AN INVESTIGATION INTO FACTORS AFFECTING THE TRANSLATION PROCESS OF ENGLISH MAJORED SENIORS AT TAY DO UNIVERSITY

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ABSTRACT

Nowadays, English is a language popular that people use to communicate and transfer messages to each other. Therefore, translation has become an essential skill for linguistic learning and acquiring knowledge all over the world. In the process of translation, the students may encounter obstacles. On that account, the study entitled "An investigation into factors affecting the translation process of English majored seniors at Tay Do University" was conducted. This research was conducted to find out factors that affect the translation process of English-majored seniors at Tay Do University to help them to overcome these obstacles in studying this course. The participants of this research are English-majored seniors of two English classes 13A, and 13B at Tay Do University. The main research instruments which were delivered to collect the data were questionnaires, and interview papers. This is a combination of quantitative and qualitative research. The findings of this research were analyzed to point out that the English majored seniors are affected by many factors in the translation process (The mother tongue, Word meanings choice, Grammatical structures, Context, and Background knowledge).

Keywords: *translation, factors.*

1. INTRODUCTION

1.1 Rationale

Communicating with people from different countries is becoming more and more important. Overcoming the language barrier is thus becoming one of the most critical issues of the current time. In this context, translation serves as a universally effective means of communication (Newmark, 1988). No one can deny the importance of translation in human communication systems in the present era of globalization, except those who are interested in learning to use a foreign language rather than understanding the intention of the communication through an apparent translation. However, one cannot learn all of the different languages in use because there are a great number of languages in the world.

The translation is a job that requires many difficulties and challenges; it requires translators' linguistic knowledge of both source and target languages, selection of appropriate translation methods, professional translation skills, cross-cultural perspectives, and translation evaluation skills (Newmark, 2001). Translation will be a much more difficult task in the context that the source and target languages do not share the same grammar and syntax.

In English grammar, relative clauses are very complex and there are many rules to follow. In addition, both Celce-Murcia and Larsen Freeman (1999) argue that the acquisition of relative propositions is important because of their complex form and function, and their high frequency of occurrence in both spoken and written texts. In contrast, relative clauses do not exist in Vietnamese. There is not even a specific concept of relative clauses in Vietnamese grammar.

Today, cultural and social documents represent many linguistic peculiarities, as well as cultural and social aspects of our lives, and therefore we can assert that cultural translation is one of the main ways of communication

between cultures. However, translating these texts is not an easy job, as it inevitably poses many problems for the translator. One of the problems a translator can face comes down to the fact that the word choice is. Some words or phrases denote objects, events, phenomena, etc., that are deeply rooted in their source culture (SC) and come specifically (and may be exclusive or unique) from the culture that produced them for which they have no equivalent in the target culture (TC), because they are unknown or because they have not been codified in the target language (TL). Word choice when translating is an important thing so it requires translators while carefully translated. However, in reality, Vietnamese - English translation skills are not easy for Vietnamese students to master, so learners cannot avoid mistakes in the translation process. Perhaps, due to the influence of cultural differences or their limited language ability, etc., Vietnamese students in general still make mistakes in grammar, word choice, etc. in translation, and especially in translating cultural texts from Vietnamese to English. English majored seniors at Tay Do University are no exception. They make a lot of mistakes in choosing words when translating text.

Although a range of studies has been devoted to learners' common mistakes, rather less attention has been paid to problems that English-majored juniors at Tay Do University encounter in choice of word meanings, The mother tongue, grammatical structures, background knowledge, context in translation. For the mentioned reasons, the researcher decided to conduct the study entitled "An investigation into factors affecting the translation process of English majored seniors at Tay Do University."

1.2 Significance:

The study is an initial attempt to investigate factors that affect the translation process. First of all, the findings of this study are valuable in terms of insight into translation practice at Tay Do University. Second, the study raises the awareness of English teachers and students at Tay Do University about factors that affect the translation process. Third, this can be a useful reference for English students, as well as those who are new to the translation profession.

2. LITERATURE REVIEW

2.1 Definition of translation

Translation particularly is often used to kind of convert written or spoken SL text (source language) to equivalent written or spoken TL text (target language) in a major way. Generally, the purpose of translation essentially is to copy different types of texts including religious, literary, scientific, and philosophical texts in another language and thus actually make them clear to the reader.

Translation, by dictionary definition, consists of changing from one state or form to another, to turn into one's own or another's language. (The Merriam-Webster Dictionary, 1974). The translation is a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, sentences, paragraphs, etc. The forms are referred to as the surface structure of a language. It is the structural part of language which is seen in print or heard in speech. In translation, the form of the source language is replaced by the form of the receptor/target language. Besides, Hartmann & Stork (1972) believe that translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. In addition, Catford (1965) believes that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). From his definition, it can be said that translation is a process in the sense that is an activity. Moreover, Wills (1982) also considers translation as "optimally leading from a written SL text to an equivalent TL text". He suggested that the translation should be comprehensive with the syntax, semantics, style, and pragmatics of the original text.

Nida (1964) considers translation to be "reproducing the message of SL with the closest natural equivalent of TL, first in meaning and second in style". It can be said that both Nida and Tudo believe that translation is not only conveying the messages of SL but also conveying the culture of the place where SL is used. So translation is not an easy job because "it is a skill that can be acquired with an added gift of experience and practice" (Nida, 1964).

In summary, from these points of view, it can be concluded that translation is not simply rewriting the source language text into the target language text. During the translation process, linguistic factors such as the lexical communication situation, cultural context, and grammatical structure can affect the translation. Therefore, the translation of the meaning in translation is an extremely important thing. To produce a good translation, the translator needs to find the appropriate equivalence from the lexical level, the sentence level to the discourse level. In addition, the correspondence of meaning may take precedence over the correspondence of form (Munday, 2016).

2.2 The importance of translation

Even with the most modern and complex communication systems, we will never know how many languages humans use in the world today; let alone how many languages humans have used during evolution. Some sources say there are around two or three thousand languages spoken in the world, but others say the number could

be as high as eight thousand. People have the habit of speaking different languages! Therefore, he brings difficulties and obstacles to himself.

Since communication within a community is not enough, of course, there are often situations that some people cannot do Understand the words or expressions of others. This phenomenon produces Communication barriers that arise whenever people try to communicate at a distance space or large time intervals. something has to be done to overcome this restriction. One way to deal with restrictions is to make the individual aware of its foreign language. but this is not the final solution as apparently, no individual All common languages in the world are fluent. Best multilingual so far There are about 25 languages, but people want to read what other people write and what people say. Translation and interpretation can be considered the most important A generally accepted solution to overcome obstacles. so need For professional translators and interpreters. (Bui Tien Bao and Dang Xuan Thu, 1999)

Stuart stated that translation is the product of language learning projected onto an interlanguage framework. Therefore, translation skills should be evaluated according to the state of learners'" interlanguage in any stage of its development. (Stuart Campbell, 2014)

The translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one need to translate language daily, both informally and formally. This is even more important with the growing importance of online information.

Translation can be support for the writing process, especially at lower levels. Research has shown that learners seem able to access more information in their L1, which they can then translate. (Stuart Campbell, 2014)

The research agrees with the above ideas. When the human language appears, translation becomes necessary and significant. Imagine that one day you have a trip to visit a green and beautiful oasis. Unfortunately, you get lost from your group and you have not done any research about this oasis before; you do not know any information about the people as well as their language and many other things related to this place. At that time, a crowd of inhabitants appears, and you are excited and happy to say "Hello" to them with a friendly face. Suddenly, they bit you. You fail to understand anything and try to escape this place. Later, when you spend time researching to find out what "Hello" means in this oasis, you realize that the word "Hello" in this oasis sounds like "I will destroy you!". On a serious note, translation is one of the most critical jobs in modern society. Translation becomes more and more important when all countries in the world have exchanged and cooperated in various aspects like culture, education, business, etc. However, no one has enough ability to translate; therefore, we need to have the translation. (Nguyen Thi Hong Tham and Bui Thi Huyen Tran, 2009)

To meet the demand of this multilingual world's whole development, it is required an appearance of a common language that all countries in the world can use. Nowadays, English has been used as the universal language all over the world. In our country, English plays an indispensable role in the economic aspect. Especially when Viet Nam has become a member of the World Trade Organization, the demand to have expert translation is necessary. It is true that all of the contracts, emails, agreements, conventions, etc, in English need to be translated exactly and effectively to avoid some regrettable misunderstandings.

2.3 The factors affecting the translation process
2.3.1 The mother tongue

Language transfer is an important feature of second language acquisition, and it contributes to a thorough explanation for any phenomena occurring in second language acquisition. two (especially with the language acquisition process of adults). Language transfer (language transfer) initiated by T.Odin (1989) in the work of the same name is understood as the influence of knowledge that learners have previously acquired - about their native language and culture or another language and culture, other than the target language - affects the process by which learners acquire and use pragmatic knowledge about the language being studied. According to this definition, the negative transfer is understood as the inappropriate application of means, structures, and rules in the mother tongue to the process of learning a foreign language, making the use of the language that language is deviated from the target norms. This migration phenomenon is deeply rooted in the difference between the two languages. Negative mobility is expressed at all levels and linguistic levels. Negative transference is more concerned by French educators than positive transfer (positive transfer, which produces utterances close to the target language) because this is the type of transfer that causes many problems. especially for learning foreign languages and communicating with native speakers.

There have been many studies showing that the influence of mother tongue is one of the causes of errors or negative displacement in the process of learning foreign languages. Many studies on errors made by foreign language learners, such as Lado (1957), Fries (1965), Ellis (1985) also share this view. However, these studies almost exclusively focus on identifying transfer rather than specifically studying the factors affecting that transfer as well as learners' perceptions of these negative effects. Moreover, in fact, in the process of teaching translation skills,

the author found that students tend to think and translate word by word from their mother tongue into texts in English. In addition, they often make mistakes in word usage and word order due to the difference between the two languages. Therefore, their translations are often translated from their mother tongue into English, not academic, and associated with the way of thinking of the natives. Therefore, the need for a study to find out and point out the influencing factors of mother tongue on translating, as well as learners' perception, to help teachers teach and students can control negative influences and make learning and teaching more rational and effective.

Thanks to translation, we understand better the interference in the mother tongue when learning a foreign language and will be able to explore the potential of both languages – their merits and shortcoming – by using contrastive analysis.

2.3.2 Words and choice of word meanings

Words are necessary for any language learners to build their vocabulary to get advantages in their language learning. Vocabulary is the fundamental component of communication; it carries the ability to communicate effectively. Developing this basic tool will open up opportunities in learning translation subjects well. With a translation text, when learners have no difficulty in new words, it is easy for them to translate into the target language. In contrast, they seem to fail to translate.

The choice of word, just as its name implies, is the choice and use of a word, which is the first to be affected in translation. No matter in English or Vietnamese, polysemy is quite common to see. Moreover, English and Vietnamese languages have great differences in cultural backgrounds, words may have an opposite connotation, and social customs vary according to many aspects. (Tina, 2012)

Example: In English, the words "win" and "beat" both mean "thắng". However, "win" is used in case of winning a contest, match, or prize. While "beat" means to beat someone. So, in case you want to translate the sentence: "*Tôi thắng anh tôi ván cờ*" into English, don't rush to use the familiar word "win". In this context, the correct translation would be: "I BEAT my brother at chess".

Regarding the task of translation, the words of the Uzbek scholar G. Salomov are noteworthy: "The task of translation is not only to convey the meaning of words and sentences correctly but also to reveal the most subtle and elegant features of the author's style, including artistic tone, words, actions, and word order. knowing the semantic phenomenon underlying it, the novelty of each author in word selection and word formation, the imagery that is the most important feature of a work of art, the artistic function of each sound, point, and verb; the use of a thief. Such small and delicate features not understand, or did not pay attention translator cannot translate" (Salomov G, 1973). Indeed, a good translator does not simply translate work from one language to another, his possibilities are much wider: he transforms one linguistic thought into another linguistic thought, giving not only clarity of thought but also tone, rhythm, speed, color, that is, an emotional tone to the work of art, transfers from a complex language system to another complex language system. He must understand and feel from the heart not only a single word or sentence, but every chapter, even the aspects that distinguish this work of the author from his other works, and sometimes the methodological connections between them. This artistic skill is the ability to perceive and observe the events described in the work, to express it through images, to fully understand the ideological and artistic means of literature, its tasks, to analyze them on a scientific basis, to be a powerful tool of the various layers of the dictionary and literary art, is manifested in the ability to perceive all the subtle meanings of the word.

Word choice in translation is of primary importance. "Translation is a complete and reliable re-expression of what was previously expressed by one linguistic means using other linguistic means", wrote the well-known translator AV Fedorov. Indeed, the translator must be in harmony with the author, see every detail of the work through the eyes of the author, feel it like an author, find the word that is the main element of the language in his native language. In this regard, G. Salomon writes: "Indicators that are very important for fiction: art, image and imagery, metaphor and allegory - all are hidden in the word, found in the word and realized through the word (Salomov G, 1983). So, in literary translation, the word to make the right choice, the listed requirements must be followed. Only then will the hard work of translation work begin.

2.3.3 Grammatical structures

Most English learners agree that translating Vietnamese sentences into English is much more difficult than translating English sentences into Vietnamese. Because it requires you to have a strong grasp of grammar, a rich vocabulary, and a little understanding of the culture.

The criteria for evaluating an English sentence translated from Vietnamese are as follows:
-    Full-sentence structure.
-    Grammatical units are used correctly.
-    The translated sentence is true to British culture, pure English.

2.3.3.1 The structure of the word
Vietnamese:

In Vietnamese, you do not have the concept of the root word, prefix and suffix of a word to change the meaning of that word.

Ex:

Hạnh phúc >< Không hạnh phúc (Adjective)
Niềm hạnh phúc (Noun)
Một cách hạnh phúc (Adverb)

English:

In English, adding prefixes and suffixes can change the meaning and form of words.

Ex:

Happy   : (adj) hạnh phúc
Unhappy   : (adj) không hạnh phúc/bất hạnh
Happiness: (n) niềm hạnh phúc/sự hạnh phúc
Happily   : (adv) một cách hạnh phúc

Work: (v) làm việc
Worker: (n) công nhân
Overwork: (v) làm việc ngoài giờ
Workaholic (n) người tham việc

Response: (v) phản ứng
Responsible: (adj) có trách nhiệm
Responsibility: (n) trách nhiệm
Irresponsible: (adj) vô trách nhiệm

2.3.3.2 Variations of the word

Vietnamese:

In Vietnamese, words remain the same, regardless of the person of the subject, the singular or the plural, or the tense of the verb.

Ex:

Tôi có một cái bánh.
Anh ấy có ba cái bánh.

English:

In English, verbs change by subject and nouns change by number.

Ex:

I have a cake.
He has three cakes.
This is why many of you often make the mistake of not conjugating verbs when making sentences or forgetting to write the plural of nouns.

2.3.3.3 Article

Vietnamese:

Vietnamese does not distinguish between definite and indefinite nouns.

English:

In English, the use of articles is very important to determine whether a noun is an indefinite noun or a definite noun.

Ex: I have just finished the series How I Met Your Mother and I don't like the ending.

2.3.3.4 Tenses and aspects

Vietnamese:

Vietnamese has 3 tenses: past – present – future. And in these 3 tenses, the verb remains the same, we simply add the words "đã", "đang" and "sẽ" to distinguish the tenses.

Ex:

Tôi đã làm xong bài tập (past)
Tôi đang làm bài tập (present)
Tôi sẽ làm bài tập (future)

English:

English has 3 tenses and 4 aspects.

3 tenses: present, past and future.

4 aspects: simple, perfect, progressive, perfect progressive.

Ex:

Present	**Simple**	**Present** Simple	I do my homework every day.
	Progressive	**Present** **Progressive**	I am doing my homework now.
	Perfect	**Present** Perfect	I have done my homework before you come.
	Perfect Progressive	**Present** **Perfect Progressive**	I have been doing my homework for 2 hours.
Past	**Simple**	**Present** Simple	I did my homework.
	Progressive	**Present** **Progressive**	I was doing my homework at 7 pm yesterday.
	Perfect	**Present** Perfect	I had done my homework before 7 pm yesterday.
	Perfect Progressive	**Present** **Perfect Progressive**	I had been doing my homework before 7 pm yesterday.
Future	**Simple**	**Present** Simple	I will do my homework.
	Progressive	**Present** **Progressive**	I will be doing my homework at 7 pm today.
	Perfect	**Present** Perfect	I will have done my homework before 7 pm today.
	Perfect Progressive	**Present** **Perfect Progressive**	I will have been doing my homework for 3 hours by 7 pm today.

2.3.3.5 Order of words in a sentence

In English, the question word only appears at the beginning of a sentence. But in Vietnamese, the question word can appear at the beginning or at the end of a sentence.

Ex:

English:	**Vietnamese:**
Who is the doctor?	· **Ai** là bác sĩ? · Bác sĩ là **ai**?
Where do you want to go?	· **Nơi đâu** bạn muốn đến? · Bạn muốn đến **nơi đâu**?

When did he arrive?	· **Khi nào** anh ta đến? · Anh ta đến **khi nào**?
Why did you leave?	· **Tại sao** bạn rời bỏ?
How to make a delicious cake?	· **Làm thế nào** để làm một chiếc bánh ngon? · Để làm một chiếc bánh ngon **làm như thế nào**?
What happened at school yesterday?	· **Chuyện gì** đã xảy ra ở trường ngày hôm qua? · Ở trường ngày hôm qua đã xảy ra **chuyện gì**?
Which hat do you like?	· **Chiếc mũ nào** mà bạn thích? · Bạn thích **chiếc mũ nào**?

2.3.4 Context

Language is the vehicle for our thoughts, ideas, and opinions about the world. The translation is understood as transferring the meaning of text from one language to another. This process involves interpreting the meaning of the source text and generating the same meaning in another language. However, the text cannot be taken out of context. Context refers to the entire environment in which a word or phrase is expressed or spoken. Each word in the text does not exist in isolation but interacts with other words in the text and the entire text. This interaction between words determines their meaning, not their isolated meaning.

Before, the traditional grammatical tendency viewed a sentence as a "clause" consisting of a subject and a predicate, in which the predicate is more important. According to Nguyen Lan (1979) later pointed out, "there can be a sentence that has only one word, but that word must be a predicate". The author gives an example of how people tell a crying baby: "Nín…" Some other writers have different ways of expressing the sentence. in their way, using only adverbs, interjections, or complements. However, it can be seen that the necessary condition for these expressions to express meaning in context. from a passage (contains context), they cannot express what the speaker or writer means (Nguyen Kim Than, Ho Le, Le Xuan Thai, Hong Dan,1967).

For example, the uses of the word "work" in the following sentences:

(i) I work at Ministry of education and training.
(ii) Kieu story is a famous work.
(iii) After graduating, I will look for work.

The word "work" in example (i) is a normal verb, it means the activity by which one makes a living; in (ii), it means the output of a creative writer, whereas in example (iii), the word "work" has another meaning – that is a job or an employment.

Context helps us grasp what word we should choose to have a suitable meaning in our translated text. If we misunderstand the context, it leads to choosing unsuitable meanings. Context partly contributes to creating a true translated text which is considered the most important requirement of translation.

2.3.5 Background knowledge

Depending on the field of expertise, there will be separate sets of specialized words, styles, and presentations according to certain standards, the translator must understand the field they translate to be able to fully translate the text.

The translator's background knowledge is one of the factors that affect translation quality and productivity. This requirement is emphasized not only by theorists (e.g. "translation as knowledge-based activity", Wilss 1994) but also by translator educators and the translation industry. For example, the program of European Master's in Translation prepared by the Directorate-General for Translation (EC) recommends allocating at least 50% of the total credits to practical translation classes and courses fostering knowledge of special fields and their languages. Concerning the translation industry, the translator's knowledge of the field and expertise are regarded as an industry standard and are frequently provided for in contracts that regulate the relationship between freelance translators and translation agencies. Additionally, some institutions set very high requirements concerning the translator's formal

training in the special field. This can be illustrated by the European Court of Justice, which employs only lawyer-linguists as translators (Łucja Biel, 2009).

In the process of working, translators inevitably have to translate and process documents in many different fields such as economy, culture, society, law, science, technology, education, tourism. calendar, literature to art, fashion, food, etc. Each of these fields includes many smaller topics. For example, topics finance-banking, insurance, investment, securities are all in the field of economics. To do their job well, translators need to equip themselves with knowledge and information about many different fields. In addition, translators can specialize in a certain field to create their unique strengths. Having a solid knowledge will help the translator to analyze, understand the writer's ideas and thus convey the message better.

For example, the movie title "Red Eye" if translated literally of each word would be "Mắt đỏ". However, this translation is incorrect, as the phrase "Red Eye" here actually refers to night flights - a phrase widely used in North America (Carl Ellsworth, 2005).

If the translator lacks professional knowledge, when translating, he may not understand and convey the wrong content of the source language. Knowledge includes both basic knowledge and in-depth knowledge. Everyone has areas of expertise that are directly related to work. If you only have basic knowledge, in the process of translating, you will not be able to easily deal with areas that require in-depth knowledge. Therefore, you need to try to hone your knowledge to always keep the initiative in all situations.

2.4. Related previous studies

To develop the original analysis, the researcher presents the previous study dealing with a similar topic.

Firstly, it is "Common mistakes in learning translation subject by the second-year English major at Dong Thap University" of Duong Thi Thuy Hang and Nguyen Thi Cam Xuyen. The thesis is divided into four main chapters. The literature review was on basis of concepts such as translation, the importance of translation, the factors influencing the translation process, and common errors in Vietnamese - English translation. The research methods included research questions, research participants, research procedures, and data collection instruments. Chapter three had identified and analyzed the collected results and found the causes of those errors. Chapter four gave some suggestions to help learners avoid those errors. The translation was a complicated process, it was suggested that the students had to focus on their ways of self-study and apply the strategies for translation as much as possible so that they would find their suitable ways for learning translation effectively. The study showed that "It will be easier and smoother in their Vietnamese English translating if the students take the time to study carefully the source language text, to write an analysis of it and then to look for the equivalent way in which the same message is expressed naturally in the receptor language." This study indicated that the major of students have common mistakes in learning translation subjects.

The secondly study is "English majored students' difficulties and expectations in learning written translation at Dong Thap University", written by Nguyen Thi Hong Tham, Bui Thi Huyen Tran. This research showed the importance of translation. For those reasons, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and idea by attempting to transfer the text as faithfully and accurately as possible. This research had types of translation, strategies, some useful techniques, the factors influencing the translation process, and common errors in written translation. Its methodology included research questions, research participants, data collection instruments, and research procedures. Then, the researchers were able to obtain a general view of the virtual situation and give possible suggestions to help the students of English major when learning translation. In conclusion, this study showed the major students have difficulties and expectations in learning written translation at Dong Thap University.

The thirdly study is "Vietnamese – English Translation Errors Made by Second Year Translation-Major Students: An Initial Step towards Enhancing Translation Standards", written by Nguyen Thi Thu Hang and Trieu Thu Hang. Reasoning that Vietnamese - English translation poses considerable challenges for second-year Translation and Interpreting major students who are at the initial training process and not truly alert to translating-related theories and skills, the researchers carried out this study with the aim of identifying common Vietnamese-English translation errors made by these students and thereby, proposing suggestions to improve the current practice.

Lastly, it is "Unnaturalness in English- Vietnamese translation: Causes and Cures" of Le Phuong Lan. This study defined unnaturalness in translation, classification of mistakes that caused unnaturalness. Two aspects caused unnaturalness, including linguistic and cultural. The linguistic aspect had word level, phrase level, sentence level, and linguistic untranslatability. The cultural aspect had the translation of idioms and fixed expressions, translation of implications and classic references, cultural untranslatability. The research showed the causes of unnatural translation and gave translation techniques to avoid unnaturalness. From this research, the readers in general and the translators, in particular, had an overview of the contemporary situation of Vietnamese translated works, their

strengths and limitations, and how to improve them. More importantly, this study focuses unnaturalness of causes and how to improve them.

All three research papers above discuss the common problems encountered by students in the translation process. Their research methods all include research questions, research participants, data collection tools, and research procedures. From there, researchers draw general conclusions based on the data they collect. These researchers all want students to recognize those problems and fix them.

3. SEARCH METHODOLOGY

3.1 Research aims

The study was implemented to find out factors that affect translation process of English majored seniors at Tay Do University.

3.2 Research questions

The study was designed to address the following question:

What are the factors affecting the translation process of English majored seniors at Tay Do University?

3.3 Research hypothesis

Based on relevant documents and research questions, it is hypothesized that factors affecting the translation process of English majored seniors at Tay Do University, include the mother tongue, choice of word meanings, grammatical structures, context, and background knowledge.

3.4 Research design

The research was carried out to answer the research questions and to test the hypothesis. Qualitative instrument was used to find out factors that affect translation process of English majored seniors at Tay Do University.

3.5 Research participants

The study was conducted on 10 seniors majoring in English course 13 (2018 - 2022) at Tay Do University. They all speak Vietnamese as their mother tongue and English is considered their foreign language. These participants have studied five modules of the English translation subjects (translation 1, 2, and 3). Most of them have been learning English for 10 and 13 years. In addition, they have known about the translation process before; however, they said they hardly know factors affecting the particular translation process. The main reason for choosing majored seniors as the prime participant population is based on their frequency of exposure to English translation throughout their learning. In other words, seniors possess a higher amount of experience in translation compared to freshmen, sophomores, and juniors, who have just entered university or have little chance to create translated works. Also, unlike freshmen, sophomores and juniors, seniors have a relatively long period to improve their English skills, including translation, before their graduation. Majored seniors, therefore, are the ideal research population since they have been suffering certain problems in translation.

3.6 Research instrument

In this research, the interview paper was the main instrument. It was used to gather students' background information and survey the factors that affect the translation process of English-majored seniors.

Interview

The interview papers were delivered to 10 English-majored seniors who were randomly selected in different classes at Tay Do University including 5 questions that mention factors that affect the translation process.

3.7 Data analysis

Data from the interview papers were mainly explained by using the qualitative analysis method. All the collected data were compiled and calculated.

3.8 Procedure

This research was conducted in twelve weeks and the process was divided into 4 steps as the following table:

Step 1: from the 1st week to 4th week.	- Correcting the research topic. - Submitting the framework of the research. -Identifying research aims, research questions, and designing the specific outline - Writing chapter 2.
Step 2: from the 5th week to 6th week.	- Designing questionnaire and interview paper.
Step 3: from the 7th week to 8th week.	- Delivering questionnaire and interview to students to collect the data.
Step 4: from the 9th week to 12th	- Analyzing the data collected from questionnaires and interview papers.

| week. | - Writing chapter 4 and chapter 5. |
| | - Completing the paper. |

4. CONCLUSIONS

Translation skill is one of the necessary skills for students. It helps them learn English better not only in this subject but also find a good job in the future. Because of this, English-majored seniors at Tay Do University have also faced a lot of troubles in the translation process (The mother tongue, Word meanings choice, Grammatical structures, Context, and Background knowledge).

4.1 The influence of mother tongue in translation

The phenomenon of making mistakes in English due to the influence of Vietnamese is very common. Students often tend to think and translate word by word from their mother tongue into English. They often make mistakes in word usage and word order due to the difference between the two languages. Therefore, their writings are often translated from their mother tongue into English, not academic, and associated with the way of thinking of the natives. For a perfect translation, it is very important to remove the influence factors caused by the mother tongue.

4.2 The influence of word meanings choice in translation

The first problem that learners face in word choice in translation is hastily deciding on the first meaning of a word without considering other meanings that may be more appropriate in the context of polysemous words. Second, choose inappropriate synonyms. Third, choose inappropriate prepositions. In Vietnamese, each preposition has a definite meaning that is not affected by the noun, adjective, or verb associated with it. In contrast, the meaning of prepositions in English depends on the surrounding words. Fourth, confusing the usage of adjectives and adverbs. Last, omit the plural form. It is easy to see that TDU students often have difficulty recognizing the number of nouns in Vietnamese texts when there are no preceding quantitative adjectives. These are all factors that directly affect the quality of the translation.

4.3 The influence of grammatical structures in translation

Although each person's difficulties in learning a foreign language are different, there are some common English grammatical structures that most students frequently suffer from. The first is that students do not conjugate or conjugate verbs incorrectly, especially in the past tense. The second is that they miss or wrongly conjugate the verb To Be. The third is the lack of Subject-Verb agreement. Fourth, the translation lacks -s/-es at the end of the plural noun and uses the wrong article. Fifth is the wrong translation of the word order in the sentence.

4.4 The influence of context in translation

Context is not often mentioned in the translation process, most students think that waiting for the context to appear is a waste of time and they often don't care about it. But the fact that context is one of the biggest influences any translator needs to master. Context often contributes to understanding the specific meaning of a word or sentence. Context can also be a broader social situation in which a linguistic item is used.

4.5 The influence of background knowledge in translation

It is undeniable that many translation errors occur because students simply lack background knowledge in the specialized area of the text being translated. Translating specialized terms is not just a close translation of the source language, but a translator needs to understand how to use them in a specific context to be able to choose an effective replacement phrase. Besides, choosing words in the target language to replace that do not match the context is also an easy mistake to make. A quality translation means that you have to create a translation that also includes many factors such as cultural nuances, local dialects, and precise industry terminology.

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