Students' Attitudes towards Translation, their Difficulties and Use of Strategies in Vietnamese-English Translation

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Abstract

Translation is a popular known job in today's world and this has been explored by many studies in terms of strategies, knowledge and theoretical framework. In this study, the researcher aims to discover attitudes towards translation in respect to common difficulties and strategies used in translation. The study employed 29 students studying Business Translation at University of Economics Ho Chi Minh City. A questionnaire was designed based on the mixture of a five-point Likert scale and a yes-no question type. It uncovered that the majority of them confessed that they still have difficulties in using vocabulary including specialized terms and grammar. They also had an attitude that translation is interesting, and they need to read more in both English and Vietnamese for linguistic and stylish equivalence. Then, the majority of them found Google as a tool to help them solve translation strategies. Finally, the study also suggested some solutions and other solutions discussed in the related studies to tickling translation challenges.

1. Introduction

In the time of the fourth industrialized revolution, more and more people have found their way to go out of their country and start to discover new things in the outside world. When they travel, they need to master the world language, English to communicate if they want things to go smoothly. However, many people, both travellers and locals may not know English or the local language well, and therefore they may find it useful to look up the dictionary for consultation. Nonetheless, now not all situations can be solved by dictionaries, and thus humans are needed to solve the problems, especially when the situations are involved of cultural contexts or the meaning is purposefully intended by the speaker. The translator needs to be aware of such situations and meaning.

However, to be proficient in translation is not easy. Translators need to master many things to be able to deal with diversified situations and even specialized terminologies. The translators need to master things like linguistic parameter systems of both the source language (the language needs translating) and the target language (the language is already translated from the source language with some degree of equivalence), translation strategies, and theories of translation. All these translation aspects will be presented in the theoretical framework of translation in Section 2 below. Then, the study aims to discover how a group of EFL students perceive translation after they have taken courses in translation in their university. The questions

should be about translation difficulties they are fronted with when they are asked or when they translate a Vietnamese-text into English. The hypothesis is that these students will have negative attitudes towards translation. That means they will have more difficulties when dealing such translation.

In order to obtain the data for analysis of how the students perceive Vietnamese-English translation, the study employs the three following question.
1. What are the students' attitudes towards business translation?
2. What difficulties do the students have in translation?
3. How do the students deal with translation?

2. Literature Review
2.1. Theoretical Framework
2.1.1. Definitions

There are various definitions for translation. Translation is a process which aims to transfer the source language text into the target language text. The source language (SL) is the language to be translated, whereas the target language (TL) is the language to be translated into. Therefore, having good knowledge of both the source and the target language is necessary for the translators (Halverson, 2007).

According to Zainudin and Awal (2012), translation is an activity that meaning is conveyed from a source language into a target language. Catford (1965) stated that translation means to replace a text in one language with an equivalent text in another language. To give more details, Bell (1991) said that translation is the expression in a different language (TL) of what is written or spoken in one language (SL), and it attempts to preserve semantic and stylistic equivalences in these languages. In other words, translation is the replacement of the original text by a new one in which the meaning and style of the text are not changed.

For example, in Vietnamese-English translation, the source language is Vietnamese, and the target language is English:

SL: "Biên dịch thương mại là môn học bắt buộc đối với sinh viên chuyên ngành Tiếng Anh Thương mại" (Vietnamese text) is rendered into the TL like this "Business translation is a compulsory subject for students of Business English major".

In short, it can be said that translation is the process of changing the words of one language into another language, which remains the same meaning and the purpose of communication.

2.1.2. Methods of Translation
2.1.2.1. Word-For-Word Translation

According to Newmark (1987) word-for-word translation is usually manipulated as interlinear translation, with the target language immediately below the source language words. The word-order in the source language is preserved, and the word is translated singly by their most common meanings, out of context. He also added culture-bond words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the SL or to construe a difficult text as a pre-translation process. For example, SL: "The mom of my mom is my grandmother" is rendered into the TL: "Mẹ của mẹ tôi là bà ngoại của tôi". Another example to explain is like this: SL: "You are skinny, and he is fat", which is translated into the TL as "Bạn thì gầy, còn anh ấy thì béo".

2.1.2.2. Faithful Translation

This method tries to reproduce the precise contextual meaning of the original within the constraint of the TL grammatical structures. It transfers cultural words faithfully following the SL grammatical form (Newmark, 1987). For example, SL: "He is as fast as a kangaroo" is rendered into the TL as "Anh ta nhanh như một con kangaroo".

2.1.2.3. Free Translation

This method of translation produces the translated text without the form of the original text. These phrases keep the original sense even though they are all different. It is usually a paraphrase much longer than the original (Newmark, 1987). For instance, SL: "The film is beyond any words" is translated into the TL as "Bộ phim không chê vào đâu được".

2.1.2.4. Semantic Translation

Semantic translation differs from faithful translation only in as far as it must take more account of the aesthetic value that is the beautiful and natural sounds of the SL text. The method compromises on appropriate meaning and allows for the translator's intuitive empathy with the original (Newmark, 1987). The grammar structure of the SL is adjusted toward the grammar structure of the TL. For example, SL: "She has a sunny smile on her face" is rendered into the TL as "Cô bé có gương mặt với nụ cười tỏa nắng".

2.1.2.5. Idiomatic Translation

Idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original (Newmark, 1987). For example, SL: "Không ai nghe lời khuyên của cô ấy cả" is translated into the TL as "Her advice falls on deaf ears". Another example is SL: "No guide, no realization" is translated into the TL as "Không thầy đố mày làm nên".

2.1.2.6. Communicative Translation

This method attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the audience (Newmark, 1987). This kind of translation is used for informative texts. For example, SL: "Nhà có chó dữ" is rendered into the TL as "Beware of the dog". Another example is SL: "Keep off the grass", which is rendered into the TL as "Không được giẫm lên cỏ".

2.1.3. Common Difficulties in Translation
2.1.3.1. Collocation

Many students have to deal with collocation in the process of learning vocabulary. A familiar grouping of words which appears together because of their habitual use is called collocation, or word combination. Collocation refers to how words go together or form fixed relationships. These combinations just sound "right" to native speakers, who use them all the time. This issue has been investigated by Nguyen, Anh, and Khanh (2021). They found that most of their students were not aware of collocations in written translation and still had difficulties in both grammatical and lexical collocations.

For example, native speakers use "heavy rain" instead of "big rain" to say that it is raining heavily. Although "big rain" conveys the same meaning, but the use of "big rain" will sound strange. Therefore, they use "heavy rain" to sound natural and a lot better.

In Vietnamese, the word "uống" (drink) can go with various words, such as water, beer, coffee, medicine, and poison. However, in English, there are clear distinctions as follows: One can drink water/beer/coffee, but one may or may not take medicine/poison (Phan, Nguyen, Ly, & Nguyen, 2021).

Students often use the collocation which only accords with the source language situation in the target language situation. They also often extend and use some collocation rules without considering the exception and limitation of the special language situation. For example, they usually write "do good to" or "do bad to" according to "do harm to" and write "gain harvest" according to the meaning of "gain" in "gain recognition" or "gain experience", but the right collocation should be "reap harvest" (Yan, 2010).

2.1.3.2. Prepositions

A preposition is a word that is used before a noun, a noun phrase, or a pronoun, connecting it to another word. Lawal (2004) stated that "prepositions indicate various relationships between words or phrases in sentence". They act to connect the people, objects, time and locations of a sentence. There are prepositions both in English vocabulary systems and in Vietnamese vocabulary systems, but they have different characteristics and usage in each system.

Prepositions in English are highly idiomatic. Although there are some rules for usage, much of preposition usage is ruled by fixed expressions. It is best to memorize the phrase instead of the individual preposition because the meaning of an English preposition depends on its preceding word. In contrast, in Vietnamese, the meaning of preposition does not change despite the word preceding it.

For example, in Vietnamese, the preposition "về" can be expressed with different prepositions in English: "be interested in": quan tâm về; "be worried about": lo lắng về; "be proud of": tự hào về; "be famous for": nổi tiếng về as cites in Phan et al. (2021).

In English, there are various prepositions to indicate the meaning "trên" according to the positions of the subjects and objects. When the two things are touching, or when one thing is directly on top of another thing, people use the word "on". When there is no touching between the two things, they use the word "above".

2.1.3.3. Tenses

In English grammar, tense is the time of a verb's action or its state of being, such as present (something happening now), past (something happened earlier), or future (something going to happen). For example, in English, the word "walk" indicates the present tense of the verb "to walk", "walked" indicates the past tense, and "will walk" indicates the future tense. However, we cannot speak of tense as a grammatical category in Vietnamese. In Vietnamese, adverbials are used to give information about the action the verb expresses, but they are not a part of it as the English past tense suffix - ed is (Ngoová, 2016).

For instance, "Tôi đã đi Hà Nội cách đây 3 năm." (I went to Ha Noi three years ago). The tense of the verb in this sentence is the simple past tense. It expresses an action that occurred at some specific time in the past. To describe this tense in English, the verb "go" must be changed into the past tense "went". However, in Vietnamese, the verb "đi" which means "go" does not change its form.

2.1.3.4. Passive Voice

Passive voice is one of the most difficult grammar points that make students confused so much about both its function and its equivalent meaning. Passive voice is the voice used to indicate that the grammatical subject of the verb is the recipient of the action denoted by the verb. For example, in the sentence "This house was built by my father", "this house" is the recipient of the action "build" and "my father" is the performer. Another example: "The document is being sent right now". The action of sending the document is more important than the fact that who is sending it right now.

However, Vietnamese people tend to use active voice rather than passive voice in their speech. For instance:

- Vietnamese: "Tôi sinh ra ở thành phố Hồ Chí Minh" (Active).
- English: "I was born in Ho Chi Minh City" (Passive).

Therefore, it leads to some mistakes when people translate texts from Vietnamese into English. For example: Vietnamese: "Giáo dục qua mạng, hay giáo dục trực tuyến là một loại hình giáo dục phát triển nhờ vào tiến bộ của ngành công nghệ thông tin" is rendered into English as "Internet or on-line education is a form of education which develops thanks to information technology" (Incorrect) (Nguyen, 2009).

The error of this example is the verb "develops", which is in active form. It must be in passive form "is developed" because "Internet or on-line Education" cannot develop by itself. Therefore, the Vietnamese sentence should be translated "Internet or on-line Education is a form of education which is developed thanks to information technology" (Huynh, 2014).

2.1.3.5. Countable Nouns and Uncountable Nouns

English nouns have both lexical meaning and grammatical meaning, but students just focus on the lexical meaning. Therefore, they have to encounter many difficulties when translating nouns from Vietnamese into English. Nouns can be countable or uncountable. Some nouns can be considered as countable nouns in Vietnamese, but they are uncountable nouns in English. For example, in Vietnamese, we can use "các trang thiết bị", but we are not allowed to use "equipments" instead of "equipment" in English.

In addition, countable nouns go with the quantifier "many" or "a few", but uncountable nouns go with "much" or "a little". For instance, "Có rất nhiều hành khách ở trên tàu hỏa: as "There are so *many* passengers on the train" or "Cô ấy có rất nhiều việc phải làm" as "She has so *much* work to do". This means that Vietnamese word "nhiều" was used in these two sentences bearing same meaning and form.

2.1.4. Attitudes

Attitude is a complex feeling and belief in people's mind (Latchanna & Dagnew, 2009). Attitude can be behavioral (in particular way toward an object), cognitive (referring to beliefs, thoughts, and attributes that connect to a subject), emotional (referring to emotion of a person about something) (Abidin, Pour-Mohammadi, & Alzwari, 2012).

2.2. Related Studies

The articles below are seen to be related to these current articles when many of them attempted to find difficulties in translation from their L1 (source language) to L2 (target language) and vice versa. The author has found many cases of translation, e.g. translating from Vietnamese-English translation, Arabic-English translation, and Indonesian- English translation. Then, based on such difficulties, they have proposed some suitable solutions to soften the translation problems.

Idami, Wati, and Balqis (2022) found that most of the Indonesian participants in their study underwent many difficulties when they were asked to translate idiomatic expressions because they encountered lexical knowledge, cultural differences, and different written styles in the source and the target language. They were unable to seek equivalence between the languages to locate intended meaning of the idiomatic expressions. The factors to cause these challenges were seen as students' lack of knowledge of idiomatic expressions, cultural differences between English and Indonesian. Then, it was also found that the texts they were asked to translate were not frequently found in everyday life scenarios.

Phan et al. (2021) investigated 74 English majored juniors at a university to translate Vietnamese to English. It uncovered that they met several difficulties such as lack of vocabulary, low knowledge of grammatical structures, and incomprehensive cultural aspect. Thus, these participants were supposed to read more books in both Vietnamese and English to understand more the structures and cultural differences between the two languages. Hastuti, Kardena, and Chio (2020) found that the students studying an English Education Study program considered it is very difficult to translate narratives and they tended to do it literally. Moreover, insufficient vocabulary load caused them much challenge to cope with translating the texts. When the participants translated English to Indonesian, they met difficulties in both linguistic factors (55%) and non-linguistic factor (52). Noviyanti (2020) found the participants in the dealt with two major problems when asked to translate the English narrative texts into Indonesian. They are linguistic and non-linguistic problems. In terms of linguistic factor, they fell into grammatical, lexical, contextual, and textual factors. In addition, they encountered interpreting the meaning of source language before transferring it the

target language, making up the second most percentage. Regarding non-linguistic factors, they were unable to translate words related to physical value, constituting, over haft of them felt this problem. Then the students' difficulty in translating words that related to cultural, historical, and political-social values showed just above average. Cuc (2018) discovered that Vietnamese EFL students encountered much difficulty in translation in terms of linguistic aspects, most of which are about lexical choice, syntax and collocations. It could be because of the difference between the source language and target language regarding both inter-lingual and intra-lingual interference during translating process. Abd Elrhaman (2018) had a study on seeing translation problems that 25 EFL students had when they were asked to translate economic texts and thereby proposing solutions to those problems. The results were presented in percentage for convenient interpretation. Many students were found to not be able to translate English economic texts into Arabic. The major cause is because many of them had not been exposed to such different economic texts, so they could not interpret many terminologies related to the texts. They were found not to use appropriate strategies to translate the texts. Solutions were proposed to use suitable dictionaries to look up the specialized terms. Furthermore, using techniques of explaining the economic terms in both languages can help conquer untranslatability cases of economic texts. Dagilienė (2012) proposed using translation to help acquire language skills. This way can help foster back the learning of translation. The author found that translation activities are very useful to facilitate forth and back in the foreign language classroom. Na (2007) agreed that when students lack practicing certain linguistic structures and chose appropriate linguistic structures in some genres, or when they are unable to best apply these structures to the translation process, or when their first language has shaped their way of thinking and expressions, they will find it hard to translate well. She also found that 15 EFL students in her study had problems with sentences with complicated Topic-Comment structures and embedded sentences. They also had problems with English false subjects, eclipse cases, and articles such as *a, an, the* because in Vietnamese there are not such rules. Then, they are not familiar with passive voice cases and they tend to use more active cases. Liao (2006) explored how Taiwanese college EFL students' beliefs and learning strategies about using translation to learn English. They assumed that translating strategies help them acquire English language skills and other language aspects such as vocabulary, idioms, and phrases. Translation plays an important role in their English learning. They, also found that students with different language proficiency and academic majors have different beliefs about translation and use of translation strategies.

3. Research Methodology

3.1. Participants

The participants in this research were 29 students studying Business Translation at University of Economics Ho Chi Minh City. Vietnamese is their native language and Business English is their major. Their age ranges from 20 to 21 as this time falls in their third year of study in a four-year program. 70% of them are females and males account for 30%. Their language background is varied as the majority of them come from other provinces in all directions of the country.

3.2. Research Instrument

The instrument of this research was a questionnaire. It is used to gain the data from students' attitudes of Vietnamese-English translation. The questions are adapted from "Common Challenges in Vietnamese-English Translation of English-Majored Juniors at Tay Do University" by Phan Thi Minh Uyen and the author's own idea. It has two parts: Part one is used to seek information about the students' bio-statement, e.g. gender, background, age, and so on. Part two was designed to answer the three research questions as follows:

For eliciting the attitude data, the study employed two multiple – choice questions with four options and one yes/no question. To elicit responses to difficulties in translation, the study employed one multiple-choice question and 10 questions requiring the participants to choose their degree of agreement from (1: strongly disagree to 5: strongly agree).

To elicit responses to their current strategies to deal with translation difficulties, one multiple-choice question with four options was designed.

3.3. Research Procedure

It took about 14 weeks to finish this research. Firstly, the researcher began to choose the topic, and then searched for the documents related to the topic from the Internet to set an outline for research. Next, the questionnaire was designed and delivered to the students learning Business Translation at the beginning of March. After receiving the responses from the students, the researcher started analysing the data from the questionnaire. Finally, the researcher started presented the results, discussed the result, compared it with other related results and wrote conclusion and recommendations for the study.

3.4. Data Processing

To make it easy to understand the students' attitudes towards Vietnamese-English translation and difficulty strategies, the researcher analyzed the responses in the form of percentage which can facilitate outcome description.

4. Results and Discussion
4.1. Results
4.1.1. First Research Question

The first question is answered as follows. What are the students' attitudes towards business translation? This includes three questions which are presented in figures and tables.
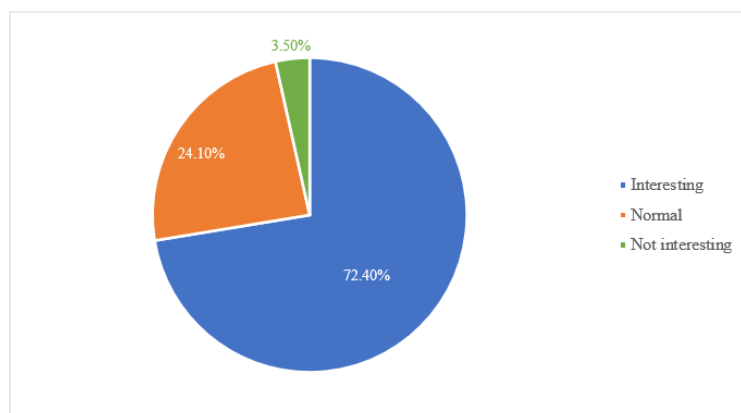

Figure 1. Students' interests in learning business translation.
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According to the results from Figure 1, most of the students are interested in learning Business Translation. Specifically, nearly three quarters of them (72.4%) thought that learning Business Translation is interesting. In addition, 24.1% of the students thought that learning Business Translation is normal. They maybe did not have much motivation for learning Business Translation.

Table 1. Kind of translation that students feel difficult.

Which do you think is more difficult?	Percentage (%)
English-Vietnamese translation	24.1
Vietnamese-English translation	75.9

From Table 1, about three quarters of the students (75.9%) perceive that Vietnamese-English translation is more difficult than English-Vietnamese translation. Since Vietnamese and English do not have similar linguistic features, students have many difficulties in Vietnamese-English translation.
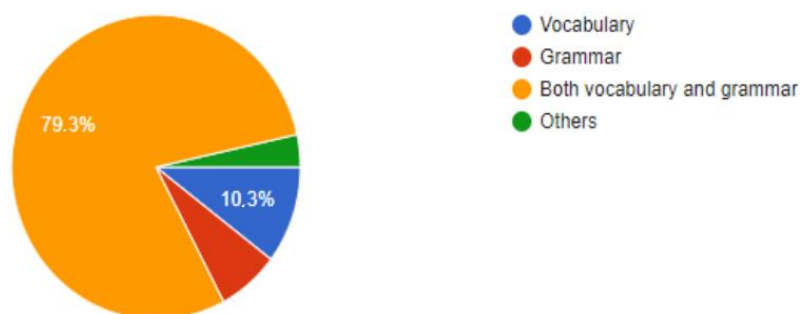

Figure 2. Amount of time students spend practicing Vietnamese-English translation.

From the Figure 2, there were 58.6% of the students spending less than one hour per day on practicing Vietnamese-English translation. In addition, 27.6% of participants spent one to two hours per day on practicing Vietnamese-English translation. The rest of participants assumed that they spent more than two hours every day.

4.1.2. Research Question 2

To answer Question 2, the author employs the following questions whose answers are described below. What difficulties do the students have in translation?
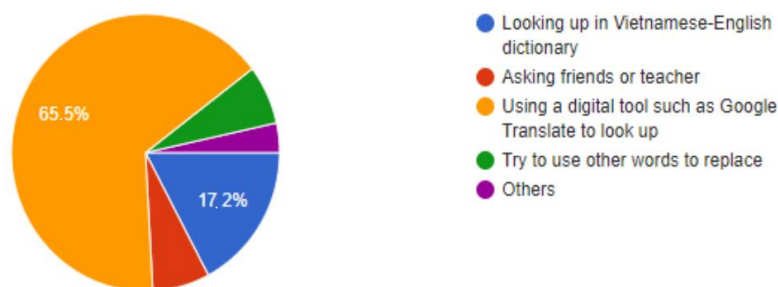
Figure 3. Students' general difficulties in Vietnamese-English translation.

From Figure 3, there were 79.3% of the students that had difficulties both in vocabulary and in grammar when they translated texts from Vietnamese into English. The number of the students who have only difficulties in vocabulary accounts for 10.3%. In contrast, the number of the students who have difficulties in grammar only makes up 6.9%. The remaining amounts of the participants have difficulties in other aspects.

Table 2. Students' difficulties in word collocations (Vocabulary part).

Statements	Strongly disagree (%)	Disagree (%)	No idea (%)	Agree (%)	Strongly agree (%)
1. It is hard for me to use correct collocation in Vietnamese-English translation texts.	0	10.3	31	34.5	24.1
2. I cannot correctly use some collocations that I need when I translate texts from Vietnamese into English.	0	10.3	41.4	34.5	13.8
3. I have troubles with word choice (e.g., there are many synonyms).	0	17.2	27.6	31	24.1

Table 2 consists of three statements describing students' common difficulties in word collocation. Nearly half of the students (24.1% strongly agree and 34.5% agree) admitting using correct collocation in Vietnamese-English translation texts is a challenge for them. Only 10.3% of the students disagreed with statement 1 and statement 2. It meant that many students felt confused about using collocation. In addition, about a half of students (24.1% strongly agreed and 31% agreed) stated that they had problems with word choice because there were many synonyms. However, 17.2% of the students disagreed with this statement.

Table 3. Students' difficulties in business terms (Vocabulary part).

Statements	Strongly disagree (%)	Disagree (%)	No idea (%)	Agree (%)	Strongly agree (%)
4. It is hard to find out some equivalent business terms in Vietnamese-English translation texts.	3.4	10.3	31	24.1	31
5. Unfamiliar business terms bring great challenges for me to translate from Vietnamese into English.	0	10.3	27.6	27.6	34.5

Table 3 includes 2 statements providing information about students' difficulties in translating business terms from Vietnamese into English. In the first statement, 31% of the students strongly agreed and 24.1% of them agreed that they had difficulties in finding equivalents for some business terms in Vietnamese-English translation. There were only 10.3% of students disagreeing and only 3.4% of them strongly disagreeing with this statement. In the second statements, it was showed that many students (34.5% strongly agreed and 27.6% agreed) admitted unfamiliar business terms brought great challenges for them to translate from Vietnamese into English. Only 10.3% of the participants expressed their disagreement with the statement.

Table 4. Students' difficulties in prepositions (Grammar part).

Statement	Strongly disagree (%)	Disagree (%)	No idea (%)	Agree (%)	Strongly agree (%)
6. I find it hard to choose the correct prepositions.	0	10.3	34.5	41.4	13.8

From Table 4, there were 13.8% of the students strongly agreeing and 41.4% of them agreeing that choosing the correct prepositions was difficult. In contrast, 10.3% of the students disagreed with the statement.

Table 5. Students' difficulties in tenses (Grammar part).

Statements	Strongly disagree (%)	Disagree (%)	No idea (%)	Agree (%)	Strongly agree (%)
7. Differences in tenses between Vietnamese and English often make me confused when translating texts from Vietnamese into English.	3.4	10.3	37.9	20.7	27.6

As shown in Table 5, about 40% of the students (27.6% strongly agree and 20.7% agree) admitted that they had troubles with translating tenses from Vietnamese into English. In contrast, only 3.4% of the respondents strongly disagreed and 10.3% of them disagreed with the statement.

Table 6. Students' difficulties in passive voice (Grammar part).

Statement	Strongly disagree (%)	Disagree (%)	No idea (%)	Agree (%)	Strongly agree (%)
8. I tend to use active voice rather than passive voice in Vietnamese-English translation.	0	10.3	27.6	37.9	24.1

As the results in Table 6, more than half of students (24.1% strongly agree and 37.9% agree) acknowledged that they tended to use active voice rather than passive voice in Vietnamese-English translation whereas only 10.3% of participants disagreed with it.

Table 7. Students' difficulties in countable and uncountable nouns (Grammar part).

Statements	Strongly disagree (%)	Disagree (%)	No idea (%)	Agree (%)	Strongly agree (%)
9. I have troubles with translating countable and uncountable nouns from Vietnamese into English.	0	20.7	44.8	27.6	6.9
10. I do not realize that some nouns in Vietnamese do not have equivalent terms in English.	0	3.4	48.3	34.5	13.8

Table 7 presents the results of two statements. For the first one, it obtains about 30% of the students (6.9% strongly agree and 27.6% agree) acknowledged they had troubles with translating countable and uncountable nouns from Vietnamese into English. However, there were 44.8% of the students having no comment and 20.7% of the students disagreeing with this statement. In statement 10, when being asked about the realization that some nouns in Vietnamese do not have equivalent terms in English, 3.4% and 48.3% of students showed disagreement and had no comment, accordingly. 13.8% of students strongly agreed and 34.5% of them agreed with the statement.

4.1.3. Research Question 3

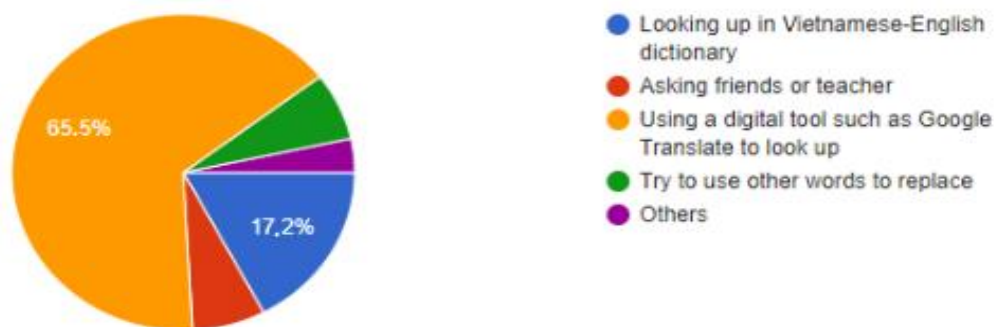To answer Question 3, How do the students deal with translation? The answer is varied as shown in Figure 4.

Figure 4. Students' ways of dealing with difficulties in Vietnamese-English.

The students' ways of dealing with new Vietnamese words or phrases in Vietnamese-English translation was shown in Figure 4. There were 65.5% of the students using a digital tool such as Google Translate to look up. Meanwhile, 17.2% of the students replied on Vietnamese-English dictionary when translating new words or phrases. Through the statistics, more than a half of students depended on digital tools because they supposed it was the fastest way to get the meanings of words or phrases. Nevertheless, these tools sometimes make their translation inaccurate due to mechanical translation. The others stated that they used the dictionary since they could find the most suitable words. In other cases, students would ask their teachers or friends, or try to use other words to replace.

4.2. Discussion

First of all, most of the students find translation interesting. From this, it suggests that they are motivated to study translation in their Business course. This is stated as it complies with the definitions of Latchanna and Dagnew (2009) and Abidin et al. (2012). People seem to do things when they are motivated. Second, finding out students' common difficulties in Vietnamese-English translation is extremely important. Through the results collected from the questionnaire, it is shown that vocabulary and grammar are seen as the two most common difficulties students have encountered in Vietnamese-English translation.

Students' difficulties in vocabulary are related to word collocation, prepositions and business terms. Students admitted that they could not use some collocations correctly when translating texts from Vietnamese into English. Students also have problems with word choice because there are many synonyms. Moreover, students found it hard to choose the correct prepositions because they have to choose the correct preposition based on the verb preceding it, but not by their meanings. Unfamiliar business terms also brought great challenges in Vietnamese-English translation for students. It is hard for students to find out some equivalent business terms in Vietnamese-English translation because some terms have specific meaning in business. This is the problem that has mentioned by when students need to learn more specialized terms (Abd Elrhaman, 2018). Students' challenges in grammar are related to tenses, passive voice, countable and uncountable nouns. Differences in tenses between Vietnamese and English make students confused when translating texts from Vietnamese into English. Many tenses are used with a particular structure in English. However, in Vietnamese, people only use the words "đã", "đang", "sẽ" to indicate the time in the past, at present and in the future, accordingly. Therefore, Vietnamese verbs do not change their forms as English verbs. Students also have problems with passive voice. Students tend to use active voice rather than passive voice in Vietnamese-English translation because active voice was preferred to passive voice in Vietnamese grammatical structure. Furthermore, students encounter difficulties in translating countable and uncountable nouns from Vietnamese into English. Some students tend to focus on the lexical meaning and ignore the grammatical meaning, so they do not realize that some nouns in Vietnamese did not have equivalent terms in English. The results are very much aligned with many authors as mentioned above such as Hastuti et al. (2020) in terms of linguistic factors, Idami et al. (2022) in terms of fixed expressions, Noviyanti (2020) when talking about both linguistic and non-linguistic factors causing translation difficulties, Cuc (2018) in terms of syntax and lexical choices, and Phan et al. (2021) in terms of cultural aspects and long structures causing translation difficulties.

Sixty five percent of the students use Google to help with translation, which means this online tool has caught the majority attention. Surprisingly, only 17% of the students use dictionaries; this suggests that dictionaries only help them in word translation while Google can help them more than that. For instance, helping them translate longer sentences and even a paragraph. Nonetheless, this strategy can be seen as a counter-effect if the students overuse this tool and ignore their brainstorming stage, which consequently prevent them from thinking critically and logically. Then, one day in real practice, they may not be able to engage in translation tasks. Instead of relying too much on Google, students can practice translation during their foreign language lessons as proposed by Dagilienė (2012) and Liao (2006) who suggested using translation strategies that best suit them. In conclusion, it is not easy for students to be proficient in Vietnamese-English translation. They need to have a complete understanding of vocabulary, grammar, idiomatic expressions, and culture-bond meanings to overcome the difficulties.

5. Conclusion

Translation enables effective communication between people around the world. It is a messenger for the transmission of knowledge, and it is essential to the development of a global economy. Nevertheless, it is not easy for people to become a professional translator. Therefore, investigating common difficulties and their use of translation strategies in Vietnamese-English translation are the objective of this research.

After analysing the data collected from the questionnaire, the researcher found out the majority of students like to study translation, which indicates good news for the teacher to transfer translation knowledge to this group and maybe to other groups. Then it found the majority of the students still had difficulties both in vocabulary and in grammar. In terms of vocabulary, they have difficulties in word collocations, prepositions and business terms. Students were unable to use collocations and prepositions correctly as well as could not find out some equivalent business terms. As a result, word-for-word translation was the method that students

used to cope with these obstacles. In regard with grammar, they had difficulties in tenses, passive voice, countable and uncountable nouns. Grammar in English is so complicated and not easy for students to master. Therefore, students need to have effective ways to learn and practice if they want to limit grammar errors in Vietnamese-English translation. Then, most of them preferred to use Google as a tool to help them translate things instead of other tools like dictionaries. Based on the results collected from the questionnaire, the researcher would like to suggest as follows. Firstly, students should improve their vocabulary by reading more documents. When reading books or other documents, students can find many words being used in a certain context, and this is such an effective way to remember words. Secondly, to avoid grammar errors, students need to practice doing grammar exercises regularly. The students can practice English grammar by doing grammar exercises online or looking for English grammar textbooks that have answer keys and clear explanations as suggested by Phan et al. (2021) and Pham, Nguyen, and Pham (2022). Finally, the researcher hopes this research will be a useful reference for the teachers to understand their students' difficulties in Vietnamese-English translation, and their current use of translation strategies. Due to the limited time of the research, this research just focused on some common difficulties in Vietnamese-English translation of students studying Business Translation. Therefore, other researches should be conducted to help students overcome these difficulties or to improve their translation skills.

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