the interview papers were delivered to nine students who were randomly selected in the English majored class. It had four questions to make sure the students' attitude towards Vietnamese – English translation as well as their difficulties of collocations, part of speech and idea arrangement in the translation process.

Test paper

The test paper was made of three sentences with the requirement of translating from Vietnamese into English in order to find out the problems that the students were facing when learning Vietnamese – English translation, especially concentrating on collocations, part of speech and idea arrangement. All test papers were collected for analysis under the guidance of the experienced teacher.

4. RESULTS AND DISCUSSION

4.1 Results from the questionnaire and test paper

A questionnaire containing twenty questions which are closed questions, multiple choice and opened ones which need to be answered based on the participants' own ideas. They were prepared with the purpose to seek information about the students' views on Vietnamese – English translation, their recognition of difficulties, and errors in translating from Vietnamese into English.

4.1.1 Students' background

Students' purposes of learning English

The first question dealt with the participants' reasons of learning English which indicated their goals for choosing English as their major. They were classified in the following figure.
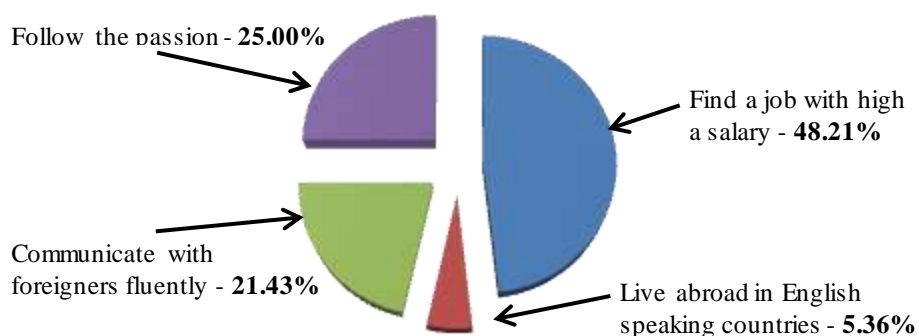

Figure 1: Students' purposes of learning English

Figure 1 showed that nearly half of students would like to get a good job with a high salary after graduation (48.21%), they believe that English plays an essential part of life today, it is one of the most important factors that enterprises and agencies require the candidates. Besides, 25% students learnt English because it was their passion. In their opinion, when they followed their passion, success would follow them. Also, there were 21.43% of participants who would like to communicate with foreigners effectively in order to keep up with the era of internationalization. Only 5.36% wanted to live abroad in English speaking countries such as England, United States, Australia, Canada, etc. as their second country.

**Students' interests in learning translation**

Figure 2: Students' attitude towards learning translation
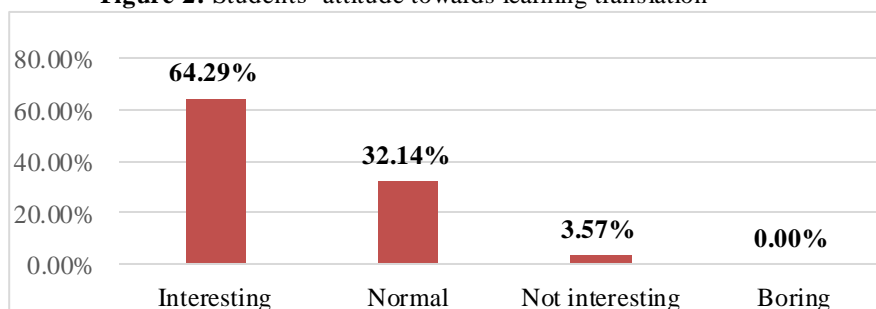
As we could see in figure 2, students' feeling towards translation was expressed. 64.29% thought that translation was an interesting subject to study so that they felt interested in learning and thus they would try their best to learn and practice translation as much as they could. In addition, 32.14% thought that translation was normal, that meant they may study it less or more which depended on the situations and they might not have the strong passion with translation. Just 3.57% considered translation was not to be interesting and there was no one who thought that translation is boring.

From the results, it could be concluded that although there were still small amounts of students (3.57%) who were not interested, most of them expressed their positive attitude towards translation subject.

Students' attitude towards Vietnamese - English translation
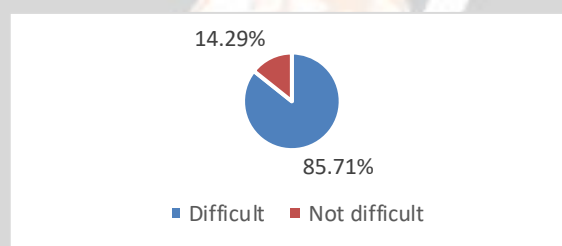

Figure 3: Students' attitude towards Vietnamese - English translation

It was not difficult to see from figure 3 that most of the students (85.71%) had problems with Vietnamese - English translation and just 14.29% thought that it was not difficult and they believed that they could comprehend it easily. Therefore, it is necessary to realize the difficulties with translation subject, especially in translating Vietnamese into English because Vietnamese and English are quite different in both vocabulary and grammar, so students have to study and try harder to find effective ways to overcome mistakes in order to enhance their Vietnamese – English translation.

Students' self-evaluation on translating skill

It is necessary to find out students' recent level of translation to investigate the suitable ways to help them improve as well as correct their errors. Let's observe the figure below.
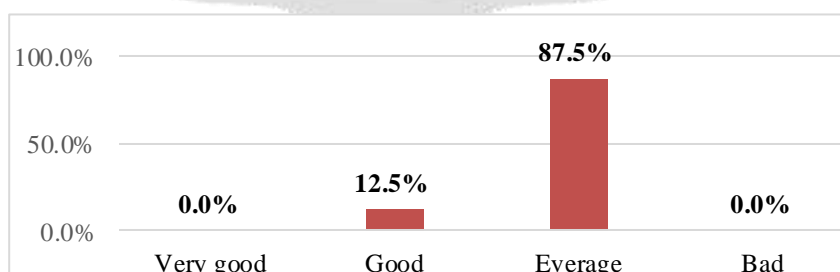

Figure 4: Students' self-evaluation on translating ability

From figure 2, 87.5% said that their translating skills were at everage and was enough to translate the basic and simple sentences or paragraphs that the teachers gave to them, but they might be better than what they said because some of the students are modest about themselves. Besides, 12.5% believed in their translating skills and said that they were confident in every paragraph given by the teacher because they had good basic knowledge to complete the translation texts well. No one confirmed that they were very good or bad at

translation. We could recognize that students's background knowledge about translation was rather good and they felt interested when learning translation so they tried and practiced a lot to improve their translation skills.

Students' self-studying Vietnamese – English translation
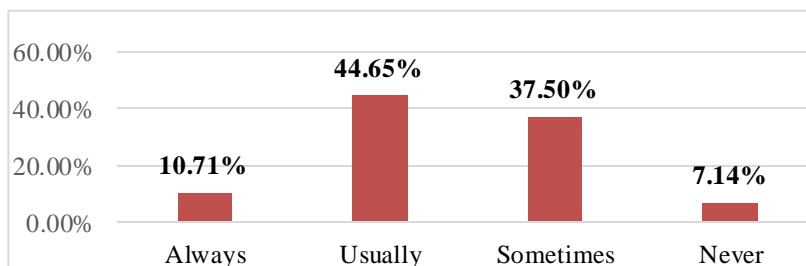
Figure 5: Students' self-practice translation skill

As we could see from figure 5, self-study is very important in studying, especially in Vietnamese – English translation. 44.65% usually practice Vietnamese – English translation. In addition, 37.50% sometimes spent time practicing it. 10.71% said that they always and 7.14% chose never. It could be concluded that most of students expressed their positive attitude towards self-studying Vietnamese – English translation as well as learning translation subject in general.

Students' frequency of encountering obstacles in Vietnamese - English translation
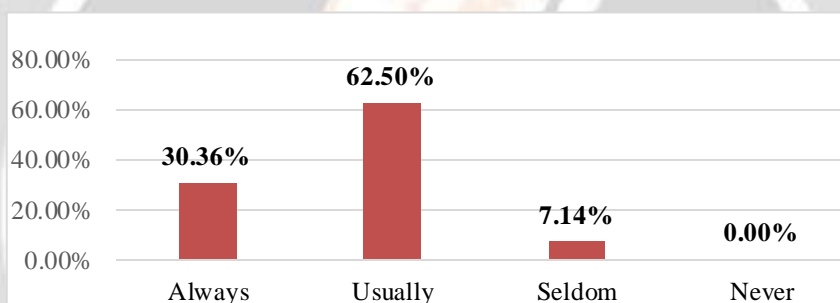
Figure 6: Students' frequency of encountering obstacles

In figure 6, it was not difficult to see that most of students (62.50%) answered that they usually had problems with translation. Besides, 30,36% said that they always had difficulties. It could be concluded that Vietnamese – English translation was a hard subject to students.

The ways students dealt with new words or phrases in Vietnamese – English translation
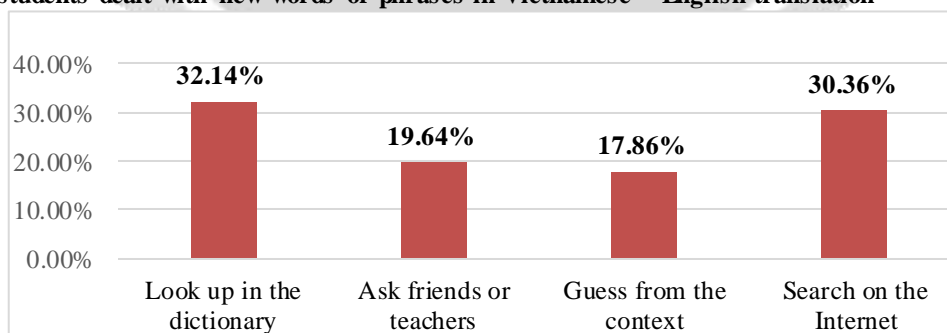
Figure 7: Students' habit when encounting new words

Figure 7 showed the ways students usually did when facing with new words or phrases in Vietnamese – English translation. The highest column was looking up in the dictionary (32.14%), 30.36% was searching on the internet, 19.64% asked friends and teachers; 17.86% guessed the word meanings from the context.

The result indicated that most of the students still relied on dictionary to get the meanings of new words or phrases; this was one of the good ways to know the meaning of words quickly, but it would be more exact and effective if they tried to guess the meaning of the words from contexts since in a dictionary, a word has many meanings, so it was hard to choose a suitable meaning to transfer the ideas. Therefore, they needed to improve

their ability to guess word meanings based on the context before asking for help from their friends or teachers and searching on the internet.

Table 2: Students' attitude towards the benefits of translation

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9. Translation is an essential component in the process of second or foreign language acquisition.	0%	0%	26.79%	50%	23.21%
10. Practicing translation more often will enhance your grammar.	0%	0%	8.93%	71.43%	19.64%
11. Vocabulary will be improved through practicing translation.	0%	0%	12.50%	44.64%	42.86%

Table 2 showed that the percentage of the respondents who strongly disagreed and disagreed with three statements were zero; and about 80% agreed and strongly agreed. In fact, in statement 9, "Translation is an essential component in the process of second or foreign language acquisition." 73.21% confirmed that translation necessary while 26.79% had no idea. In addition, 91.07% thought that "Practicing translation more often will enhance your grammar." And 87.50% agreed and strongly angreed with "Vocabulary will be improved through practicing translation." The results showed that practicing translation helped students enhance vocabulary and grammar a lot and they like to practice translation regularly to get those benefits.

4.1.2 Common mistakes of the students when learning Vietnamese – English translation

From figure 3, it could be concluded that Vietnamese – English translation subject was difficult to students. As a result, they had to encounter problems. The students' common mistakes were showed in the figure below.
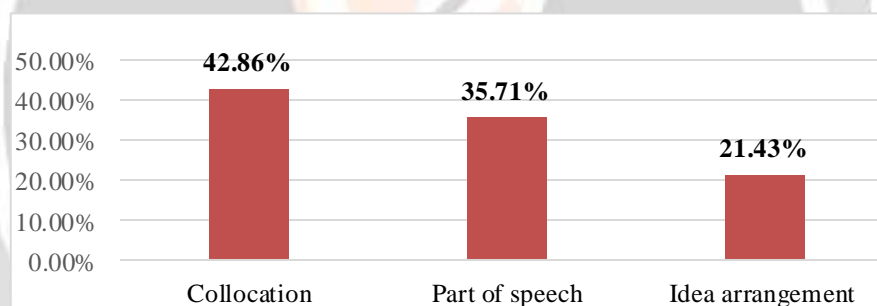
Figure 8: Common mistakes in Vietnamese – English translation

As we could be seen from figure 8, collocation, part of speech and idea arrangement were students' common challenges. First, the difficulty that most of learners had with was collocation approximately half of the students, 42.86% said that it was one of their nightmares in Vietnamese – English translation. Next, part of speech was their next difficulty with 35.71%. Finally, it seemed that a bit more comfortable for students when only 21.43% had problem with idea arrangement; however, that was also one of students' mistakes which had to be corrected. The tables below would show more details.

Table 3: Difficulties in collocation

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
12. It is hard to recognize collocations in Vietnamese – English translation texts.	3.57%	5.36%	10.71%	46.43%	33.93%
13. You cannot remember all the collocations because they are so variable.	5.36%	10.71%	17.86%	33.93%	32.14%
14. You use word-for-word translation in Vietnamese – English translation texts to deal with strange or new collocations.	0%	3.57%	17.86%	51.78%	26.79%

Based on the responses in figure 8, it could be seen that collocations was the highest difficulty for participants with 42.86%. Looking at table 3, 46.43% agreed and 33.93% strongly agreed with statement 12, "It is hard to

recognize collocations in Vietnamese – English translation texts." The difference between two languages with different collocations made it difficult for students. When delivering the questionnaire, some students asked, "Could you tell me what is collocation?" The question was the best evidence that some learners still were unclear about collocations. In addition, in statement 13, "You cannot remember all the collocations because they are so variable." Only 16.07% disagreed and strongly disagreed, and 17.86% had no ideas; that showed they were wondering whether they could apprehend collocation or not in the future. And the rest of students (66.07%) could not remember all the collocations, the reason could be that those students just need more time to remember all the collocations. Moreover, from the results of statement 14, "You use word-for-word translation in Vietnamese – English translation texts to deal with strange or new collocations." It could be seen that nearly all of the students (78.57%) agreed and strongly agreedwith the statement. They admitted that they would use Vietnamese style of translation called word-for-word translation when they could not deal with strange or new collocations.

In the test paper, the Vietnamese sentence, "Một đàn sư tử hung hăng đang tấn công đàn trâu nước." was incorrect translated by students as follows:

(i) Aggressive lions are attacking water buffaloes

(ii) An aggressive lion group is attacking a group of water buffaloes

(iii) A lone rampant is attacking water buffaloes

While the answer key wass: "A pride of lions is attacking a herd of water buffaloes". Because the Vietnamese word "đàn" can be used for every group of animals such as buffaloes, birds, etc., but in English, when we want to describe a group of animal we have to choose the suitable collocations such as pride collocates with lions, herb collocates with buffaloes, flock collocates with birds, etc. The mentioned example proved that the students used word-for-word translation to deal with new or strange collocations when encountering difficulties and that was one of the biggest problems with learners when learning translation, especially Vietnamese – English translation.

Besides collocation, part of speech (35.71% from figure 8) was also one of the difficulties that students faced when learning Vietnamese – English translation, taking a look in the table below to find out clearly.

Table 4: Difficulties in part of speech

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
15. It is difficult to discriminate among parts of speech (N, V, Adj, Adv, etc.).	25%	17.86%	14.29%	23.22%	19.64%
16. The multiple functions of words in the sentences make you confused in translation.	8.93%	12.50%	17.86%	32.14%	28.57%
17. Guessing the functions of the words based on the circumstances is difficult.	7.14%	10.71%	21.43%	33.93%	26.79%

Referring to table 4, in statement 15, "It is difficult to discriminate among parts of speech (N, V, Adj, Adv, etc.)." There were 2 different opinions from students when there were 42.86% (23.22% agreed and 19.64% strongly agreed) while the number of learners who disagreed and strongly disagreed with the statement was also 42.86% (25% disagreed and 17.86% strongly disagreed). Based on the results, it could be seen that discriminating among parts of speech of a word was a most basic skill of English learners; some students had difficulties, but the others could deal with it. In statement 16, "The multiple functions of words in the sentences make you confused in translation." 17.86% had no ideas. There were 32.14% agreed and 28.57% strongly agreed with this statement. Also, 33.93% agreed and 26.79% strongly agreed with statement 17, "Guessing the functions of the words based on the circumstances is difficult." It could be concluded that multiple functions of words made students confused and guessing the functions of the words based on the circumstances in the Vietnamese – English translation texts was one of the biggest problems of students related to part of speech. The main reason could be that "guessing" would happen with something which we did not know exactly so it was not easy, guessing required the translators' skill and practice on translation texts. The more practice on translating, the better skill that they will get.

In the test paper, the Vietnamese sentence, "Các công ty bảo dưỡng cơ khí đang cần tuyển dụng những kỹ sư giỏi." was translated as follows.

(i) *Mechanical maintenance companies* are recruiting the good engineers.

(ii) The *maintain machinery companies* are looking for good engineers.

There were many students who translated correctly sentence as (i) but there were still more than half of them having problems with part of speech as (ii), they put the verb "maintain" before "machinery" instead of correctly translating to "mechanical maintenance", those mistakes could be affected by translating word-for-word from Vietnamese. The example above showed that it was not easy for students when encountering multiple function words in the sentences because they could have some different meanings.

Table 5: Difficulties in idea arrangement

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
18. You do not know the idea arrangement patterns in Vietnamese - English translation texts.	5.36%	12.50%	21.43%	33.93%	26.78%
19. It is dificult to follow the idea arrangement patterns in paragraphs.	3.57%	10.71%	26.79%	39.29%	19.64%
20. Lack of flexibility on idea arrangement is one of your problems in Vietnamese – English translation.	8.93%	14.29%	30.36%	26.78%	19.64%

As we could see from table 5, there were more students (60.71%) who agreed and strongly agreed with statement 18, "You do not know the idea arrangement patterns in Vietnamese - English translation texts." than students (17.86%) who disagreed and strongly disagreed. This showed that many participants had difficulty with idea arrangement patterns about which idea was stated first and which was the next one. In statement 19, "It is dificult to follow the idea arrangement patterns in paragraphs." It could be seen that there were several different ideas from the respondents when there were 58.93% of the students who agreed; on the contrary, there were 14.28% of the students who had opposite thinking while the rest of them (26.79%) had no ideas. In statement 20, "Lack of flexibility on idea arrangement is one of your problems in Vietnamese – English translation." 26.78% agreed and 19.64% strongly agreed with this statement while 30.36% had no ideas. It could be concluded that learners who paid attention to the patterns would follow the rules well while students who did not have ideas about arranging ideas in the sentences would do not care about the ideas would be stated first or next as well as they did not matter moving from the general ideas to specific or from the most important ideas to the least important ones. And lacking of flexibility on idea arrangement was one the problems that students needed to find the ways to overcome.

In the test paper, the Vietnamese sentence, "Cơn bão đi qua làm nhiều ngôi nhà bị tàn phá và nhiều người thiệt mạng." was translated as:

(i) The storm passed that made many houses were destroyed and many people were died.
(ii) The storm went through as many houses were destroyed and many people were killed.
(iii) The storm made many houses were destroyed and people were died.

The above answers are correct but the students used the same arrangement of ideas because they used only "The storm" as the main subject while we could flexibly swap the object "houses" or "dead people" as the main subject. Besides, we should make a fake subject "there…" then the sentence would be more flexible. The suggested answer was "There were many devastated houses and dead people after the storm."

Based on the above example, it could be concluded that Vietnamese learners of English usually follow the path of arranging ideas in the translation texts so they lack of flexibility on idea arrangement in Vietnamese – English translation.

4.2 Results from the interview

After analyzing the interviews of nine English majored juniors carefully, the final results were similar with the results of the questionnaires.

First of all, when being asked, "People say that learning Vietnamese – English translation is difficult. Do you agree? Why and why not?" there were 8/9 interviewees admitted that Vietnamese – English translation was difficult and their difficulties are collocation, part of speech and idea arrangement. The students said that Vietnamese was more various so it was hard for them to choose appropriate English words to translate and when they encountered new words and phrases in Vietnamese – English translation texts.

Secondly, for the next question, "Is collocation one of your mistakes that you usually face with when learning Vietnamese – English translation? Explain." All of the interviewees (9/9) had problems with collocations when learning Vietnamese – English translation. Most of them (7/9) were not clear about what collocation was and how to use it correctly in the texts, they did not read the whole text to understand the meaning and just translated word by word instead of using collocations in Vietnamese – English translation texts. Using synonyms of words could alter the meaning of texts and made funny sentences. The other 2 students were not clear that what collocation was and how to distinguish it with idioms.

Moreover, when participants were asked "Do the multiple function words in the sentences make you confused in translation? Why or why not?" More than half of interviewees (5/9) answered that they were usually confused when encountering the multiple function words because those words had more than 2 functions. The rest of the students (4/9) said that they could deal with multiple function words in sentences based on their positions in the sentence. For example, an adjective would be placed in front of the nouns and after a verb "be" or adverbs would follow the common verbs, etc.

Finally, responding to the last question, "Is lack of flexibility on idea arrangement one of your problems in Vietnamese – English translation? Explain." All of the respondents (9/9) said that one of their problems was lack of flexibility on idea arrangement which caused their texts were monochromatic and boring to the readers.

In short, collocation, part of speech and idea arrangement were learners' common challenges in learning Vietnamese – English translation. Based on the figure 8, it could be concluded that collocation was the most difficult challenge to the students and idea arrangement was the least one.

4.3 Discussion

The aims of this study were to investigate whether English majored juniors at Tay Do University had to face any problems in Vietnamese – English translation. Besides, the correct and possible solutions to minimize those translation errors would also be presented. Basing on data collected from the questionnaire, the interview paper and the test, it was revealed that their problems in studying Vietnamese – English translation were collocation, part of speech and idea arrangement.

The first problem the students had difficulties was recognizing and using collocation (42.86%). One possible explanation to this problem might be that they lacked of vocabulary as well as they did not have enough collocations as which words would collocate with others because collocation was very variable and when students could not deal with collocation, they used word-for-word translation as an instinct.

The next problem was part of speech (35.71%), although it was the basic factor in learning English, there still were many learners had difficulties. Those were discriminating among parts of speech, facing with multiple function words and guessing the functions of the words based on the circumstances in the Vietnamese – English translation texts. The reasons of the above problems could be that the students did not remember the words that they studied, they could not distinguish part of speech when there were more than two similar words in a sentence and they lacked of self-practice on guessing functions of words based on the contexts by the extra exercises at home.

In addition, basing on the findings, it was not difficult to recognize that idea arrangement (21.43%) was the problem which the students were encountering in Vietnamese – English translation. Most of the students did not know the idea arrangement patterns in the translation texts. The logical explanation was that students usually followed the path of word-for-word translation so they lacked flexibility in arranging ideas, therefore it made their sentences become monochromatic and boring in the whole paragraph.

Moreover, another big factor which caused the difficulties was that most of students spent less time on self-study as well as did not seriously focus on studying Vietnamese – English translation subject. Furthermore, they still imposed Vietnamese grammar into English so word-for-word translation was unavoidable.

In order to help students improve and get more success in learning translation subject, they should self-practice translation texts at home more often to encounter new sentence structures, new words as well as new vocabulary through reference books. Besides these above cases, to become good translators, specifically for each phrase or section of text to be translated students need to follow these basic steps below:

1. Read and understand the source text,
2. Keep the meaning or message of that text in mind,
3. Select the most appropriate vocabulary in the target language,
4. Use the grammatical structure of the target language,
5. Compose that meaning/message in the target language,
6. Make sure the new text is worded in a natural way.

Furthermore, here are some tips that might help the ones who would like to become a professional translator:

1. Learn to write well and be sure at the grammatical structures,
2. Learn about and study your passive language and the culture it comes from,
3. Select a specialist area of expertise to study and be prepared to learn more about your specialist subject,
4. Print out your translated text and read it on paper before delivering it to your client,
5. Write clearly and concisely, using the appropriate sentence and paragraph-length for your target language as well as using simple vocabulary.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

After conducting this research by analyzing the important information collected from students, it was finally figured out that the most common problems in Vietnamese – English translation were collocation, part of speech and idea arrangement.

As we could be seen, collocation was the most difficult challenge with students because of its variety. Students could not remember all of the pairs of collocations so they guessed and used word-for-word translation to deal with it. In order to avoid these errors, Vietnamese who learns Vietnamese – English translation at schools and universities should read extensively English books and magazines to take notes of collocated words under the English standard. Moreover, one of the good ways to learn collocations is "learn-by-heart".

For part of speech, it was not difficult to see that the multiple function words made students confused when encountering because they have different parts of speech and different meanings due to their positions in sentences as well. The possible solutions for those difficulties are reviewing in grammar books extensively about the suffixes which change words' part of speech and special words, another recommended solution is doing more exercises related to part of speech in order to practise guessing skill on functions of words based on circumstances.

The last obstacle to students was idea arrangement, students' main problem was that they usually followed the path of word-for-word translation so they lacked flexibility in arranging ideas, therefore it made their sentences become monochromatic and boring in the paragraph. One of the good ways to enhance idea arrangement in the translation texts is reading extensively the articles, newspaper or online magazines in English to get more styles of arranging ideas of the natives and how they use the appropriate vocabulary as well.

5.2 Recommendations

The research was already completed the work of investigating the common challenges in Vietnamese – English translation of juniors, hopefully in the near future, the other researches are going to figure out better about their mistakes as well as the solutions to minimize as much as possible the students' obstacles.

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