

DIFFICULTIES IN VIETNAMESE – ENGLISH TRANSLATION OF MASTER OF BUSINESS ADMINISTRATION LEARNERS AT TAY DO UNIVERSITY IN VIET NAM

Nga H.T. NGUYEN, Tay Do University, Vietnam

Hiep L.V. Huynh, Tay Do University, Vietnam

ABSTRACT

Translation plays its fundamental role of transferring messages across languages. In the process of translation, learners could face the difficulties. It is a far more problematic one for Master of Business Administration (MBA) learners regardless of their learning years. For this reason, the study was implemented to point out potential traps that MBA learners could get when translating from Vietnamese into English. In fact, eighty-eight learners at Tay Do University were selected as participants of the study. Questionnaires and paper interview were delivered to participants for collecting data and getting more information. The findings revealed that they could meet difficulties in Vietnamese - English translation in view of four main problems embracing word choice, word order, grammar and idioms.

Key words: *translation, English, Vietnamese, master of business administration*

1. INTRODUCTION

1.1 Rationale

In today's globalization and internationalization, it cannot be denied the importance of English in people's life and social development. No English means no communication. Without communication, there is no way to express thoughts, ideas, and feelings. And how can the economy develop when it tends to integrate international economy for the whole development? English becomes a common language which helps people understand each other more in the process of diplomatic relation and economic cooperation and many other fields in today's era.

English is the most effective international communicative language. It is also the official language in a large number of countries. According to Wikipedia, there are more than 400 million people in the world using English as a mother tongue, and more than one billion people using English as the second language. English is the second language which is widely used only just after Chinese. Most of the international events and global organizations are using English as the default language of communication. We again cannot deny the advantages of English bringing to us, especially in the booming age of information and technology. Knowing English and using computer more effectively are demands of job's requirements to get a dream job in many international companies, earn more money or communicate more effectively with more people around the world.

When Vietnam became one of the members of World Trade Organization in 2006 encountering the difficulties in communicating with international friends, it has more and more requirements for Vietnamese to have expert English skills, especially translation skill which is considered as a bridge helping Vietnam connect with partners, enhance international economy and exchange culture with other countries in the world. Therefore, the demand of professional translation is getting more necessary than ever. Translation is essential to learn, but it does not mean it is simple for learners. To master translation is not easy for almost all English learners.

Many Vietnamese people have faced with many challenges when translating mother tongue into English. This can be very difficult for learners who begin to study written translation or even for those who are fluent in several languages, and there is no exception for MBA learners at Tay Do University. How to deal with this actual situation is still a question. These wondering and interesting facts, ideas promote to carry out the study: "Difficulties in Vietnamese – English Translation of Master of Business Administration Learners at Tay Do University in Viet Nam". It is hoped that it will be new and contributive to help students understand their difficulties and overcome these obstacles in learning process.

1.2 Research aim and research question

Learning a new language is not easy, learners usually make mistakes, especially mistakes in translation. Improving translation skill is not easy because it requires learners to have a lot of efforts, time and a strong determination. It is easier if learners can recognize problems and mistakes soon then they can have more time to overcome mistakes and improve skills. The main aim of this research is to find out some difficulties of MBA learners at Tay Do University when translating.

To achieve the aim, the research is carried out by answering the question, "What difficulties do MBA learners at Tay Do University encounter when translating from Vietnamese into English?"

1.3 The significance of study

Good at English translation is one of the main purposes of English learners and MBA students at Tay Do University are no exception. However, not many of them can achieve purposes. Most of students still confuse and make a lot of mistakes when translating from Vietnamese into English. It requires a very long practicing process and students have to be very patient and laborious. To help MBA at Tay Do University in improving translation, this study is created to learn about mistakes. By showing mistakes and researching them, it is hoped that students can find suitable methods to overcome difficulties.

2. LITERATURE REVIEW

2.1 Definition of translation

There are many the concepts of translation that have been discussed and presented by many scholars with different perspectives for many historical periods. Numerous linguistic scholars mainly focus on finding equivalence of meaning, grammar, content, and so on.

According to Catford (1965), translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). Nida & Taber (1969, p.44) add "Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and second in term of style." In addition, Bell (1991, p.13) says "Translation is the replacement of a presentation of a sentence in one language by a representation of an equivalent sentence in a second language".

Bui and Dang (1999, p.14) define that "Translation is rendering a written sentence into another language in the way that the author intended the text. Translators are concerned with the written word. They render written texts from one language in to another." Translation can be understood as the result of a text-processing activity, by means of which a source-language sentence is transposed into a target-language sentence. Between sentence in the target language sentence and the source language sentence, it exists a relationship which can be designated as translational, or equivalence relation. Although there are many different standpoints, all most of them emphasize the significance of *equivalence* in both languages. Newmark (1981, p.25) concentrate on

culture and sentence during the translation process. He defines “*Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message of textual material in one language into another language in the way that the author intended the text.*” Their main is to point out the power of translation.

Briefly, it can be said simply that translation is the process of changing something that is written into another language. All above definitions of translation share the same idea that translation is the process of replacement a written sentence from one language into another language, which remains equivalence in content, the purpose of communication, or pragmatic.

2.2 The importance of translation

Nowadays, translation plays an important role in our life. The twentieth century is the age of translation. All fields such as economy, education, politics, tourism and so on use the specialized materials which need to be translated from the original language to another language. With the trend of integration and enhancing international economy, translation helps people overcome the barriers of multi-cultural and global communication as Newmark (1988) says that translation facilitates mutual understanding among different and conflicting racial, ethnic, religious and cultural groups. Especially when Viet Nam became member of World Trade Organization, the demand to have expert translators are necessary and significant. It is true that all of the contracts, emails, agreements, or conventions, etc., in English need to be translated exactly and effectively to avoid some regrettable misunderstandings. Still people want to read what other people want to write, and what people say. Translation may be considered as the most universally accepted solution for surmounting the obstacles. Thus, there is a need for professional translators

Accordingly, translation is now playing an indispensable role in the process of bridging the gap among people of different countries, expanding one's knowledge and supporting for other language skills. By virtue of its importance, translation should not be overlooked and beyond a shadow of a doubt, the practice of translation should be done on a daily basis to master one's translation skill.

2.3 Common difficulties in Vietnamese-English translation

2.3.1 Word choice

The difference of vocabulary system sometimes creates many confusing for translators. A word in the source language has many meanings, choosing suitable and appropriate words for the target language sentence can be hard work. In fact, the equivalence of an institution, a division, a concept, or a term may be not found in the target language. When translating from Vietnamese to English, it is often the case that there is no direct equivalence can be found in English for Vietnamese words. Translators may encounter a new concept to understand and explain it in another language. Or it may be that the concept is or readily understood but there is no specific English word to express it. Another difficulty is that, in addition, some words have special connotations that are not conveyed by the English word for the same thing.

In some cases, it may be appropriate or necessary for translators to examine the English sentence and decide which Vietnamese word is suitable. This usually involves in choosing among several different words, as there are many English words that can be correspond to the general category or meaning expressed by the Vietnamese terms. For example, in English there are many words meaning as: a flock of birds/sheep, a herd of cattle/buffaloes, a pack of dogs/calves, a school of fish/chickens, a pride of lions, etc. In these cases, it is not enough to determine for the appropriate English translation and it is necessary to put it in the phrase and specific context. Therefore, translators have to learn by heart to avoid misusing.

In addition, reduplication is found widely in Vietnamese. They are formed by repeating a part of a word to form new words, altering the meaning of the original word. Its effect is to sometimes either increase or decrease the intensity of the adjective, and is often used as a literary device (like alliteration) in poetry and other compositions, as well as in everyday speech. It is very difficult to translate reduplicative words from Vietnamese into other languages because it requires the equivalence of form and the semantic nuances. It can be easily seen that English words only express the meaning of the words, and they have not shown the intensity of the adjective. Therefore, due to the fact that Vietnamese has a much greatly abundant vocabulary stock, it poses challenging difficulties in choosing its English equivalence.

In short, word choice plays a crucial role for many language learners to build their own vocabulary system to get advantages in language learning. Vocabulary is the fundamental component of communication. The more vocabulary you have, the more advantages for you to obtain effective communication. Paying attention to meanings of word and using words in sentence exactly will help translators create a good translated version.

2.3.2 Word order

There are rules, to put the words together. Every language has its own order words in the sentence and learner must respect that. During the process of learning a foreign language, mother tongue has a big influence on way of thinking and use of the target language. Sometimes, there are similarities between Vietnamese and English in word order, but sometimes there are differences. For example, it may be translated into English as “She is a friend good.” not “She is a friend good.”

In short, if learners focused so much on the source language (Vietnamese) they fail to convey all the explicit meanings of the target language (*English*). In fact, it is not essential to keep the form at all. The most significant thing is that the renderings must be done on a daily basis of the target language word order that is familiar to the readers. This principle states that the translators should not largely depend on the structures of word order in the source language but they should break them to convey the meaning as well as an appropriate word order in the target language.

2.3.3 Grammar

All languages have grammar, and each language has its own grammar. Grammar has been identified in different ways on the linguistic theory. Besides vocabulary, grammar structure is an important element affecting translation skill. As the purpose of good grammar is to ensure the paper is translated correctly. William (2005) stated, “Grammar is a study of the structure of the language and describes the way of putting words together to make meaningful sentences.” Grammar is the way a language manipulates and combines words or bits of words to form longer units meaning. Grammar is very important. Learners face difficulties in this field such as tenses, parts of speech and voices.

Tenses

In English, there are many tenses being used with a particular structure. In case, an untrue tense is used, readers cannot understand or misunderstand its meaning. To express tense in English, we must change the verb-form while there are no rules of using the different verb forms to express the time when an action happens in Vietnamese. It can be seen that English has a very clear distinction between tenses whereas tense is not usually required in Vietnamese. For Vietnamese, there is only one tense for the past, but in English, there are simple past, past continuous, past perfect, past perfect continuous and sometimes present perfect and present perfect continuous also show the action in the past.

Difference in parts of speech

In English, part of speech is considered a significant element which is defined by Collins English Dictionary (2012) 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 function in a sentence. There are eight major parts of speech in the English language, consisting of noun, pronoun, verb, adjective, adverb, preposition and interjection. As a matter of fact, many English nouns are employed with the intention of referring to actions while Vietnamese prefer to express actions as verbs rather than nouns. For this reason, it will not always be possible to translate a source language noun with a noun in the target language. In fact, it is not essential to keep the form at all.

Voices

Vietnamese tend to use active sentences in their speech while the passive voice is used very frequently in English, which poses some problems for translators. For example: “Educational innovation is absolutely essential, but how should it innovate is still a big question which pose for many educators.” It is considered to have grammatical error because the translator misused the voice. The verb “innovate” and “pose” which are in active form but it must be in passive form “be innovated” and “is posed” because education cannot innovate by itself and question cannot itself pose for educators. Therefore, the Vietnamese sentence should be translated to English as: “Educational innovation is absolutely essential, but how should it be innovated is still a big question posed for many translators.”

In short, grammatical structures in English are so complicated and not easy to master. There is no way to master it without practice. It requires learners have to find out effective ways of learning to study and practice more if they want to limit grammar errors in using English in general and specially in studying translation to become a professional translator.

2.3.4 Difficulties in idioms

There are universal cultures that can exist in every community. There are two cultures which create a big difference: Oriental culture (Vietnam) and Western culture (England). Each nation has its own characteristics of geography, history, physical life, etc. which are reflected in the language clearly, especially in vocabulary of each ethnic group. The source language word may express a concept which is totally unknown in the target culture. For example, Vietnam is located in the tropical monsoon with complex terrain, and it is famous for the ancient agriculture. Therefore, things, events, phenomena and concepts related to that characteristics that reflect markedly in the name, production tools, rice processing. Besides, there are words about the customs of marriage and religion, creed and so on, but they are extremely strange to Westerners. Therefore, it is very difficult for translators to translate these words into other languages because the target language has no similar culture, even there is no corresponding words.

Another example, when British refer to the word "pub" (a place where alcoholic drinks can be bought and drunk) as a traditional culture. It is an old and antique place with dear images. In the pub, they might have no music, or they do have music but it is very quiet, for a cozy comfortable atmosphere. In contrast, "pub" in Vietnamese means "bar" - a noisy place and the music might be really loud to encourage people to have fun, drink a lot and make people dance. Overall, "bar" has long created a negative impression with social evils in people's mind. Moreover, it is very hard for translators to translate idioms and fixed expression from Vietnamese into English. It is sometimes possible to find an English idiom or expression with a similar meaning to a Vietnamese idiom or expression. However, sometimes no English idiom or expression with a similar meaning to Vietnamese one.

After going through a careful analysis about cultural differences between the two countries, a conclusion could be drawn that culture can partly affect translation process. Misunderstanding of culture can lead to bad translation version and sometimes makes it funny and even insulting to readers of the target language. There is the existence of this dividing line between linguistic and cultural challenges facing translators. The differences between cultures cause many more severe complications than do differences in language structure. Therefore, translators should make it easy for readers to see and understand the sentence in terms of their own cultural background.

3. RESEARCH METHODOLOGY

3.1. Research design

The design of the paper was based on the research question stated. Specifically, MBA learners were chosen as participants of the study. They were delivered the questionnaires and interview to investigate the problems resulting in difficulties in Vietnamese - English translation. After collecting students' questionnaire and interview, they were analyzed with the aim of finding out the ultimate results. This was a combination of quantitative research and qualitative one.

3.2 Research participants

This research was conducted on eighty-eight MBA learners at Tay Do University. They speak Vietnamese as their mother tongue and English is considered as their foreign language. The reasons for choosing these participants were based on the subject they are learning, the length of their English learning, their competence in English as a foreign language. They usually translate about some topics relating to business as 1. Entrepreneur, 2. Management Role, 3. Planning and Strategy, 4. Decision Making, 5. Personnel, 6. Motivation, 7. Brand and Trade, 8. Production, 9. Marketing, and 10. Research & Development.

3.3. Instruments

Questionnaires and interview were helpful instruments in this research. The questionnaire provided a relatively cheap, quick, and an efficient way of obtaining large amounts of information from a large sample of people. The paper interview was used to gain more insight learners' thinking.

3.3.1. Questionnaire

The questionnaire with the total of 5 questions and 19 closed statements with 5 points scale: (1) strongly agree, (2) agree, (3) neutral, (4) disagree, (5) strongly disagree. It was written in English with careful and clear instructions as well as guidance to make sure that respondents could easily understand and give appropriate answers to the statements. 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 10	Learners' background
From 11 to 15	Difficulties in word choice
From 16 to 19	Difficulties in word order
From 20 to 24	Difficulties in grammar
From 25 to 29	Difficulties in idioms

3.3.2. Interview

In order to make the study more reliable, ten MBA learners were invited to take part in a paper interview with 6 open – ended questions. The purpose of the interview was to find out students' attitude towards Vietnamese – English translation as well as the difficulties they could meet when translating from Vietnamese into English.

4. RESULTS AND DISCUSSION

This part showed the results of the whole research. The final findings were drawn for analyzing the data collected from eighty-eight MBA learners mentioned. The results included 2 sections, namely the results from the questionnaire and the results from interview.

4.1 Results from questionnaire and interview

4.1.1 Results from questionnaire

The findings of the questionnaire were classified into two basic items consisting of the learners' background and learners' difficulties in writing.

The learners' background

Learners' knowledge about translation

100% of learners knew about The theory of translation and Practical translation. For this reason, it could be concluded that they had a piece of knowledge about The theory of translation and practiced some sorts of translation tasks.

Learners' interests in translation

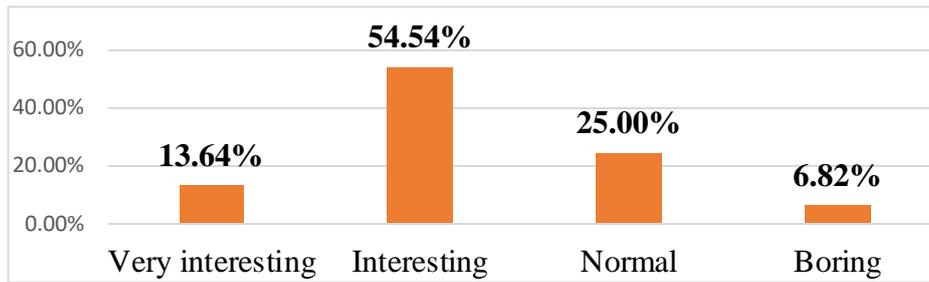


Figure 1: Learners’ interests in translation

More than a half of participants reached a consensus that translation was interesting for them, accounting for 54.54%. On the contrary, near a half of students deemed translation included very interesting, normal and boring. In general, the data indicated that the majority of respondents enjoyed translation. It also led to the fact that they expressed positive attitudes toward the subject.

Learners' self-evaluation on translation

The amount of learners possessing “average” at translation skill was the highest rate with 68.18%. The next was “good” with 22.73% and “very good” was remarkably less than any of the two mentioned above as it accounted for 9.09%.” Generally, it could be seen that most of learners had still been striving for their translation competence improvement.

The amount of time spending on Vietnamese - English translation

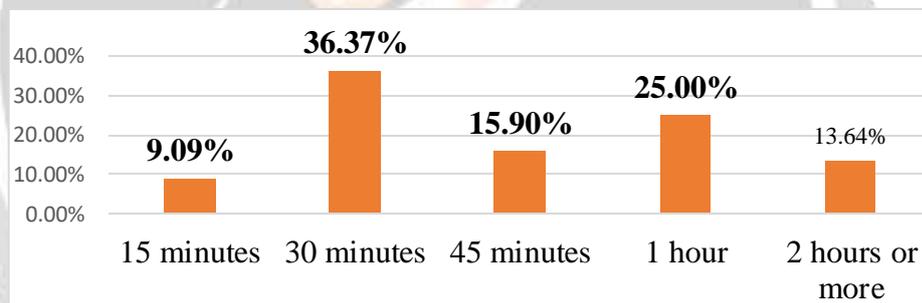
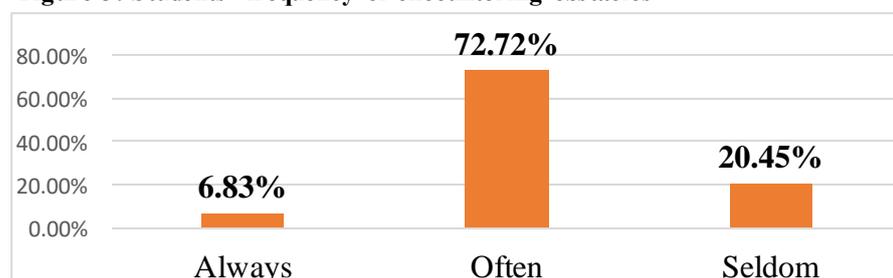


Figure 2. Time spending on practicing

Taking a look at the above figure, there was a small amount of students, 9.09% spending around 15 minutes per day on practicing Vietnamese - English translation. Moreover, 30 minutes or 45 minutes a day was slightly higher than the first-said proportion, making up 36.37% and 15.90% respectively. The percentage of students sparing about 1 hour ranked the highest one with 25% whereas there were 13.64% of the ones spending up to 2 hours or even more. Through the collected statistics, MBA learners spent time on practicing Vietnamese-English translation on a daily basis, yet such amount of time stayed varied, depending on their condition and situation as well. One possible explanation for this case was that students might have jobs or they might spend time for other language skills modules.

Learners’ frequency of encountering obstacles in Vietnamese - English translation

Figure 3: Students’ frequency of encountering obstacles



The majority of learners, 72.72% think they often got challenges in the process of translating from Vietnamese into English. 6.83% asserted that they always had troubles. Meanwhile, 20.45% affirmed that they seldom confronted such problems. By means of the students' responses for this question, it reached to the conclusion that together with difficulties regarding Vietnamese - English translation, learners met a trouble translating from Vietnamese into English.

In short, MBA learners had enjoyment in translation, they expressed positive attitudes toward this subject, and they spent time to practice it but they still could meet difficulties.

The common difficulties in Vietnamese - English translation

In order to know more about the difficulties students faced in Vietnamese - English translation, these difficulties will be presented in following figure.

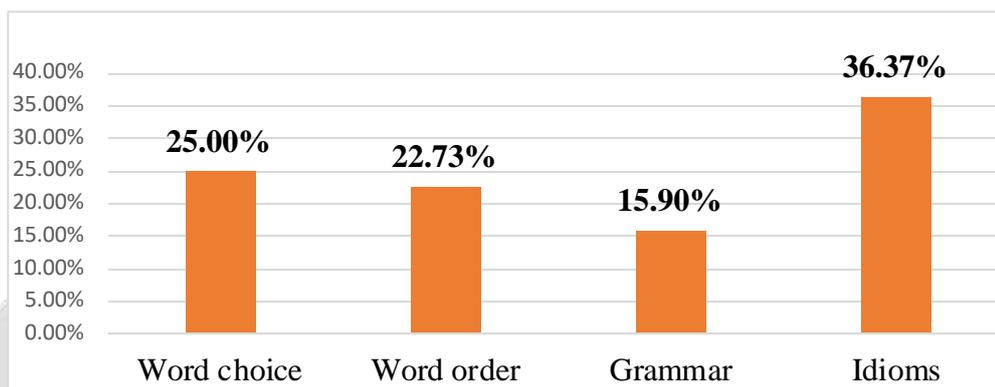


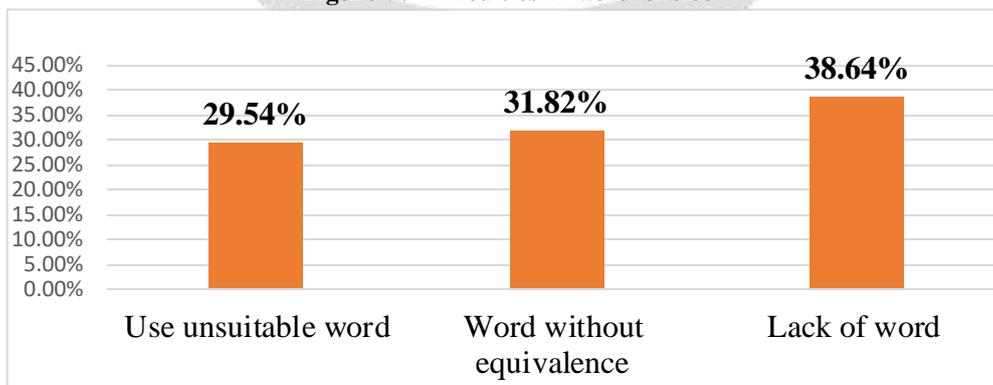
Figure 4: Common difficulties in Vietnamese – English translation

As the statistics presented, word choice, word order, grammar and idioms were students' four primary difficulties that led to their unnatural Vietnamese - English translation. Firstly, challenges relevant idioms were considered the most difficult with 36.37% of the agreement. The second and the third places went to word choice and word order with 25% and 22.73% respectively. Grammar was the less difficulty with 15.90%. Let's find more details

Difficulties in word choice

According to figure 3, word choice accounted for 25% - the second difficulties in translation from Vietnamese into English. Word choice is the important factor effecting learners' translation ability. It is hard to catch the meaning when learners do not choose the correct word needed. The figure below would show some difficulties in word choice.

Figure 5: Difficulties in word choice



The figure showed that MBA learners thought that difficulties in lack of word were the highest rate 38.64%, the second place was word without equivalence with 31.82% and the last one was the use of unsuitable word with 29.54%. Let's find more details in the following table.

Table 2: Difficulties in word choice

Statements	Strongly agree	Agree	No idea	Disagree	Strongly disagree
11. Translation is not an easy task because it requires word choice of both the source language and the target language.	27.27%	63.64%	9.09%	0%	0%
12. You consider translation a good one when the word sounds natural in the target language.	25.00%	61.36%	13.64%	0%	0%
13. Lack of vocabulary can affect to your choice of word.	18.18%	65.91%	9.09%	6.82%	0%
14. You have faced difficulties in choosing the meaning of the word in the specific context.	15.90%	50.00%	34.10%	0%	0%
15. You sometimes use unsuitable words in the text.	15.90%	54.55%	18.18%	11.37%	0%

As can be seen, table 2 embraced 5 statements in total that indicated the respondents' first difficulty with word choice.

To begin with, let's take a close look for statement 11, "Translation is not an easy task because it requires word choice of both the source language and the target language." Over 90% of students consisting of 27.27% strongly agreed and 63.64% agreed with the statement. Hence, it came to the conclusion that MBA learners think that they faced with difficulties about word choice in translating from Vietnamese into English.

Moving to statement 12, "You consider translation a good one when the word sounds natural in the target language." There was no one disapproving the idea that the natural of word sounds strongly affected to the translation quality. Next, in succession, there were 25% strongly agreeing, and 61.36% agreeing while 13.63% did not take any side.

For statement 13, "Lack of vocabulary can affect to your choice of word." 18.18% totally approved, 65.91% gave approval. This reflected the fact that the difficulties about word choice could not reproduce a satisfactory translation. Furthermore, they were not capable of keeping in mind the words because they easily forgot words when they learned new words.

In statement 14, "You have faced difficulties in choosing the meaning of the word in the specific context." More than 65% (15.90% and 50.00%) successively showed strong concurrence and assent to the opinion that word choice is a great problem for them to translate. The remainders 34.10% were caught in the middle.

Lastly, in statement 15, "You sometimes use unsuitable words in the text." Only 11.37% admitted that they did not met a difficulty in use suitable word to render from Vietnamese into English while 18.18% had no comment on this matter. In contrast, the majority of learners (15.90% "strongly agree" and 54.55% "agree") affirmed that their Vietnamese - English renderings did not sound natural by choosing the meaning of the word in the specific context.

As a whole, from these 5 statements' findings, it could be inferred that most of the learners could not transfer the desired meaning of a translated texts on account of problems concerning the word choice. Their problems embraced inadequate understandings word meaning, unsuitable word, lack of vocabulary.

Difficulties in word order

According to figure 3, word order accounted for 22.73% - the third difficulties in translation from Vietnamese into English. It is difficult to get the perfect meaning of the whole text when learners do not arrange the words correctly. The figure below would show some difficulties in word order.

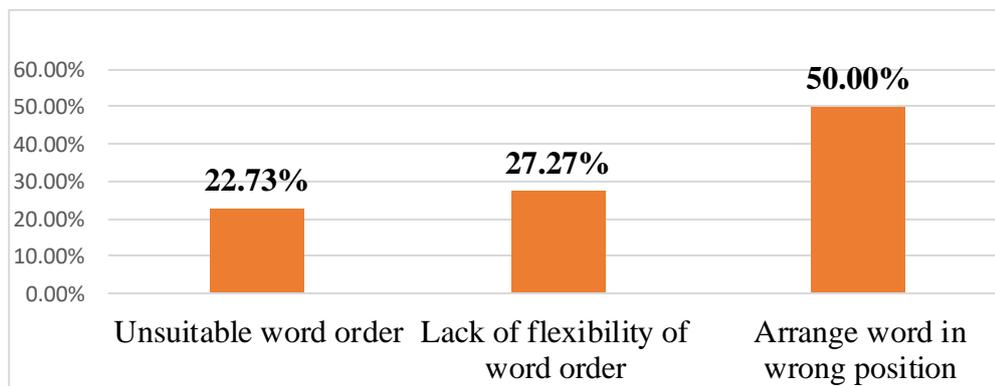


Figure 6: Difficulties in word order

In figure 6, difficulties in arranging word logically were the highest rate with 50.00%, lack of flexibility of word order accounted for 27.27% and unsuitable word order was the lowest rate with 22.73%. The table below would present more clearly.

Table 3: Difficulties in word order

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16. Word orders are of great difficulty for you to deal with in Vietnamese - English translation.	27.27%	40.90%	22.73%	9.10%	0%
17. You do not know how to arrange the words logically when translating from Vietnamese into English.	11.36%	63.64%	11.36%	13.64%	0%
18. Lack of flexibility of word arrangement is one of your problems in translation.	13.64%	47.72%	36.36%	2.28%	0%
19. You find it is difficult since the word order not match suitable in the target language.	11.37%	40.90%	36.36%	11.37%	0%

Table 3 including 4 statements went on elaborating learners’ problems with word order. Starting with statement 16, “Word orders are of great difficulty for you to deal with in Vietnamese - English translation.” 27.27% strongly agreed and 40.90% approved that word order was a tough challenge for them to tackle in Vietnamese - English translation process. The residual consisted of 22.73% hesitations and particularly disagreement was 9.10%.

For statement 17, “You do not know how to arrange the words logically when translating from Vietnamese into English.” Nearly 75.00% was the combined percentage in which 11.36% participants completely consented and 63.64% showed agreement with the statement. Conversely, only 13.64% gave objection. It meant they knew how to arrange the word logically.

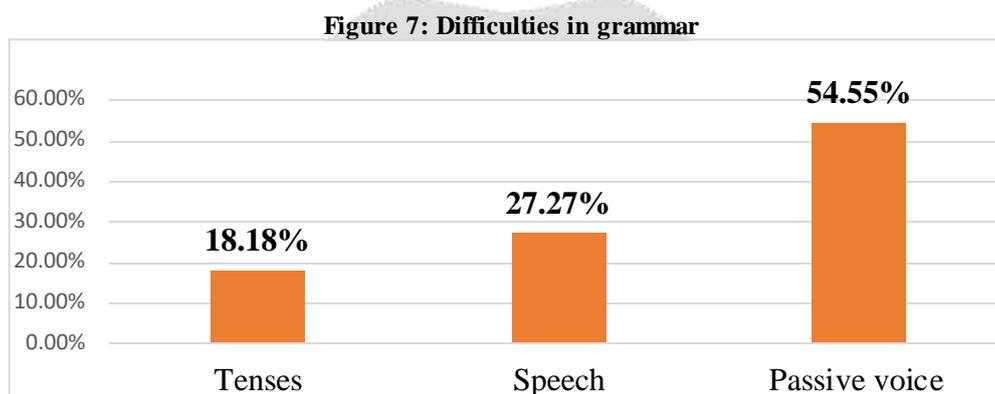
Moving on to statement 18, “Lack of flexibility of word arrangement is one of your problems in translation.” There was only 2.28% disapproving the supposition. Nonetheless, the majority of respondents 13.64% and 47.72% strongly agreed and agreed with this statement respectively.

For the last statement 19, “You find it is difficult since the word order not match suitable in the target language.” More than 50.00%, successively 11.37% and 40.90% entirely concurred and assented that they had difficulties when using the suitable word in Vietnamese - English translation. At the same time, 11.37% gave disagreement.

All in all, it could be implied that word order was one main difficulty of learners’ in Vietnamese -English translations. Specifically, they did not realize that the position of words in a sentence also had a great influence on its meaning so they often made mistakes when translating from Vietnamese into English.

Difficulties in grammar

According to figure 3, grammar accounted for 15.90% - the least difficulties in translation from Vietnamese into English. The purpose of good grammar is to ensure the paper is translated correctly. The figure below would showsome difficulties in grammar.



The result showed that MBA learners met difficulties in grammar. 54.55% - the highest rate - were passive voice, the second one was parts of speech with 27.27% and the last difficulty was tenses with 18.18%. That could be showed that grammar was the great challenge. The table below would indicate that.

Table 4: Difficulties in grammar

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20. Grammar is a bewildering issue for you in the process of Vietnamese-English translation.	13.65%	52.26%	25.00%	9.09%	0%
21. Your rigid use of grammar constructions leads to the situation of unnatural translation.	9.09%	61.37%	15.90%	13.64%	0%
22. Noun phrases are often used in English while Vietnamese tend to employ verb phrase brings about your difficulty in translation.	27.27%	61.37%	9.09%	2.27%	0%
23. You keep sticking to grammar structure form in Vietnamese and do not make suitable adjustments in English renderings.	9.09%	70.45%	20.46%	0%	0%
24. You do not notice that in Vietnamese there is a tendency of using active	11.37%	56.82%	25.00%	6.81%	0%

constructions while passive voice is much preferred in English.					
---	--	--	--	--	--

Continuing with students’ difficulties related to grammar, table 4 consisted of 5 statements. First of all, statement 20, “Grammar is a bewildering issue for you in the process of Vietnamese-English translation.” More than two-thirds of participants, particularly 13.65% utterly approved and 52.27% gave agreement toward the fact that grammar was a puzzling issue for them in Vietnamese - English translation. The remaining one was 25.00% and 9.09% having no idea and disapproving this statement listed in succession.

The next one was statement 21, “Your rigid use of grammar constructions leads to the situation of unnatural translation.” The results revealed that approval was given by more than a half of respondents. To be more specific, 9.09% gave strong agreement and 61.37% showed their concurrence. On the contrary, 15.90% stayed hesitation and the residual 13.64% disagreed with the statement.

Now turning to statement 22, “Noun phrases are often used in English while Vietnamese tend to employ verb phrase brings about your difficulty in translation.” 27.27% gave strong agreement, along with the concurrence of 61.37%. As for the latter, the ones giving no idea were 9.09%.

In statement 23, “You keep sticking to grammar structure form in Vietnamese and do not make suitable adjustments in English renderings.” Nearly 80.00% participants gave strong agreement and agreement with the statement. In contrast, 20.46% students gave no idea.

For the last statement 24, “You do not notice that in Vietnamese there is a tendency of using active constructions while passive voice is much preferred in English.” only 6.81% gave objection because they did not notice that English tends to employ passive voices whereas Vietnamese had a habit of using active ones. Conversely, more than 60.00% was the combined percentage in which 11.37% participants completely consented and 56.82% showed agreement with the statement. This meant that they did not realize the overwhelming tendency of using passive constructions in English. And the rest of students, 25.00% had no idea about this problem.

Through the findings from these statements, it led to the conclusion that learners always kept sticking to Vietnamese word forms and did not make reasonable modifications when translating which used of grammar into English. As a consequence, their Vietnamese - English translation became unsmooth and unnatural for readers.

Difficulties in idioms

According to figure 3, idioms accounted for 36.37% - the highest difficulties in translation from Vietnamese into English. Idioms are fixed expression. They are frequently used in a wide variety of situations, from friendly conversations to more formal conversations and written contexts that make learners find it is hard to get a good translation version. The figure below would show some difficulties in idioms.

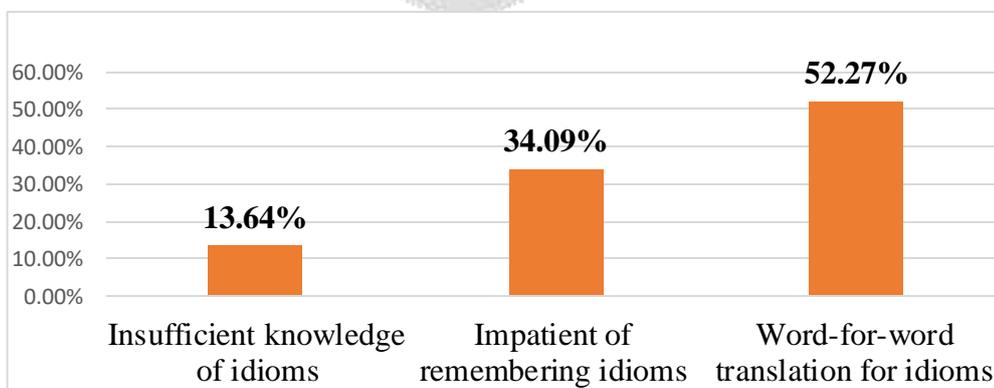


Figure 8: Difficulties in idioms

In figure 8, the data showed that idioms were the most common difficulties. Students often applied word-for-word translation for idioms accounting for 52.27% and they were impatient of remembering the idioms with 34.09%, the last problem was insufficient knowledge of idioms with 13.64%. These difficulties would be represented below.

Table 5: Difficulties in idioms

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25. You often encounter obstacles in rendering Vietnamese into English idioms.	31.82%	61.36%	6.82%	0%	0%
26. Insufficient knowledge of idioms and cultural terms prevent you from meeting the criteria of a good translation.	27.28%	56.82%	15.90%	0%	0%
27. Idioms and cultural terms are so varied that they easily make you lose patience in remembering them.	18.18%	59.10%	13.63%	9.09%	0%
28. Idioms reflect the concepts of culture posing challenges for you in translating them.	20.45%	52.27%	27.28%	0%	0%
29. You fail to reproduce a natural translation because of applying word-for-word translation for idioms.	18.18%	45.45%	22.73%	13.64%	0%

As can be seen, table 5 embraced 5 statements in total that indicated the respondents' first problems with idioms. To begin with, let's take a close look for statement 25, "You often encounter obstacles in rendering Vietnamese into English idioms." Over 90.00% of students consisting of 31.82% strongly agreed and 61.36% agreed with the statement.

Moving to statement 26, "Insufficient knowledge of idioms and cultural terms prevent you from meeting the criteria of a good translation." there was no one disapproving the idea that insufficient knowledge of idioms strongly affected to the translation quality. Next, in succession, 27.28% strongly agreed and 56.82% agreed while 15.90% did not take any side.

For statement 27, "Idioms and cultural terms are so varied that they easily make you lose patience in remembering them." 18.18% totally approved, 59.10% gave approval and 13.63% showed hesitation. Still, there were 9.09% giving objection. These reflected the fact that owing to deficient mastery of idioms and cultural terms, students could not reproduce a satisfactory translation. Furthermore, they were not capable of keeping in mind idioms because they were of various sorts.

In statement 28, "Idioms reflect the concepts of culture posing challenges for you in translating them." More than 70.00% of students (20.45% and 52.27% combined) successively showed strong concurrence and assent to the opinion that idioms containing culture-specific items caused great problems for them to translate.

Lastly, statement 29, "You fail to reproduce a natural translation because of applying word-for-word translation for idioms." only 13.64% admitted that they did not apply word-for-word technique to render idioms while 22.73% had no comment on this matter. In contrast, the majority of learners 18.18% "strongly agree" and 45.45% "agree" affirmed that their Vietnamese - English renderings did not sound natural since they applied word-for-word translation method.

As a whole, from these 5 statements' findings, it could be inferred that MBA learners could face difficulties in translating from Vietnamese idioms into target language (English). Most of the students could not transfer the

desired meaning of a translated texts on account of problems concerning idioms and cultural terms. Their problems embraced inadequate understandings of idioms, various types of idioms, idioms inflecting cultural features and the word-for-word translation method.

4.1.2 The results from interview

After the translation test was done, ten MBA learners were invited to take an interview. After the interview had been analyzed, it was seen that most of students met difficulties in Vietnamese - English translation. The reasons why students encountered these difficulties was clarified in this section. The participants also gave the points of view about translation skill that a translator had better get when translating in Vietnamese - English translation.

First of all, when being asked, "It is said that Vietnamese - English translation is difficult. Do you agree? Why/why not? From the students responded, one hundred percent of the students agreed that Vietnamese - English translation was difficult for them and their difficulties included lacking word, translating idioms, grammar and finding cultural equivalent words in the target language. The participants said that Vietnamese were more various, so it was hard for them to choose appropriate English words while translating. In addition, when they encountered new words and phrases in Vietnamese - English translation, there were many ways to choose such as guessing from context, asking friends, looking up in dictionary, etc. and they usually combined those methods together.

In question 2, "What is the most common difficulty you encounter about word choice when you translate from Vietnamese into English? (Ex: use unsuitable word, untranslatable word, word meaning, etc.)" For this question, most of students shared the same problem in translating. They said that they had difficulties since their lack of word and words meaning. They did not know many words so it was hard for them to translate. Sometimes they forced to skip the word when they were translating.

In question 3, "What is the most common difficulty you meet about word order when you translate from Vietnamese into English? (Ex: change position of word, lack of flexibility of word order, etc.)" In term of this question, 80% students said that the word order made them confused. When they translated, the changing of position of word was different from source language (Vietnamese) into target language (English) beside that they flacked of flexibility of word order so sometimes they kept word for word translation method.

In question 4. "What is the most common difficulty you meet about grammar when you translate from Vietnamese into English? (Ex: tenses, difference in parts of speech, preposition, passive voice, and so on.)" For this question, 60% shared the same problem that they did not know how to translate passive voice, Vietnamese prefer to the active voice while English prefer to passive one that made them confused and they often made mistakes when translating voice from Vietnamese into English.

In question 5, "What is the most common difficulty about idioms that you encounter when you translate from Vietnamese into English? (Ex: lack of background knowledge, do not remember idioms, the difference in culture, and so on.)" For this question, 70% students shared the same problem in translating idioms. Most of them said that they had difficulties because idioms not only required them good at background knowledge, but also forced them to respect the meaning of the source text.

The last question, "What should you do to improve your translation skill?" For this question, most of MBA learners responded nearly similar. They said they should read more English books, learn new words, practice with friends, watching video to improve their translation skill.

Generally, after analyzing the questionnaire and the interviews, MBA learners had some problems in Vietnamese – English translation process. It was the fact that translation was an uneasy skill, it required learners spend time to practice and improve.

4.2. Discussion

Investigating MBA learners' common difficulties in Vietnamese - English translation was the essence to the whole research. After undergoing the thorough analysis of the questionnaire and the interview, it was apparent that learners met difficulties in Vietnamese - English renderings embraced word choice, word order, grammar and idioms terms. To shed light on such problems, they were recalled one by one as follows.

First of all, idioms were the most difficult problem according to the majority of learners. As a matter of fact, they did not reproduce a translation that could utterly satisfy the readers of the target language (English) owing to their deficient understandings of idioms. Also, since English idioms are of various sorts, students were unable to keep in mind such idioms. Besides, idioms containing culture-specific items were deemed hard for students because Vietnamese and English are of two distinct cultures. This means the way each culture reflected in its own idioms is not always identical to each other. At that time, learners' word-for-word technique appeared to be a great cause that hindered them from fully conveying the desired meaning of translated version. It was very hard for them to translate cultural terms and idioms, that pointed out lack of knowledge about the culture they easily make mistakes in translation regardless of their learning years.

Secondly, lack of word causes many troubles in translating. MBA learners did not understand the meaning of the word to select them in the most appropriate way for translation. They often had trouble in analyzing and understanding word in Vietnamese to translate into English exactly. Moreover, it was not easy for some learners to understand special phrases in the source language. It means that these students' knowledge of their mother tongue, Vietnamese, is quite limited. Thus, word choice of English language is the big problem when they translate.

Thirdly, most of learners did not reach the level of smoothness and elegance in Vietnamese - English translation due to word order. In fact, there are rules, to put the words together. Every language has its own order words in the sentence and learners must respect that. Sometimes it was difficult since the word order not match suitable in the target language. In some cases, learners did not know how to arrange the words logically when translating from Vietnamese into English.

Lastly, MBA learners admitted that grammar also their problem in making a proper translation. It could be undoubtedly said that in English, there is a tendency of using noun phrases and passive voices to indicate actions while Vietnamese prefer to employ verb phrases and active voices to express those actions. As a result, grammar structures brought about the situation of unnaturally sounding renderings. Specifically, learners kept sticking to the source language (Vietnamese) and did not make appropriate modifications when translating from Vietnamese into English.

In conclusion, the research's outcome figured out the fact that MBA learners may meet difficulties in the translation process. This denoted that students paid special attention to Vietnamese sentence potentially, they could not make English ones naturally because of the four primary problems discussed above.

5. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

5.1 Conclusions

As a matter of course, translation is an incredibly sophisticated task since it inevitably involves translators a set of exhaustive competences of the two languages concerned, namely the source language and the receptor one. Certainly, when engaging in the translation process, the difficulties of the translated work should be given top priority so that it is indistinguishable from an original in the target language. Insightfully recognizing this matter, the current paper aimed at pointing out potential traps that MBA learners might get caught in when rendering from Vietnamese into English in terms of naturalness.

After going through the analysis of the questionnaires and interview, the ultimate results asserted that MBA learners met the difficulties due to the following problems. The first one that held students back from producing a naturally sounding translation was about idioms. In this case, students should have translated sentences or texts containing idioms with their metaphorical meanings rather than the superficial ones. In addition, idioms in metaphors and similes should be altered with the ones that are close to Vietnamese people. One more feasible solution is that students should read as many books on idioms as possible to enhance their understanding of such fixed phrases, and thus they are able to stay away from unnaturalness in Vietnamese - English translation.

The next obstacles were word choice and word order; it was not difficult to see that most of MBA learners had a lack of knowledge about words. It could be said that vocabulary is necessary for language learners to build their own vocabulary to get advantages in their language learning. Vocabulary is the fundamental component of communication; it carries the ability to communicate effectively. When students have no difficulty in new

words with a translation text, it is easy for them to translate into the target language. In contrast, they seem to make a lot of errors in translating process.

The last one was grammar, it was noticeable that students' inflexible use of word form prevented learners from meeting the criteria of a proper translation. To resolve this problem, the replacement technique was commonly employed. Nouns in Vietnamese, for example, can be replaced by verbs or adjectives in English to obtain accuracy and suitability of semantics in English style. The next problem was passive voice because students were largely dependent on the inappropriate use of the words "by" and "with". In this situation, the replacement technique was once again, of usefulness to help Vietnamese - English renderings better. That is to say, Vietnamese active sentences would take the place of English passive ones.

In brief, it could be implied that MBA learners still could not reach the level of smoothness and elegance in Vietnamese - English translation. One possible explanation for this case was that they seemingly ignored the section of translation because the target language was not their mother tongue. Moreover, they basically concentrated on the source language (Vietnamese) and then failed to make the rendering natural on the target language (English).

5.2 Implications

On the basis of the findings, three implications were to refer. Firstly, MBA learners should perceive their difficulties in Vietnamese - English translation including word choice, word order, grammar, and idioms on the purpose of getting out of difficulties for the course of translation. Secondly, since writing and translation were closely interrelated with each other, learners ought to write extensively in both English and Vietnamese on a daily basis so as to enhance their writing skill. Once their writing competence was remarkably improved, it would definitely facilitate the translation process. As a result, the level in Vietnamese - English translation would not be far from reaching any more. Finally, it is hoped that this study would be of helpfulness for teachers to get more insights into their learners' difficulties and therefore make appropriate adjustments toward their teaching method.

5.3 Recommendations

It is better if further research should address the following issues. First of all, a large scale of participants should be put into investigation in order that the research would be more dependable and convincing. Secondly, there should be some researches in the near future to figure out other problems resulting in difficulties in Vietnamese - English translation and furthermore it is hoped that many researches in English - Vietnamese translation to make a good translation text.

REFERENCES

1. Bell, R. T. (1991). *Translation and Translating. Theory and Practice*. London: Longman.
2. Bui, T. B. & Dang, X. T. (1997). *Interpreting and Translation*. Hanoi: Hanoi University of Foreign Studies.
3. Catford, J. C. (1965). *A Linguistic Theory of Translation*. London: Longman.
4. Newmark, P. (1981). *Approaches to Translation*. Newyork: Prentice Hall.
5. Newmark, P. (1988). *A sentencebook of Translation*. Newyork: Prentice Hall International.
6. Nida, E. A. & Taber, C. R. (1969). *The Theory and Practice of Translation*. Leiden: E.J.Brill.
7. William, J.D. (2005). *The teacher's grammar book*. Routledge