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**TRANSLATION APPROACH ADOPTED BY VIETNAMESE EFL MAJORS AT  
DONG THAP UNIVERSITY by DO MINH HUNG**

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**DO MINH HUNG**

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**ABSTRACT**

This study made an attempt to investigate the common translation approach adopted by 51 fourth-year EFL majors of translation from Dong Thap University, South Vietnam. The data was collected via a questionnaire eliciting the subjects' knowledge of translation, and also their Vietnamese-English translation papers, examining the actual translating work. The questionnaire results indicated the subjects adopted the dynamic rather than the formal approach. The evidence of the dynamic approach found through the second instrument of the Vietnamese-English translation papers was clearer. All 51 papers more or less made adjustments in their translations in terms of punctuations, syntax and voculary elements. These adjustments are mostly necessary, acceptable and even creative on the contrastive perspective of wide discrepancies in form/wording between the two languages of Vietnamese and English. These positive findings also appreciate the associated value of classroom translation activities and thus, instructional translations should be again stressed in order to equip students in the field with sufficient competences to get on with their related jobs later on.

**Key words:** Formal translation (FT), dynamic translation (DT), Vietnamese, language



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## **INTRODUCTION**

Since translation expanded its constraints beyond the initial purposes of Bible interpretation by people of different languages around the world, particularly tribal groups during its earliest days, translation history has now observed an increasing concern in theoretical and practical perspectives among professional translators, linguists and language educators. Up to date, even the question of “What is translation?”, however, still remains somewhat controversial. Investing a number of definitions on translation by different scholars, Hoang Van Van (2007: 72-73) pointed out six pairs of contradictory principles on translation as follows: (1) A translation must give the words vs. the ideas of the original, (2) A translation should read like an original work vs. a translation, (3) A translation should reflect the style of the original vs. possess the style of the translator, (4) A translation should read as a contemporary of the original vs. that of the translator, (5) A translation may vs. may never add to or omit from the original, and (6) A translation of verse should be in prose vs. in verse. Meanwhile, basing on the relevance theory of communication, Gutt (1990: 135) insisted that there is no need for a distinct general theory of translation because most kinds of translation can be analyzed as varieties of interpretive use. While linguists are still on their way to somehow come up with a complete consensus, by means of well-founded comprehensive scientific studies, about the nature of translation, the role of translators and detailed processes of translating, the recent market demand for translation service business (both written and oral) is undoubtedly worldwide growing, significantly fostered by the increasing global integration and cross-cultural communication in various fields of life. And the current Vietnamese context in question is by no means an exception. There have been an increasing number of professional translators or at least translation-related jobs in offices and organizations of varied types, both governmental and non-governmental ones. And the trend is no sight of coming to an end. Thus, the recent market demand for translation-related jobs has urged colleges/universities throughout the country to redesign or develop their used-to-be single training program of the English language, which now mostly includes two different



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majors/orientations, one specializing in English teaching methodology and the other in translation-interpretation. That is to say translation has now obviously gained increasing attention at the college setting of Vietnam.

The act of translating itself, however, is not easy at all, and thus translation teaching/learning is, strictly speaking, by no means a simple task for those involved. In his discussion concerning problems related to the translation of just the nominal group from English into Vietnamese in scientific texts/discourse, Hoang Van Van (2006: 13-23) pointed out two main sources that may cause problems for the **competent** translator: (1) structural complexity and syntactic ambiguity of the English nominal group, and (2) the problems of word choice and ordering of elements in the Vietnamese translated nominal group. As a result, it is definitely worth investing English-majored students' present knowledge of translation and the common translation approach they take when doing a translation task. It is also helpful to provide EFL teachers with more insights about translation competences, processes involved as well as discussing what decisions they should make in undergraduate translation courses/classes in order to ensure that at the end of the course their students are somehow of adequate competences in translation, as such to meet requirements for the related market in their prospective professions and life-long learning.

### **LITERATURE REVIEW**

Again few would deny that the act of translating is very complex and challenging, especially to novice translators because, to gain good translation products and become successful professionals, translators are theoretically required to develop the following specific skills, knowledge, aptitudes and attitudes (Kelly, 2005: 32-33) as follows:

- (i) ***Communicative and textual competence*** in at least 2 languages and cultures. This area covers both active and passive skills in the two languages involved, together with awareness of textuality and discourse, and textual and discourse conventions in the cultures involved.
- (ii) ***Cultural and intercultural competence***. Culture here refers not only to encyclopedic knowledge of history, geography, institutions, and so on of the cultures involved (including the translator's or student's own), but also and more particularly, values, myths, perceptions, beliefs, behaviors and textual representations of these.



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- (iii) *Subject area competence*. Basic knowledge of the subject areas the future translator will/may work in, to a degree sufficient to allow comprehension of source texts and access to specialized documentation to solve translation problems.
- (iv) *Professional and instrumental competence*. Use of documentary resources of all kinds, terminological research, information management for these purposes; use of information technology tools for professional practice (word-processing, desktop publishing, data bases, internet, email, etc.).
- (v) *Psycho-physiological or attitudinal competence*. Self-concept, self-confidence, attention/concentration, memory, initiative.
- (vi) *Interpersonal competence*. Ability to work with other professionals involved in translation process (e.g. translators, revisers, project managers, layout specialists), and other actors (clients, initiators, authors, users, subject area experts).
- (vii) *Strategic competence*. Organizational and planning skills. Problem identification and problem solving. Monitoring, self assessment and revision.

It is quite clear that linguistic-culture competences (i), (ii) are a fundamental condition, which is often the focus in classroom, but other competences such as subject area, instrumental, attitudinal, interpersonal and strategic are essential as well to make a good translator, being efficient, self-confident, motivated, collaborative and life-long committed to the profession.

Viewed from a practical procedure, particularly in-class activities, translating encompasses two major systematic processes of first decoding the source language texts/discourse (SLT) and then recoding the interpreted meaning/message into the target language texts (TLT).

Generally speaking, two dominant approaches to translating now are *the formal-oriented translation* (FT) and *the dynamic one* (DT) (Nida, 1969; Poythress & Grudem, 2000). To produce a faithful transferring, FT tends to be literal, paying much attention to the SLT wording, including (a) translating nouns by nouns, verbs by verbs, etc., (b) keeping all phrases and sentences intact, and (c) preserving all formal indicators. In other words, on the FT principle, a translation must give the words of the original and should look like the



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original work with changes in wording strictly restricted. The strong version of FT is, however, very likely to produce a translation product with numerous awkward, redundant expressions, which sound unnatural in TLT, resulting in noises/nuisances to the target receptor, thus inefficient in the communicative sense because in virtually all instances the TLT receptor is most concerned about the transferred message rather than the wording in the SLT original. Accordingly, FT is rarely encouraged when source language and target language do not have much in common.

Unlike FT with the focus on SLT wording, DT keeps a close eye on the TLT wording and culture, aiming at rendering the original meaning/content and creating the same impact on the TLT receptor as the original did on the SLT audience. In other words, the communicative use of translation products is the most important concern on the DT principle. To this end, DT allows for a flexible wording in the TLT rather than a rigid one because “while the syntax of one language may be similar to the syntax of other languages, it is also dissimilar as well. Thus, if we attempt to adhere to the form syntax of another language, we reproduce forms which are abnormal or confusing, if not downright distracting in the target language” (Gorden, 1985). DT therefore supports translation strategies of omission, addition, replacement, circumlocution, approximation, word-coinage and the like in case translation problems occur. As such, DT “encourages translators to concentrate on what is important, and to restructure the form when it is necessary to convey the meaning. Such an emphasis is especially helpful in a difficult situation, because it is better to transmit at least a minimal core content than to produce a formal equivalent that does not work at all” (Poythress & Grudem, 2000).

However, being freer from the grammatical forms of the original language, DT is “more likely to exceed the bounds of an accurate translation” (Gorden, 1985). Thus, translator trainers/teachers of foreign languages have to bear in mind that changes, alterations or adjustments may be made in TLT forms but should be based on the original SLT forms in order to ensure faithful translations (rather than distorted message compared to the original).

It has recorded numerous research works related to theoretical and practical issues of translation/interpretation as mentioned above and other ones around the world such as Kern



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(1994), Malmkjar (1998), Liao (2006), Pokorn (2009), Zhao and Cui (2013), Laviosa (2014), Zhang (2014), to cite a few. The present study looks at the specific case of Vietnamese EFL students at Dong Thap University, South of Vietnam. It is the first to be done on the concerned topic at this university.

**METHODOLOGY**

To serve its goal, the present study had to answer 2 major research questions: (1) *What common translation approach was observed in terms of the subjects' views, FT or DT one?* (2) *What common translation approach was evidenced in the subjects' written translation work?*

*The subjects* participating in the study were 51 fourth-year English majors of translation from Dong Thap University, located in one of the rural areas of South Vietnam. They were invited and voluntarily agreed to take part in the study. There were 9 males and 42 females, aged between 21 and 24. At the time of the study (2012-2013 academic year), they almost finished the 4-year curriculum in English major of translation. As a result, the subjects had much in common as regards their background, field of study and English proficiency level.

During the training program, in addition to compulsory courses of basic communicative skills and English language knowledge, they all took 4 courses extensively in translating (written) and another 4 in interpreting (spoken), both directions of English-Vietnamese and Vietnamese-English. And as a consequence, theoretically the subjects were supposed to have acquired certain knowledge of translation and translating procedure, as such being able to work as translators of EFL or at least taking English translation-related jobs.

Also, during the training program the target subjects were oriented to the DT and thus expected to somehow adopt this approach, and proved by the study results because it is the DT serving as a fundamental translation strategy (rather than the FT approach) that should facilitate and power them to readily adapt themselves and get on with a new increasing mass of translation materials in real-life working. Otherwise, they might get confused by unfamiliar translation materials in practice. And strictly speaking, the idea was the key motivation for the present study. The idea is also believed to be shared by many teachers of EFL, particularly in



current Vietnamese context and elsewhere, where translation methodology of EFL has started to take its own important role in classroom.

*The first data collection instrument* was the questionnaire, adopted from PACTE Group (2008: 121-123). The questionnaire (brief refined version) had 10 items of 5 clearly opposed pairs, 1-5 oriented in FT and 6-10 in DT (see Appendix 1). Each item had 4 ready-made options, based on the Likert-scaling of *Strongly agree* (awarded 3 points if chosen); *Agree* (2 points); *Disagree* (1 point) and *Strongly disagree* (no point). The purpose of the questionnaire was to investigate the subjects' knowledge/views of translation, strategies in translation, i.e. to collect data for research question (1). To this end, the questionnaire was designed to ask the subjects about the following notions:

- (i) The awareness of the target reader, that is *Who will read the target text?* (Pair I, Item 1 & 6)
- (ii) The overall format of the target text, i.e. *What should the target text look like? Should it look exactly like the source text? or Not necessarily so?* (Pair II, Item 2 & 7)
- (iii) The paragraphs, divisions, sequences of the target text, i.e. *Should all the target text paragraphs, divisions, sequences strictly follow the source text ones?* (Pair III-Item 3 & 8)
- (iv) The role of dictionaries, or *Does a good dictionary help much in translation in terms of vocabulary troubles?* (Pair IV, Item 4 & 9)
- (v) The initial response to encountering unfamiliar vocabulary, or *Should an unknown word or expression in the source text be looked up immediately in a dictionary? or Should it first be worked out for meaning in the context?* (Pair V, Item 5 & 10)

The questionnaire was delivered and completed by the subjects in class during their break time. To ensure the answer reliability, just before they gave answers to the questionnaire, the subjects were informed of the study aim and that the questionnaire results would not affect their grades in any way. Additionally, they were not requested to provide their proper names in the questionnaires. The data was then processed by the commonly used



software *Statistics Package for Social Sciences*, (SPSS) Version 20, based on the total points the subjects got for each and all items in the questionnaire.

*The second instrument* was the subjects' final-term exam papers of written translation, which were done in class within the duration of 90 minutes. The exam had 4 paragraphs, paragraph 1 & 2 to be translated from English into Vietnamese, while paragraph 3 & 4 from Vietnamese into English. The subjects were allowed to use dictionaries while doing the exam. And since they were in a real exam, the subjects had to work individually and the test time was strictly set. As a consequence, their translations were completely independent. The goal of the second instrument was to examine what common translation approach the subjects followed in actual translating tasks, and also what kinds of translation strategies (changes compared to the original text, for instance, addition, omission or replacement) they applied in dealing with translation problems (if any). (The exam was written and all the papers were marked by the instructor, MA degree of TESOL, in charge of the course, not by the researcher of this study). It is generally agreed that translating from Vietnamese into English is much more difficult than the other way round (i.e. English into Vietnamese) for Vietnamese-speaking learners of English. Accordingly, the present small-scale study focused on examining paragraph 3 & 4 only (see Appendix 2). The second data collecting instrument was expected to provide evidence to the second research question mentioned above (2).

## RESULTS AND DISCUSSIONS

### The Questionnaire

As mentioned above, each answered questionnaire was awarded points 3, 2, 1 and 0 points for *Strongly Agree*, *Agree*, *Disagree* and *Strongly Disagree*, respectively. The first item in each of the 5 pairs indicates FT, while the second signals DT. The results are as follows:

**Table 1: Paired-Items Mean Scores**

<i>Pair</i>	<i>Item</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	
<b>I</b>	1	51	0	1	.7451	.44014	<b>1 vs. 6</b>	-19.365	50	.000
	6	51	0	3	1.9216	.48345				
<b>II</b>	2	51	0	2	1.4706	.54233				
	7	51	1	3	2.3333	.55377				





<b>III</b>	3	51	0	2	1.3529	.55941	<b>2 vs. 7</b>	-17.728	50	.000
	8	51	1	3	1.5882	.63801				
<b>IV</b>	4	51	0	3	1.6863	.67794	<b>3 vs. 8</b>	-3.922	50	.000
	9	51	0	2	1.1569	.61229				
<b>V</b>	5	51	0	2	1.5686	.53870	<b>4 vs. 9</b>	7.500	50	.000
	10	51	2	3	2.7451	.44014				
							<b>5 vs. 10</b>	-21.822	50	.000

As seen from Table 1, all first items of pairs I, II, III and V got lower mean scores than the second items ( $0.74551 < 1.9216$ ,  $1.4706 < 2.3333$ ,  $1.3529 < 1.5882$  and  $1.5686 < 2.7451$ , respectively). With the results of paired-samples tests of  $p=.000 < 0.01$ , all these differences in their mean scores are strongly significant. Consequently, it indicates that the concerned subjects were oriented to dynamic translation regarding *the reader of the target text, the overall format of the target text, the paragraphs, divisions, sequences of the target text, and the initial response to encountering unfamiliar vocabulary.*

However, pair IV is the other way round. The first item got a higher mean score than the second ( $1.6863 > 1.1569$ ). This statistic difference, too, is significant ( $p=.000 < 0.01$ ), saying that the subjects relied much on the assistance of a good dictionary. In other words, their English vocabulary was still limited and insufficient to promptly help sort out vocabulary troubles.

Next are the overall mean scores in two groups of all first items (FT) and all second items (DT).

**Table 2: Overall Mean Scores**

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
<b>FT</b>	51	6.8235	2.45525			
<b>DT</b>	51	9.7451	2.29646			
<b>FT vs. DT</b>				-22.850	50	.000 < 0.01

With  $p=.000 < 0.01$ , the difference between 6.8235 and 9.7451 was statistically significant at a very high level. In other words, generally speaking the subjects' knowledge and notions of translation were dynamic, communicative rather than formal, literal, word-by-word translation (although as noted earlier they still relied on dictionaries for lexical troubles in case).



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**Written Translation Papers**

In this part, the subjects' written translations are presented and analyzed to provide the answer to the second research question: "What common translation approach was revealed in the subjects' written translation work?" To this end, the following main points were examined in the target data (comparing and contrasting the original and translated form made by the subjects):

- (I) Punctuations, especially the number of sentences;
- (II) Syntax - Vocabulary elements.

For convenience reference, all 51 translated papers were coded with P-1, P-2, P-3, and so on (out of 51), meaning Paper 1, Paper 2, Paper 3, etc. of the investigated data.

The investigation in this study was based on the working principle "if a certain paper makes an adjustment or rewording, i.e. addition, omission or replacement, in the translated form compared to the original, that paper would qualify to adopt the DT approach". This is explicitly indicated in the contents of Pair II & III (Items 2, 3, 7, 8) in the questionnaire survey described above. It should, however, bear in mind that adjustments might be appropriate/acceptable or inappropriate, subject to each student's present English proficiency level, but the adjustments themselves (or precisely, just the idea of taking risks to make an adjustment) are the marked signs of breaking away from the FT approach to the DT. And it is quite safe to say that accumulated experiences in actual translation activities would definitely improve their adjustments later on. Moreover, it is now well-known that attitudes towards students' errors/mistakes in language learning have changed. Errors themselves are signs of real learning and those of students' testing their hypotheses about the nature of target language, evidence of learner-internal processing rather than laziness or lack of attention (Ellis, 1985:47). Similarly, adjustments in translation made by students are positive indicators of their high attention, acquired skills, efforts and autonomy (regardless of the adjustment quality at this point as far as the goal of the present study is concerned).

**(I) Punctuations:**

In the original text (A form), there are 10 sentences of the two paragraphs (see Appendix 2), 5 for each paragraph. The sentence number of the translated text (B form) in 51 papers is as follows:



**Table 3: Sentences Translated**

Sentence No. in B form	The number of papers	Percentage
10	35 papers: P-1-2-5-7-8-9-12-,etc.	68.6%
11	12 ones: P-4-6-10-16-17-25-26-30-36-37-40-44;	23.5%
12	4 ones: P-3-11-19-21;	7.8%
<b>Total</b>	<b>51</b>	<b>100.00</b>

Most of the papers (35 out of 51, accounting for 68.6%) made no adjustment in B form, compared to A form with regard to the sentence number. Only 16 out of 51 (over 30%) papers made an adjustment at this point, while 12 papers (23.5%) made it into 11 sentences in B, and 4 papers made it into 12. In other words, these papers did make an addition to B in this sense, tangibly signaling the DT approach. The following are illustrations:

- Example 1 (1 sentence in A form):

*Ngay từ khi phát hiện clenbuterol có tác dụng làm tăng cân, chất này bị cấm dùng trộn vào thức ăn cho gia súc gia cầm, bởi đây là thuốc chữa bệnh, phải dùng rất thận trọng....*

P-30 successfully translated it into **2 separated** English sentences, with the additions of the passive verb form and the subject in the second sentence (it). Also, instead of “this substance” for “chất này”, this paper replaced it with just a pronoun “it” in the second half of the first sentence.

→ *When clenbuterol was discovered to have a weight-gaining effect, it was prohibited to mix into the cattle and poultry food. Because clenbuterol is a kind of medicine, it must be used carefully... (P-30)*

Similarly, P-37 translated into 2 sentences, but with a different restructuring (omitting ‘từ khi’ at the beginning, etc.) in English as follows:

→ *Clenbuterol was discovered a substance which helps to gain weight. So, it was prohibited to mix into food for animals because it is a medicine and should be used carefully... (P-37)*

- Example 2 (1 sentence A form):

*...Đối với heo, clenbuterol có thể giúp heo mau lớn, tăng khối lượng cơ (tức có nhiều thịt nạc hơn so với bình thường) nhưng tác hại gây ra khó lường hết.*

P-21 made it 2 sentences in English with some other adjustments of vocabulary:

→ *For pigs, clenbuterol can help them grow quickly, increasing weight (with more meat). But, the negative effects are unpredictable. (P-21)*

- Example 3 (1 sentence in A form):



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*Vì liều lượng dùng clenbuterol trong chăn nuôi không lường được nên con người dùng thịt heo bị nhiễm chất này có nguy cơ tích lũy clenbuterol trong cơ thể và bị ngộ độc.*

P-19 transferred it into 2 English sentences with the adjustment of “VÌ” (a subordinate conjunction) at the beginning of the sentence in Vietnamese into “Therefore” (a linking adverbial) at the beginning of the second sentence in English.

→ *The dosage of clenbuterol can not be estimated in use. Therefore, those who consume this pig meat will store this substance and be poisoned.* (P-19)

Although they made it only 10 sentences in B (see Table 3), P-39 and P-51 appropriately adjusted the *comma* (,) to be a *semicolon* (;) when the adverb “however” is used in the middle of the separated sentences.

*Việt Nam hiện xuất khẩu lúa gạo trị giá 2,9 tỉ đô la mỗi năm, song việc kinh doanh này đang ngày càng gặp nguy hiểm.*

→ *Vietnam presently exports rice of 2.9 billion dollars every year; however, the commerce has many difficulties.* (P-39)

→ *At the present, Vietnam exports rice which is worth USD 2.9 billion per year; however, this business is getting in danger.* (P-51)

It is quite clear that adjustments in punctuations are mostly followed by some related changes in syntax or/and vocabulary. As a result, those papers which were found containing some sort of punctuation adjustments alone would be very likely to adopt or show the most evidence of the DT approach.

## **(II) Syntax and Vocabulary**

Syntactically and lexically speaking, all 51 papers (100%) more or less made some adjustments in their translations, especially explicitly seen in those papers which made adjustments of punctuation. Most of these adjustments, as far as the present researcher is concerned, are necessary, acceptable and even creative. In addition to those adjustments of syntax and vocabulary somehow indicated in the previous section of punctuations, the following are other sample ones:

- (1) Turning the *object* to be the *subject* of the clause and the vice versa, leading to other wording changes

(... *dâng lên tương đối nhỏ*) cũng có thể có những hệ quả tàn khốc cho đất nước này.

→ (... *rises slightly*) *Vietnam probably suffers serious consequences.* (P-16)



Việt Nam hiện xuất khẩu lúa gạo trị giá 2,9 tỉ đô la mỗi năm,...

→ *Exporting rice has gained 2.9 billion USD per year to Vietnam ...* (P-47)

- (2) Adding the clause *subject* or *pronouns*

Ngay từ khi phát hiện clenbuterol có tác dụng làm tăng cân, chất này bị cấm dùng trộn vào thức ăn cho gia súc gia cầm, bởi đây là thuốc chữa bệnh, phải dùng rất thận trọng.

→ *As soon as people discovered that “clenbuterol” has a function to gain weight, this substance is prohibited to mix into poultry food, because it is a kind of medicine people must use it carefully.* (P-15)

Vì liều lượng dùng clenbuterol trong chăn nuôi không lường được...

→ *Because we can't know how much people use clenbuterol in animal foods* (P-34)

- (3) Adding *subordinate* clauses (with relevant conjunction adjustments)

Trộn vào thức ăn gia súc gia cầm không chỉ gây hại cho vật nuôi mà còn hại cho người nếu ăn vật nuôi đó.

→ *If we mix it in animal food, it is harmful not only for animals but also for people who eat those animals.* (P-17)

- (4) Adding conjunctions or linking adverbials (and at the same time omitting other elements)

→ ... khi mực nước biển dâng lên nhấn chìm hàng ngàn ...

... when the sea water increases and destroys thousands of ... (P-22)

Trong số các mặt hàng này, có gạo Việt Nam.

→ *And Vietnamese rice is one of these export goods.* (P-23)

- (5) Adjusting articles/determiners

..... các nhà lãnh đạo thế giới không đưa ra được một thoả thuận...

→ ...*the* leaders all over *the* world did not give *any* agreement ... (P-38)

- (6) Adding the passive form to the verbs

Ngay từ khi phát hiện clenbuterol có tác dụng làm tăng cân, chất này bị cấm dùng trộn vào thức ăn cho gia súc gia cầm, bởi đây là thuốc chữa bệnh, phải dùng rất thận trọng....

→ *Since clenbuterol was discovered to have weight-gaining effects, it has been prohibited to mix into foods for animals because it is a medicine and must be used carefully.* (P-29)

## CONCLUSIONS

Now that the targeted evidence from the investigation has appeared to be quite enough, answers to the research questions could be addressed. As described previously, the first research question was to explore the researched subjects' knowledge/view about translation, while the second research question examined the subjects' actual working in translation at their almost final stage of the training curriculum.

The questionnaire survey indicated that the subjects' knowledge/view of translation was the DT-based approach rather than the FT-based. They were quite aware of (a) the target readers,



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(b) the necessity to make adjustments in translated texts; (c) the way to deal with unknown vocabulary in texts. However, they generally still needed much of dictionary assistance. Expectedly, this should be gradually minimized when the subjects get a larger store of English vocabulary and more translation experiences in practice.

The second instrument provided a clear answer to the second research question. It is encouraging to see that all 51 papers in question did make adjustments in translation in terms of syntax, lexis and punctuations. In addition to punctuation adjustments, major reconstructions are found in several points: (1) Turning the *object* to be the *subject* of the clause and the vice versa; (2) Adding the clause *subject* or *pronouns*; (3) Adding *subordinate* clauses (with relevant conjunction adjustments), (4) Adding conjunctions or linking adverbials (and at the same time omitting other elements), (5) Adjusting articles/determiners and (6) Adding the passive form to the verbs. These adjustments are again positive signs of the subjects' DT approach across the board. They further imply that students themselves are generally able to produce creative, sound translations as long as appropriately oriented training is provided during the curriculum.

Accordingly, the findings from both instruments are fairly matched, addressing the common DT approach adopted by the target students at Dong Thap University.

As regards instructional implications, though the above-mentioned findings might not be generalized to other EFL students of institutions elsewhere due to the limited sample and other things in the research discipline, it is hereby to acknowledge the value of continuing translation practices during the curriculum in question. These daily mundane-sounding practices in class are to build the basic premise for translation profession/related tasks, cultivating students' knowledge, attitudes, emotions and specialized skills of translation. And therefore, it highly suggests that in addition to the regular acts of correcting/editing linguistic elements (if any) in translated texts by students, **teachers should keep on raising students' awareness of the necessity to make reasonable adjustments**, especially creative, smart ones to serve the ultimate goal of communicativeness in translation across languages and cultures rather than rigidly follow a word-for-word translation resulting in poor translation products. **Making adjustments or adopting the DT approach also means the fundamental**



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**translation strategy** for translators to cope with various types of translation materials in real-life/outside classroom on a long-term view of the global progress, particularly in science and technology. As such, the teacher is then supposed to prepare himself/herself to kindly and appropriately evaluate different translation versions from students, subject to the time length of the planned courses. On this basis, it will certainly take very much time in class, but it definitely pays in the long run because students learn about their strengths and weaknesses in translation skills as well as linguistic competences. Furthermore, **the teacher should always update and diversify translation texts for students to practice in class as well as outside class in terms of self-learning and self-reliance**. Student motivation may increase when songs and poems of varied sorts are brought in class for translation practice. These special translation materials are now available almost everywhere in forms of book, CD, VCD selections as well as can easily be downloaded from the internet. Another recommendation is that regular pair/team work should be included in translation classes to help create *interpersonal competences* for students and also in a sense reduce the hardship (if any), especially for weak students.

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**Appendix 1:****QUESTIONNAIRE**

4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree.

#	Statements	4	3	2	1
1	When you translate a text, you should not be influenced by the target reader.				
2	The aim of every translation is to produce a text as close in form to the original as possible.				
3	All translated texts should keep the same paragraphs and divisions in the target text as in the original text.				
4	Most translation problems can be solved with the help of a good dictionary.				
5	As soon as you find a word or expression you don't know the meaning of, you should look it up straightaway in a bilingual dictionary.				
6	It is the client who decides how the translator has to translate a text.				
7	A text should be translated in different ways depending on who the target reader is.				
8	If you begin to translate a text using a certain criteria (e.g. respecting the format of the original text, adapting the text to the target reader, etc.) these should be kept to throughout the text.				
9	When translating a specialized text, terminology is not the biggest problem.				
10	If you find a word in a text you don't understand, you should try to work out its meaning from the context				

**Appendix 2:*****Translate into English***

Ngay từ khi phát hiện clenbuterol có tác dụng làm tăng cân, chất này bị cấm dùng trộn vào thức ăn cho gia súc gia cầm, bởi đây là thuốc chữa bệnh, phải dùng rất thận trọng. Trộn vào thức ăn gia súc gia cầm không chỉ gây hại cho vật nuôi mà còn hại cho người nếu ăn vật nuôi đó. Việc dùng clenbuterol phi pháp trộn vào thức ăn gia cầm làm gà đẻ nhiều trứng khác thường có thể có tác dụng làm thay đổi chuyển hoá của thuốc. Đối với heo, clenbuterol có thể giúp heo mau lớn, tăng khối lượng cơ (tức có nhiều thịt nạc hơn so với bình thường) nhưng tác hại gây ra khó lường hết. Vì liều lượng dùng clenbuterol trong chăn nuôi không lường được nên con người dùng thịt heo bị nhiễm chất này có nguy cơ tích lũy clenbuterol trong cơ thể và bị ngộ độc.

Tạp chí Time (Mỹ) đưa ra danh sách top 10 mặt hàng xuất khẩu sẽ gặp nguy hiểm khi các nhà lãnh đạo thế giới không đưa ra được một thoả thuận giúp cho nhiệt độ của trái đất ngừng tăng vào ngày 18-12. Trong số các mặt



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hàng này, có gạo Việt Nam. Việt Nam hiện xuất khẩu lúa gạo trị giá 2,9 tỉ đô la mỗi năm, song việc kinh doanh này đang ngày càng gặp nguy hiểm. Theo Ngân hàng Phát triển Châu Á, sản lượng lúa gạo của Việt Nam có thể sút giảm mạnh khi mực nước biển dâng lên nhấn chìm hàng chục ngàn héc-ta đất trồng vào cuối thế kỷ 21. Do lúa gạo Việt Nam phụ thuộc vào những vùng đất trồng cấy nằm thấp ngang mực nước biển ở những vùng châu thổ sông Mêkong và sông Hồng, nên ngay cả khi mực nước biển dâng lên tương đối nhỏ cũng có thể có những hệ quả tàn khốc cho đất nước này.