

Common Errors in Vietnamese – English Translation of English Majored Juniors at Tay Do University, In Viet Nam



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ABSTRACT: Translation plays a vital role in transferring messages across languages. However, it is not easy for students to master. In the process of translation, students could encounter common errors. When translating a sentence, it is a far more problematic one for English majored students regardless of their learning years. For this reason, the research was carried out to point out potential traps that English majored juniors could get when translating a sentence from Vietnamese into English. The participants were 100 juniors from Bachelor of English course 13 (2018 – 2022) at Tay Do University. Questionnaires and interview were delivered to collect data and get more information. The collected data from the instruments mentioned above were all analyzed afterwards. The findings revealed that juniors could meet errors in vocabulary, grammatical structure and culture items.

KEY WORDS: translation, English majored juniors, university.

1. INTRODUCTION

1.1 Rationale

In the era of globalization, English plays an indispensable role in human life. English and globalization have spread hand in hand through the world; having a global language has assisted globalization, and globalization has consolidated the global language. Consequently, English is the most widely spoken language which is also considered the international language to exchange information. Many countries in the world use English as their main language of communication. Knowing the importance of English and its benefits, people from try to learn English and master it. In the era of integration, especially nowadays, the trend of international cooperation is increasing, using English fluently is not only a big advantage but also a compulsory demand of a job requirement. English makes skills more attractive to companies who conduct business internationally.

Beside that, to be successful in transferring information among languages, people need the help of translation. Duff (1994) mentioned that *“Translation develops three qualities essential to all language learning; accuracy, clarity and flexibility”*. Translation enables effective communication between people around the world. Translation enriches human life, the majority of the overall information that we have today is collected piece by piece through translation. Translation brings stories closer to people and people closer to each other. According to Edith Grossman (2013), *“Translation expands our ability to explore through literature the thoughts and feelings of people from another society or another time. It permits us to savour the transformation of the foreign into the familiar and for a brief time to live outside our own skins, our own perceptions and misconceptions. It expands and deepens our world, our consciousness, in countless, indescribable ways.”*

Actually, a lot of learners still encounter many difficulties in translating one language into another language because each language has its own characteristics and values in marked differences. The 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 faced challenges when translating. To study translating well, students should try to study and practice regularly.

Students especially juniors who are learning practice translation at Tay Do University face some common errors in Vietnamese – English translation. The research *“Common errors in Vietnamese – English translation of English majored juniors at Tay Do University”* is expected to provide an overview of common errors in the translation process as well as help students to overcome the obstacles.

1.2 Research aim

The study was carried to find out common errors that English majored juniors at Tay Do University faced in Vietnamese – English translation so that students could recognize their own mistakes and find appropriate ways to translate effectively.

1.3 Research questions

The study was undertaken to deal with the question: *“What are common errors in Vietnamese – English translation of English majored juniors at Tay Do University?”*

1.4 Significance of the research

This research was conducted to find out common errors in Vietnamese – English translation of English majored juniors at Tay Do University. Thanks to the findings, learners can get overall common errors then find out effective ways to enhance their translation skill.

2. LITERATURE REVIEW

2.1 Definitions of translation

Finding out the concept of translation faces many as it is hard to define this term because of its polysemy as different scholars have their own approaches to look into the term. The following definitions are selected because they are typical in some senses.

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)*”. Moreover, the most important point in doing translation is that students are not allowed to translate the text literally from the source language to the target language since the translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988).

Likewise, Bell R. (1991) also shared viewpoint when stressing that, “*Translation is the expression in another language (target language) of what has been expressed in one language (source language), preserving semantic and stylistic equivalencies.*”

Considering the translator as a learner, Robinson (1997) suggested that “*Translation is an intelligent activity involving complex processes of conscious and unconscious learning.*” He maintained that, “*Translation is an intelligent activity, requiring creative problem-solving in novel, textual, social, and cultural conditions.*”

In addition, translation can also be taken into consideration as “*The process of establishing an equivalence between the source language texts and target language texts.*” (Sa'edi, 2004), which aims at passing on “*an understanding to people in their own language and create the same impact as the original text.*”

In summation, translation is not a simply way to rewrite the source language into the target language. It can be considered transferring meaning from the source language to the target language in written texts to emphasize the transfer of meaning of the text and the ideas that the author wants to convey through the text and serve the purpose of the translation. The translation must reflect the language style and other extra-linguistic elements of the target language in the translation.

2.2 The importance of translation

Along with the rapid development of the world, English is considered an international language. In parallel, translation nowadays becomes popular over the world. The demand for utilizing translation is more creasing. Indeed, translation helps human beings overcome the barriers of global communication. Newmark (1988) emphasized the crucial role of translation that, “*Translation facilitates mutual understanding among different and conflicting racial, ethnic, religious and cultural groups.*” Additionally, translation helps people to remove the language barrier and get people closer to each other. Bui and Dang (1994) offered that, “*Translation and interpretation may be considered as the most universally accepted solution for surmounting the obstacles. Thus, there is a need for professional translators and interpreters.*” Accordingly, translation plays a virtue role in the process of bridging the gap among people of different countries, the practice of translation should be done daily to master the skill.

2.3 Common errors in Vietnamese – English translation

It is not easy to be good at English, especially translation skill. Students encountered many errors. To serve the purpose of the study, some common errors English majored juniors met in Vietnamese – English translation as vocabulary errors, grammatical structure errors and culture errors are suggested as the factors that affect the translation process.

2.3.1 Vocabulary errors

Spelling

Spelling is forming words with the correct letters in the correct order. English is a notoriously difficult language to learn, even for native speakers. While English has changed to adapt to meet the needs of modern society, English spelling is still rooted in antiquated language forms, so the way a word is pronounced is not necessarily reflected in the way that it is spelt. Spelling is an important aspect of language knowledge; it is a key functional component of writing. In other words, spelling is the key to both reading and writing of the language, therefore effective writing depends on effective spelling. Poor spelling can interfere with communication between the writer and the reader. Ida (2006) stated that, “*Unquestionably English spelling is a difficult and complex matter and learners around the world have difficulty getting the letters right.*” Meanwhile, spelling error defined as an error in the conventionally accepted form of spelling a word. For example:

“I am writing an essay”.

In this sentence, the spelling errors that students can be encountered is the word “*writing*”, students can use the “*wrtitting*” instead of the word “*writing*”. So, it leads to spelling errors.

In summary, is considered as the fundamental factor of learning translation. English and Vietnamese vocabulary is very large. Therefore, learners cannot remember all of the words. It leads to easily encounter errors relevant to spelling in the translation process.

Word order

During the process of learning a foreign language, the mother tongue shapes the way of thinking, and, to some extent, the use of the target language. On the whole, many Vietnamese do not understand the rules of word order avoid the mistakes – wrong English word orders. According to the Free Dictionary, word order is “*The arrangement of words in a phrase, clause, or sentence.*” The differences about word orders between Vietnamese and English are shown in the following example:

“I have an account in this savings bank”.

Students can translate “*I have an account in this bank savings*” instead of the word “*I have an account in this savings bank*”. It impacts very much on the quality of translation text and the version becomes unnatural and unpersuasive.

In short, from the above-mentioned example, some learners focused so much on the source language that they fail to convey all the explicit meanings of the target language. In fact, it is not essential to keep the form at all. The most significant thing is that the renderings must be done daily 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 appropriate word order in the target language.

Word choice

Word choice can be known as the choice of word, just as its name implies, is the choice and use of word, which is the first to be affected in translation. The difference in vocabulary system sometimes creates much confusion for translators. Translators must think about the meaning carefully, and find the corresponding expression in target language. Most of the English words have many meanings; the exact meaning of one word can be expressed only in context, as in the following example:

- (1) The New World was discovered by Christopher.
- (2) I am looking for my book.
- (3) Michael Faraday invented the generator.

Obviously, there are many equivalents in English for the word “find out something” such as “*seek*”, “*look for*”, “*search for*”. In addition, there are two more words related to this meaning: “*to invent*” and “*to discover*”.

To recap, words play a crucial role for any language learners to build own vocabulary system to get advantages in language learning. Vocabulary is the fundamental component of communication. The more vocabulary learners have, the more advantages for them to obtain effective communication. Paying attention to the meanings of the word and using words in a sentence exactly will help translators create a good translated sentence.

2.3.2 Grammatical structure errors

Passive voice

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. Free Dictionary defined passive voice as “*A type of grammatical voice in which the subject is acted upon the verb.*” In passive sentences, the subject is the receiver of the action. The following sentence was considered to have grammatical structure error because the translator misused passive voice.

“Victor Hugo considered to be a great poet.” Instead of “Victor Hugo is considered to be a great poet.”

The above-translated sentences are only one example to show Vietnamese people tend to use active constructions to express their ideas whereas English people prefer to use passive constructions.

To summarize, the passive voice is thus extremely useful in academic writing because it allows writers to highlight the most important participants or events within sentences by placing them at the beginning of the sentence. Despite this, Vietnamese do not often use passive voice. So, translators could easily mistake about passive voice in the translation process. Certainly, there will be times by coincidence they match, but a translator should translate the meaning not concern himself with whether the forms turn out the same or not.

Relative clause

In term of English grammatical structure, Oxford Lerner’s Dictionary defined that, “*Relative clauses to give essential information about someone or something – information that we need in order to understand what or who is being referred to. A defining relative clause usually comes immediately after the noun it describes.*” Students usually use a relative pronoun (e.g. who, that, which, whose and whom) to introduce a defining relative clause. For instance:

“I will write a letter which will be sent tomorrow.”

The English sentences used relative clause when translating. In contrast, some students may use the word-for-word translation. Students can translate it as “*I will write a letter and I will send it tomorrow.*” It leads to the translation have two verbs.

All in all, in light of the fact that relative clauses are not typical in Vietnamese language, translators often face challenges during the process of translating this type of clause.

Tense

In Vietnamese grammar, there are only three tenses that are present, past and future tenses. While tenses in English are quite complicating including twelve tenses with strict rules of use and forms (Celce-Murcia, & Larsen-Freeman, 1999). Because of the great number of tenses, students often get mistakes. They usually feel confused or difficult to decide which tense to use. For example:

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“He is studying English now.”

The tense of the verb is present continuous, it shows an action taking place in the moment of speaking. 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. With the present progressive tense above, it can be proved that English has a very clear distinction between tenses whereas tenses are not usually required in Vietnamese.

To sum up, tenses are the most important part of the English language. If students wish to write a correct sentence or wish to say anything to anyone, they need to express the idea in the right form of tense.

2.3.3 Culture errors

Word collocation

Collocations are to be defined as the habitual and recurrent juxtaposition of semantically related words. Each language has its own principle in word collocation, so learning collocations is a necessary part when learning the vocabulary of a language. Some collocations are fixed phrases that cannot usually be changed. For example, the word “*beautiful*” often goes with girls and women, while the word “*handsome*” often goes with boys or men. Some instance, in Vietnamese, the word “group” can be collocated with many difference nous such as a school of fish, a flock of bird, a pack of dogs.

In a word, the uses of collocation can help students improve their style in wrting. They may use it in writing and especially in translation to give a text more natural. On the other hand, each language has its own principle in word collocation. It is hard for the translator to obey the principles of English and Vietnamese word collocations. Students should read a lot of English books and magazines to take notes of the collocation words.

Idioms

One of the most important aspects of language is idioms. They are frequently used in a wide variety of situations, from friendly conversations to more formal conversations and written contexts. The idiom is a fixed expression that the idiom has a meaning that is not obvious from the individual words. It is sometimes possible to find a Vietnamese idiom similar meaning to an English idiom, and which is expressed in the same way.

It is not easy to find a Vietnamese idiom with having similar meaning to an English idiom. For example, in Vietnamese, “*I work as hard as a buffalo.*” can be translated in English as, “*I work as hard as a dog.*” The structure here is clearly the same for both idioms but the meaning in which each language is different. In fact, the meanings of idioms are not definitely related to grammatical rules or the lexical meaning of each word because they feature the metaphor and figures of speech. Similarly, idioms can be translated satisfactorily by considering the context, if not, it is difficult to find the exact meaning.

In conclusion, translating idioms is one of the most difficult tasks for translators. An idiom is an expression whose meaning cannot be deduced from the literal definition and arrangement of its parts. An idiom can be in the form of a phrase, clause or sentence. In addition, the source and the target cultures have a great influence on the comprehensibility as well as the translatability of idioms. Hence, better understanding and using idioms need to know their historical background and familiarity with both the source and the target cultures and have a clear idea about their different situational context.

Cultural term

Culture is the way of life, especially the general customs and beliefs, of a particular group of people at a particular time. Bhabha (1994) defined, “*Translation is the performative nature of cultural communication.*” The translation is a kind of activity that inevitably involves at least two languages and two cultural traditions. Translators are permanently faced with the problem of how to treat the cultural aspects implicit in a source text and to find out the most appropriate technique of successfully conveying these aspects in the target language. These problems may vary in scope depending on the cultural and linguistic gap between the two (or more) languages concerned.

For instance, with the word *ao dai* which is a traditional costume of the Vietnamese women, we never find an equivalent word in English to translate “*ao dai*”. However, some translators translated *ao dai* into a “*dress*”. It would be preferred to writing down *ao dai* to express the cultural feature to making foreign people misunderstand “*ao dai*” as “*a long dress*”. For example:

“The traditional costume of the Vietnamese women in *ao dai* which symbolizes grace”.

To conclude, cultural error is really a big barrier for not only translators but also for English learners because of its complications. It requires us to have a piece of good background knowledge and study more about the culture so as to have better translations.

2.4 Related studies

One of the previous studies was conducted by Le Gia Man (2017) also performed a thesis about “*Common challenges in Vietnamese – English translation of English majored juniors at Tay Do University.*” The questionnaire, interview and test paper were three instruments to collect the data from 57 English majored juniors at Tay Do University. The result indicated that students had challenges in recognizing and using collocations. Moreover, students found it difficult when faced with multiple function words in contexts. Final, most of the students did not know the idea arrangement patterns in the translation texts.

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Another study was done by Pham Phu Quynh Na (2005), “*Errors in the translation of topic-comment structures of Vietnamese into English*” aimed to investigate the most common types of errors Vietnamese students made when translating topic-comment structures from Vietnamese into English. The data was collected from 95 students of English translation classes in their first, second, third, and fourth years in the Department of English Language and Literature at the University of Social Sciences and Humanities, Ho Chi Minh City. The study established a taxonomy of errors, which included three main categories: linguistic errors, comprehension errors and translation errors. The results of the study suggested several potential errors students are prone to making when translating the topic-comment structure of Vietnamese into English and provided some practical guidelines for teachers so that they can help students deal with these types of errors in Vietnamese – English translations.

One more study was done by Nguyen Van Phuc & Truong Ngoc Diep (2008), “*Linguistic difficulties in translating informative advertisements faced by English Interpretation Translation seniors at Can Tho University*”. The purpose of the research is to describe the ability to compile advertising through the understanding on the difficulties associated with the language and to survey the difficulties students encountered during the practice of advertising translation. Statistical data were collected from 41 student sessions – English translation last year of Can Tho University through a questionnaire that includes 35 questions. The results showed that the delivery of type advertising levels of student information are on average and they encountered many vocabulary difficulties and fewer grammatical difficulties in the translation process. Research results are to help students raise awareness of the advertising sector as well as to better prepare in terms of knowledge and professional skills to expand careers after school, especially about the translation field.

Consequently, translation is basically a change of form. In translation, the form of the source language is replaced by the form of the target language. The goal of translation is to keep the meaning of the source language constant in the target language. However, some linguistic errors including vocabulary errors, grammatical structure errors and culture errors can affect the constancy of the Vietnamese – English translation process.

3. RESEARCH METHODOLOGY

3.1 Research design

Base on the research question stated, English majored juniors at Tay Do University were chosen as participants of the study. They were delivered the questionnaires, and the interview to collect their errors resulting in practising Vietnamese – English translation. Moreover, to make the research more specific and objective, 15 students were randomly selected to answer the interview questions. After collecting questionnaire and interview, they were analyzed to find out the ultimate results. This study was the combination of quantitative and qualitative research.

3.2 Research participants

The participants of this research were 100 juniors majoring in English course 13 (2018 – 2022) at Tay Do University. They were 32 males and 68 females from 20 to 24 years old. They speak Vietnamese as their mother tongue and English is considered as their foreign language. The participants involved in this study are third-year students. They studied The theory of translation and Practical translation 1. Their main materials were the books of theory of Translation and Practice translation 1 which were compiled by instructors at Tay Do University, they will study the course of practical translation 2 – sentences the next semester.

3.3 Instruments

Two important instruments were the questionnaire and the interview. They were used to collect the participants’ ideas. The questionnaire focused on finding out the students' errors in Vietnamese – English translation. The interview was used as a supplemental tool in order to get some more detailed information.

3.3.1 Questionnaire

The questionnaire comprised 30 questions in total. It consisted of 10 questions and 20 statements with 5 points scale: (1) strongly agree, (2) agree, (3) neutral, (4) disagree, (5) strongly disagree; and it is classified into the following groups:

Table 1: The gist of questionnaire

Question/Statement	Summary of the question's/statement's content
From 1 to 9	Students' background
From 10 to 16	Vocabulary errors
From 17 to 23	Grammatical structure errors
From 24 to 30	Culture errors

3.3.2 Interview

In order to make the study more reliable, fifteen English majored juniors at Tay Do University juniors were invited to answer 4 open-ended questions. The purpose of the interview was to find out the reasons why the participants encountered errors in translating

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sentence as vocabulary, grammatical structure and culture. Besides, the students' attitude towards Vietnamese – English translation as well as their ideas about errors were also included.

4. RESULTS AND DISCUSSION

4.1 Results

This part analyzed the results from the questionnaires and the interviews taken from 100 English majored juniors mentioned in the previous chapter. The results included 2 sections, namely the results from the questionnaires and the results from the interviews.

4.1.1 Results from questionnaires

The results from the questionnaires showed that the participants encountered a lot of errors in translating including vocabulary errors as well as grammatical structure ones. The results also indicated that the participants had errors related to cultural knowledge. The questionnaire was divided into two parts. The first part asked about the background information of the students who participated in the study. The second part consisted of 25 statement that aimed to find out the errors that the students were encountered in Vietnamese – English translation.

Students' background

Apparently, 100% of students learned The theory of translation and Practical translation 1. For this reason, it could be concluded that they had a piece of knowledge about The theory of translation and practised some sorts of translation tasks provided by their teachers in class. In the next question, students were asked about their interests in translation.

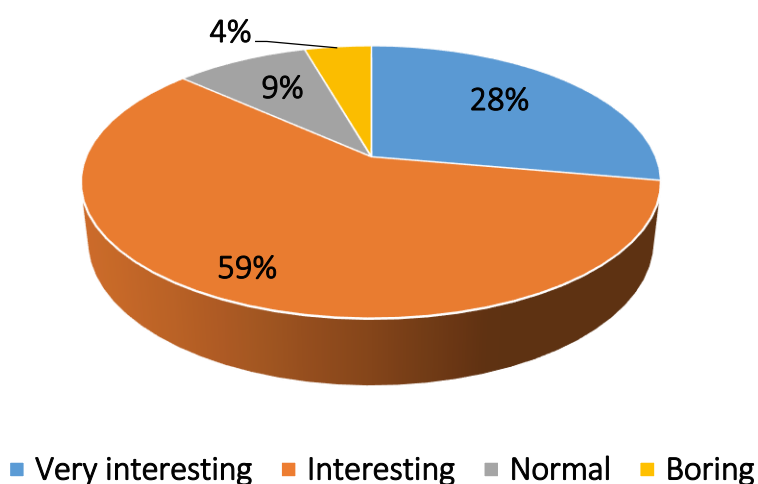


Figure 1: Students' interests in translation

As can be seen from Figure 1, more than half of the participants reached a consensus that translation was interesting for them, accounting for 59%. In addition, 25 in the total of students asserted that translation was very interesting, constituting 28%. In general, the data indicated that the majority of respondents showed their enjoyment in translation. It also led to the fact that they expressed positive attitudes toward this subject.

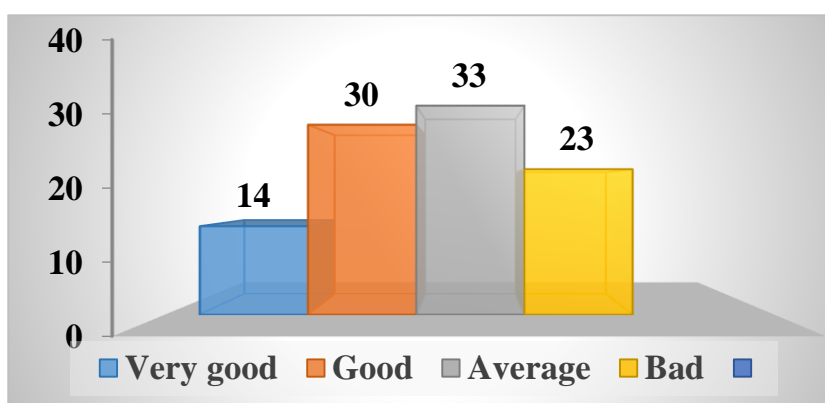


Figure 2: Students' self-assessment on translation skill

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Taking a look at figure 2 above, it was not difficult to realize that the number of students possessing “average” translation skill was the highest rate with 32.2%. The next was “good” with 30%. Besides, there were 23.3% of students asserted that their translation skill is “bad”. The percentage of respondents who admitted that their translation ability was “very good” is 11.1%. Generally, it could be deduced that more than 40%, accurately 41.1% (“very good” ones and “good” ones, combined) felt confident whenever confronting translation tasks given by teachers in class. This denoted the remainders had still been striving for their translation competence improvement.

Table 2: Students’ attitudes toward translation and its importance

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7. To be successful in transferring information among languages, you really need the help of translation.	33%	55 %	10%	2%	0%
8. Translation is one of the important skills.	40%	50%	8%	1%	1%
9. You like studying translation very much because through the translation process, you can get a lot of knowledge.	31 %	50%	14%	5%	0%

From table 2, in both statement 7 and 8, the proportion of participants expressing strong agreement with the importance of translation was more than 70%. In particular, in statement 7, “To be successful in transferring information among languages, you really need the help of translation.” 33% of respondents strongly approved the idea and 55% agreed. Moreover, 40% strongly agreed and 50% agreed with statement 8, “Translation is one of the important skills.” As a result, it could be said that translation played a key role the transferring information among languages.

Besides, 31% expressed strong agreement with the benefits of translation, followed by 50% agreed with statement 9, “You like studying translation very much because through the translation process, you can get a lot of knowledge.”, Consequently, the juniors recognized the advantages of translation.

The common errors in Vietnamese – English translation

This section was incredibly significant to the research since it was conducted in an effort to get more insights into students’ common errors resulting in difficulties in Vietnamese – English translation. Also, this section was categorized into 3 small parts, corresponding to 3 prevalent errors. Let’s see such errors clearer in the following figure:

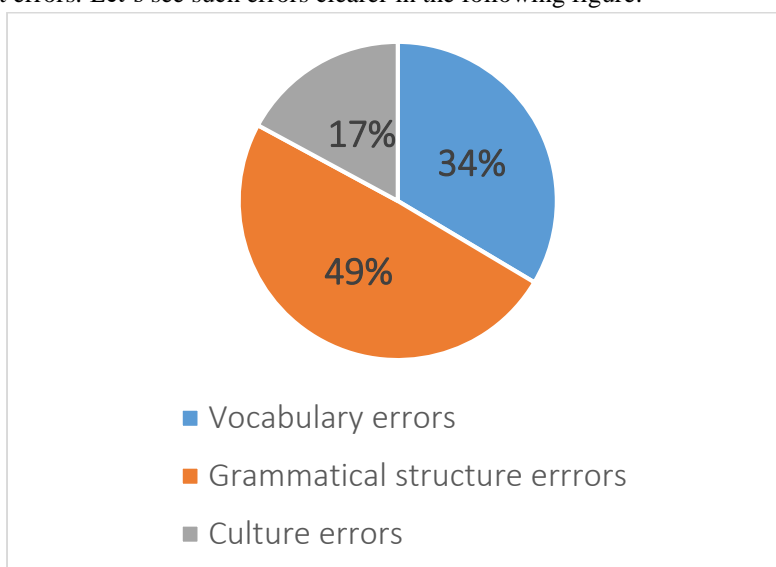


Figure 3: Common errors in Vietnamese – English translation

As the statistics presented, vocabulary errors, grammatical structure errors, and culture errors were students’ three errors of English majored juniors in Vietnamese – English translation.

Firstly, grammatical structure was considered the most errors according to participants with 49%. The second place went to vocabulary errors with 34%. Briefly, culture was the third errors with 17% of students encountering.

Some common errors of respondents in Vietnamese – English translation could be drawn in a detailed manner. Firstly, figure 4 embraced 3 columns that indicated the students’ vocabulary errors consisting spelling, word order and word choice.

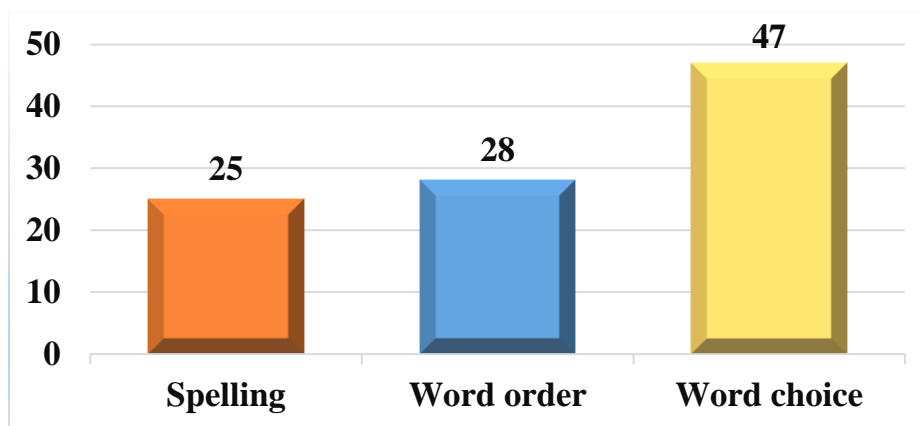


Figure 4: Vocabulary errors

In figure 3, there were 34% of students encountered vocabulary errors in the translation process. Moreover, as shown in figure 4, spelling, word order and word choice were student’ three primary errors that led to their incorrect Vietnamese – English translation. Also, 35% strongly agreed and 42% angreed with statement 10, “Lack of knowledge about vocabulary makes you encounter some vocabulary errors.” First, word choice was considered the most difficult according to participants with 47%. The second one was word order with 28%. Final, the last one belonged to errors regarding spelling with 25%. Let’s have a look at the lowest errors, spelling challenges - 25%.

Table 3: Spelling challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11. You often misuse the two similar words in written form that can also lead to spelling errors.	32%	55%	10%	3%	0%
12. Although English is different from Vietnamese, both languages have a correlation about lexical items.	31%	50%	15%	4%	0%

Table 3 embraced 2 statements in total that indicated the respondents’ first difficulty with spelling. To begin with, let’s take a close look at statement 11,” You often misuse the two similar words in written form that can also lead to spelling errors.” Over 80% of students consisting of 32% strongly agreed and 55% agreed. Hence, it came to the conclusion that English majored juniors think that they faced errors about spelling in translating Vietnamese into English. Moving to statement 12, “Although English is different from Vietnamese, both languages have a correlation about lexical items.” 31% participants totally approved, and 50% of students gave approval. These two statements reflected the fact that the spelling errors could not reproduce a satisfactory translation. Furthermore, students were not capable of keeping in mind the words because they are easy to forget words when they learned new words. They easily make mistakes when writing the homophones. As a whole, from these 2 statements’ findings, it could be inferred that most of the students could not transfer the desired meaning of a translated texts on account of errors concerning spelling. Continuing with word order challenges - 28%.

Table 4: Word order challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13. The order or sequence of the words affects meaning.	30%	61 %	7%	1%	1%
14. You consider word order in English is important because it can change the spirit or meaning of a sentence.	31%	54%	12%	3%	0%

The results in the table 4 above draw that, statement 13, “The order or sequence of the words affects meaning.” about 90% of respondents agreeing with the effects of arranging the word logically. Move to statement 14, “You consider word order in English is important because it can change the spirit or meaning of a sentence.” nearly 90% of students were approval of the importance of

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the order of word in English. Specifically, students 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 a sentence from Vietnamese into English. That showed juniors could encounter next semester. Let's move to the highest challenges – word choice challenges - 47%.

Table 5: Word choice challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15. The choice of word is the first element affects your translation.	35%	45%	16%	4%	0%
16. You are often confused to choose the correct word when translating.	39%	47%	9%	5%	0%

Table 5 also included 2 statements that went on elaborating students' errors with word choice. 35% and 45% strongly agreed and agreed with the statement 15, "The choice of word is the first element affects your translation." For the next statement 16, "You are often confused to choose the correct word when translating." more than 80%, successively 39% and 47% of students entirely concurred and asserted that they were confused when choosing the suitable word was their obstacles in Vietnamese – English translation. All in all, it could be implied that word choice was one of main the errors of students in Vietnamese – English translation.

In sum, English majored juniors encountered a lot of vocabulary errors including spelling, word order and word choice. The percentage of students who agreed was more than 80% of participants.

Secondly, figure 5 embraced 3 columns that indicated the grammatical structure errors made by students consisting of challenges relevant to passive voice, relative clause and tenses.

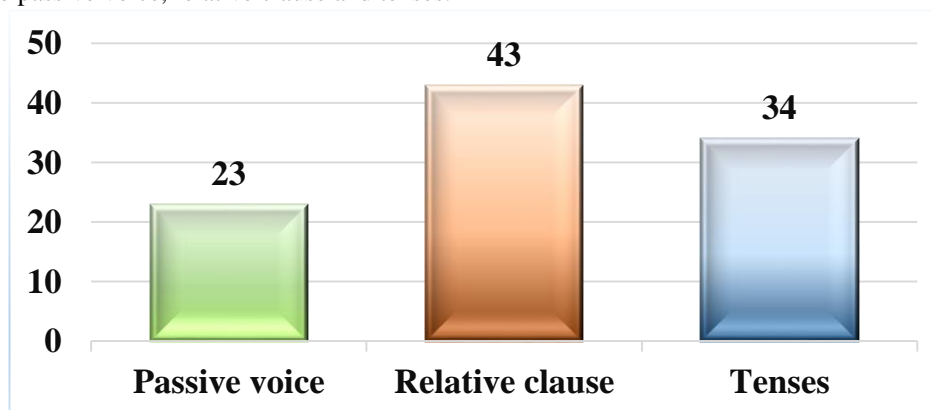


Figure 5: Grammatical structure errors

In figure 3, 49% of students encountered grammatical structure errors during the translation process. Furthermore, 51% agreed and 28% strongly agreed with statement 17, "To have a good grammatical structure knowledge also helps your translation better." As the result showed in figure 5, the English majored juniors encountered some common errors with relative clause 43%, tense was 34% and passive voice was 23%. That could be showed grammatical structure was a great challenge for the juniors at Tay Do University. Let's take a look at the lowest challenges, passive voice - 23%.

Table 6: Passive voice challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18. Passive constructions are of great challenges for you to deal with in Vietnamese – English translation.	31%	52%	14%	3%	0%
19. You do not notice that in English, there is a tendency of using passive constructions, while active voice is much preferred in Vietnamese.	32%	53%	11%	3%	1%

Table 6 consisted of 2 statements. First of all, 52% agreed and 31% strongly agreed with statement 18, "Passive constructions are of great challenges for you to deal with in Vietnamese – English translation." over three-four of the participants gave agreement toward challenges of passive voice in Vietnamese – English translation. Conversely, 85% was the combined percentage in which

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32% completely consented and 53% showed agreement with statement 19, “You do not notice that in English, there is a tendency of using passive constructions, while active voice is much preferred in Vietnamese.” Students did notice that English tended to employ passive voices whereas Vietnamese had a habit of using active ones. This meant that they did not realize the overwhelming tendency of using passive constructions in English. At last, it could be noticed that students always kept sticking to the Vietnamese word forms and did not make reasonable modifications when translating with the use of grammar into English. As a consequence, their Vietnamese – English translation became incorrect. The next challenge is the relative clause. Turning to the highest challenges, relative clause - 43%.

Table 7: Relative clause challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20. The concept of the English relative clause is something non-existent in your mind.	35%	47%	15%	3%	0%
21. You always feel a lack of confidence when translating because you do not know how to use relative clause.	41%	45%	10%	4%	0%

Table 7 consisted of 2 statements. 35% strongly agreed and 47% agreed with statement 20, “The concept of the English relative clause is something non-existent in your mind.” 41% of respondents were always confused when translating relative clause; and 45% agreed with statement 21, “You always feel a lack of confidence when translating because you do not know how to use relative clause.”. These two statements reflected the fact that English majored students had a lack of knowledge about the relative clause. Moving to the last challenges, tense - 34%.

Table 8: Tense challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
22. You realize that English has a very clear distinction among tenses while the tenses in Vietnamese are not clear.	35%	54%	9%	2%	0%
23. You always do not know how to use a suitable tense when translating.	39%	37%	17%	7%	0%

In table 8, 35% strongly agreed and 54% agreed with statement 22 “You realize that English has a very clear distinction among tenses while the tenses in Vietnamese are not clear.”. 39% strongly agreed and 37% agreed with statement 23, “You always do not know how to use a suitable tense when translating.” It could be noticed that students encountered errors when using tense as well.

Subsequently, the percentage of students who agreed were more than 75%. The juniors encountered grammatical structure errors consisting of the tense, relative clause, passive voice.

Lastly, figure 6 also embraced 3 columns that indicated culture errors consisting of challenges regarding collocation word, idioms and cultural term.

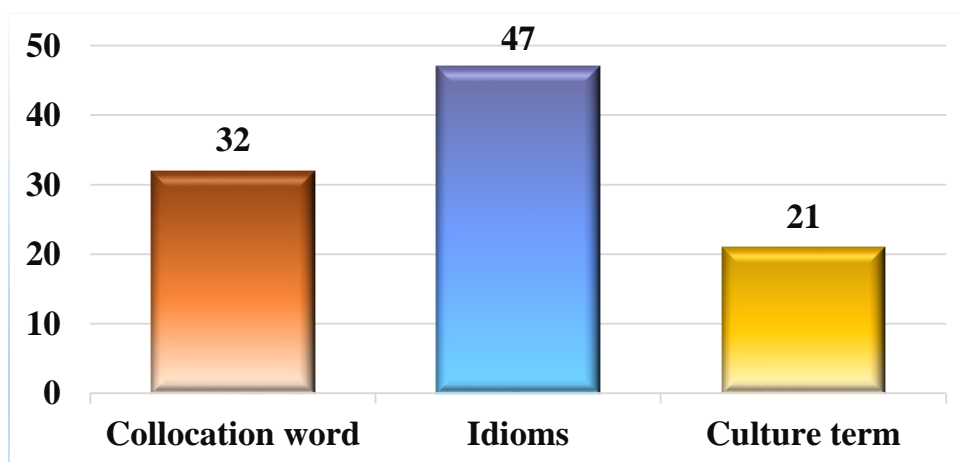


Figure 6: Culture errors

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In figure 3, 17% of students encountered culture errors when translating. Also, 45% agreed and 28% strongly agreed with statement 24, “You usually encounter errors about culture when translating.” In fact, collocation word, idioms, and cultural term were three basic errors students regularly encountered. Most errors were relevant to idioms with 47%. The second one was collocation word with 32%. The least errors were cultural term with 21%. Let’s start with the collocation word challenges - 32%.

Table 9: Collocation word challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25. Thanks to collocation words, your translation will be better.	41%	49%	8%	2%	0%
26. You think that collocation words can be made your translation better but you do not know a lot of collocation words.	47%	43%	8%	1%	1%

Table 9 indicated that 41% had strong agreement and 49% agreed with statement 25, “Thanks to collocation words, your translation will be better.” And 47% gave utter agreement and 43% showed their concurrence with statement 26, “You think that collocation words can be made your translation better but you do not know a lot of collocation words.” As a whole, translation can be better and more varied with the collocation word. Let’s take a look at the highest challenges, idioms - 47%.

Table 10: Idiom challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
27. You usually encounter a lot of errors when translating idioms because the structure of the idiom is to a large extent, fixed and unchangeable.	37%	55%	8%	0%	0%
28. You think translating idioms is the most difficult.	43%	50%	7%	0%	0%

In table 10, the data showed that students often encountered a lot of errors when translating idioms. 37% strongly agreed and 55% agreed with statement 27, “You usually encounter a lot of errors when translating idioms because the structure of the idiom is to a large extent, fixed and unchangeable.” Also, 43% strongly agreed and 50% agreed with statement statement 28, “You think translating idioms is the most difficult.” In summation, from the 2 statements above, it could be inferred that most of the students could not transfer the desired meaning of a translated texts on account of errors concerning idioms. Their errors embraced inadequate understandings of idioms, various types of idioms, idioms inflecting cultural features and the word-for-word translation method. Now turning to the lowest challenges, cultural term - 21%.

Table 11: Cultural term challenges

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
29. You fail to reproduce a natural translation because of applying word-forword translation for cultural terms.	53%	41%	5%	1%	0%
30. You always encounter errors when translating cultural term.	50%	43%	7%	0%	0%

Observing the final table, it was recognizable that juniors always encountered errors when translating cultural term in the translation process. 53% of participants completely consented and 41% showed agreement with the statement 29, “You fail to reproduce a natural translation because of applying word-forword translation for cultural terms.” For the last statement, 50% of surveyed juniors strongly agreed, and 43% were agreement with statement 30, “You always encounter errors when translating cultural term.” It could

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be realized that most of the students could not translate the desired meaning of a translated texts because of errors regarding the cultural term.

In conclusion, the majority encountered culture errors including idioms, word collocation and cultural term.

4.1.2 The results from the interview

In order to make the study more reliable, fifteen students from the three classes 13A, 13B, 13C (five interviewees from each class) were invited to interview. After the interview had been analyzed, most of the students usually encountered errors in Vietnamese – English translation. The reasons why students encountered these errors were clarified in this section. The participants also gave the points of view about translation practice and skills that a translator had better get when translating a sentence in Vietnamese – English translation.

In question 1, “What do you think about translation?” 73.4% interviewees said that they liked studying translation. However, it was quite difficult for them to master it. The rest said that translation was not only boring, but also it was very difficult.

In question 2, “It is said that practising Vietnamese – English translation is difficult. Do you agree? Why and why not?” 86.7% of the juniors agreed that Vietnamese – English translation was difficult for them, they often encountered common errors in the translation process. Specifically, their errors included lack of vocabulary, translating idioms, tenses, relative clause and finding cultural equivalent words in the target language. The participants said that Vietnamese were more various, so it hard for them to choose appropriate English words to translate, and when they encountered new words and phrases in Vietnamese – English translation sentences, there were many ways to choose such as guessing from context, asking friends, looking up in the dictionary, etc. and they usually combined those methods. Nevertheless, one student said, “I often make a mistake when translating about the part of speech, it is my principal problem when translating.”

In question 3, “What errors do you encounter when translating from Vietnamese into English?” 53.4% in total said that vocabulary errors were always a challenge for them. When facing strange word, they usually looked up in the dictionary. 5 out of 15 students felt confused when translating tenses because the distinction of tenses in Vietnamese is not clear. Only 13.4% totally answered that they met obstacles in idiomatic translation; most of them had challenges when translating idioms because of not being able to find the similar expressions in English. The rest showed their errors in punctuation, part of speech and style.

In question 4, “What do you do to have a good Vietnamese – English translation?” 100% of interviewees answered that they always used google translation, read more English book, learnt new words, practiced translation, watched the video to make their translation better. Moreover, students recognized vocabulary and grammar are their biggest challenges. They can do self-study vocabulary and grammar at home, but they still need the teacher’s help. Most students hope their teachers give them more vocabulary as well as provide them with some more different grammar structures when instructing them during the translation process.

4.2 Discussion

Absolutely, translation is an incredibly sophisticated task since it inevitably involves translators a set of exhaustive competencies of the two languages concerned, namely the source language and the receptor one. However, most of the participants expressed positive attitudes toward this subject, the number of students possessing “very good” and “good” translation skill was the low rate with 44%. After conducting the research by analyzing the important information collected from the English – majored juniors, some errors were found out in Vietnamese – English translation including vocabulary errors, grammatical structure errors and culture errors.

First of all, vocabulary was one of the most errors according to the majority of students in making a proper translation. Specifically, the respondents encountered vocabulary errors relevant to word choice, word order and spelling. When they misused the homophones in written form, they could lead to spelling errors. They also were confused when arranging the words and choosing the suitable word for their translation.

Second, most of the students did not reach the proper translation due to grammatical structure including relative clause, tense and passive voice. In fact, English has a habit of employing passive constructions whereas, in Vietnamese, active ones are considerably preferred. The concept of the English relative clause is something non-existent in students’ mind. So they easily made mistakes when translating. The next problems were passive voice. The active structure in Vietnamese can be replaced by a passive structure in English to obtain the accuracy and suitability of semantics in the English style. Besides, tense is one of the errors in Vietnamese – English translation process. English has a very clear distinction between tenses while the tense distinction in Vietnamese is not clear.

Final, the frequency of respondents who could not apply suitable strategies to deal with collocation words, idioms and cultural terms were high. For translating idioms, it was not difficult to see that a lot of students were confused when encountering this kind of translation. In cultural term, students would encounter errors if they did not equip themselves with enough cultural knowledge. In addition, participants could not remember all of the pairs of collocations, most of them tended to use synonyms and word-for-word translation to deal with collocation word translation.

In conclusion, juniors encountered lots of errors in their study on the course of practical translation. This denoted that students paid special attention to Vietnamese sentence and potentially, they could meet the three primary errors discussed above, during the Vietnamese – English translation process.

5. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

5.1 Conclusions

Absolutely, translation is an incredibly sophisticated task since it inevitably involves translators a set of exhaustive competencies of the two languages concerned, namely the source language and the receptor one. After conducting this research by analyzing the important information collected from the English – majored juniors, it is figured out that the participants met errors in Vietnamese – English translation including vocabulary errors, grammatical structure errors and culture errors.

First, the grammatical structure was one of the most challenging for respondents. It was noticeable that students' inflexible use of grammatical structure prevented students from meeting the criteria of a proper translation. Most errors were relevant to the relative clause. Sentences containing self-embedded relative clauses are generally believed to be difficult to understand because such clauses interrupt the clauses in which they are embedded.

The next obstacle was vocabulary; it was not difficult to see that most of the juniors had a lack of knowledge about word choice. 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.

Last, culture errors are one of the errors that students encountered consisting of idioms, word collocation and cultural term as well. However, Students often encountered errors when translating idioms. Students' word-for-word technique appeared to be a great cause.

In brief, in learning a foreign language, even though English majored juniors had been approaching The theory of translation and Practised translation they still could not have a good Vietnamese – English translated sentence.

5.2 Implications

Some implications for teaching and learning translation for both teachers and English majored students at Tay Do University are suggested.

For teaching, teachers would help students focus on cultural differences between the two languages. Initially, they could find out the causes affecting the quality of the students' translation. In addition, most students recognized vocabulary and grammatical structure were their biggest challenges. Students can do self-study vocabulary and grammar at home, but they still need the teachers' help. Most students hope their teachers give them more vocabulary as well as provide them with some more different grammar structures when instructing them translation.

For learning, students had better read a lot of books on the target languages culture. As a result, not only could they widen their knowledge but also help their translation become more natural and close to the readers. Moreover, the best way to significantly improve translation skills is to translate as often as possible. In addition, students can join the translation group on social networks to exchange and improve their translation skills.

5.3 Recommendations

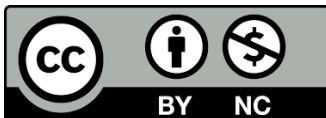
It is better if further research will focus on a larger scale with students from many different courses so that the results could be more diversified, convincing and dependable. In addition, errors may be encountered by not only English majored students. So that the participants in future studies could employ non-English-majored students to identify the differences between the two groups of respondents.

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