

AN ANALYSIS OF LINGUISTIC ERRORS COMMITTED IN TRANSLATION BY ENGLISH MAJOR STUDENTS AT HUNG VUONG UNIVERSITY

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ABSTRACT

The study aimed to analyze the linguistic errors committed by English major students, Hung Vuong University, in their Vietnamese English translation, and inform some implications of pedagogy to improve the translation ability of the students. To this end, 68 Vietnamese students, who at the time of the study were studying English as their major, were subjected to a Vietnamese-English translation test. Translation errors were analyzed using Guide Sheet for Linguistic Error Analysis by Na (2005) in which linguistic errors roof five sub-types: morphological errors, grammatical errors, syntactic errors, collocational errors, and wrong form errors. Findings showed that syntactic errors occur the most frequently, followed by collocation errors, then others. Results were discussed and implications for the improvements of translation ability and recommendations for future research were presented.

Keywords: *translation errors, morphological errors, grammatical errors, syntactic errors, collocational errors, wrong form errors*

1. Introduction

Error analysis in language teaching in general and in translation teaching in particular is becoming popular as it opens the way to see the learners' competence. In translation teaching, error analysis has been an effective way to assess the students' translation performance [3][5][6].

In assessing translation, linguistic aspect plays the major role in deciding whether the translation is successful or not. Linguistic errors committed in translations will then cause the failure

of the translation [2][5][6]. Therefore, awareness of such errors can help to avoid committing them and as a result, the translation quality will be improved.

The purpose of the study is to analyze the linguistic errors committed by English linguistics students who become translators in the future. Meanwhile, the specific objectives of this study were to (1) analyze the linguistic errors committed by students in Vietnamese English translation, (2) inform some pedagogical implications basing on the analysis of errors.

2. Theoretical Background

2.1. Translation

Finding out the concept of translation faces with 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. In combining their viewpoints, translation can be considered as transferring meaning from the source language to the target language in written texts to give the sense of the original and the naturalness of the expressions. The “sense of the original” emphasizes the transfer of meaning of the text and the ideas that the author wants to convey through the text and serves the purpose of the translation. By the term “the naturalness of the expressions” it is recommended that the translation must reflect the language style and other extra-linguistic elements of the target language in the translation.

2.2. Errors

The term “error” usually means that something is wrong. Lennon (1991, p.182) [4] considers an error as “a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers’ native speaker counterparts”.

2.3. Translation Errors

Translations errors are defined differently depending on translation theories and norms [3]. The most acceptable concept of translation errors is the one stated by American Translators Association (ATA) (2016). According to ATA (2016) [1], translation errors are negative impact(s) on the understanding or use of a target text.

In the language teaching and learning process, especially the teaching and learning

of translation, errors play a crucial role as error analysis has been an effective tool to assess translations performed by students [9]. The number of errors committed by students reflect the students’ performance in translation [5].

2.4. Linguistic Errors in Translation

The taxonomy for linguistic error analysis adopted from Na (2005) was utilized in the present study. According to Na’s Guide Sheet for Linguistic Error Analysis, linguistic errors include morphological errors, grammatical errors, syntactic errors, collocational errors, and inappropriate word form (See Appendix 1)

Morphological errors are errors involving a failure to comply with the norm in building word structure.

Grammatical errors are errors that occur in handling the word structure, including incorrect verb tenses or verb forms, incorrect case of nouns, pronouns, adjectives, and the use of adjective when a verb is needed.

Syntactic errors are made when learners have to handle any structures larger than words. Errors in this category occur when students have problems with the building of a phrase, a clause or a sentence.

Collocational errors are the ones made in the idiomatic usage of the target language.

Inappropriate word form refers to cases when the word form is not correctly chosen, i.e., the learner uses a noun instead of an adjective. The root of the word may be correct, but the wrong form is used.

2.5. Related Studies in Translation Error Analysis

Studies relating to translation error analysis can be found in the literature both domestically and internationally. In

the roof of translation errors, researchers have identified errors into subtypes of translational errors, linguistic errors, and comprehension errors [2][5][6].

The identified errors in Popescu's (2013) model are classified into three main types: linguistic errors (morphological, syntactic and collocational), comprehension errors (misunderstanding of lexis and syntax) and translation errors (distorted meaning, additions, omissions, inaccurate renditions of lexical items). In this study, he found that the highest number of errors was detected in the areas of linguistic errors.

Na's (2005) findings of the study revealed among all types of errors, grammatical errors were the highest, followed by errors of syntax, translation, comprehension, and collocation. Among all types of syntactic errors, most of the syntactic errors were made at the level of sentence structure [5].

Results of the study by Hang & Hang (2015) showed that in the area of linguistic errors, the most common errors students made were lexical choice, while they rarely had problems with subject-verb agreement, part of speech, and capitalization. However, translational challenges seemingly posed more challenges to students than linguistic ones [2].

3. Methodology

3.1. Participants

The population of the study was the group of 68 fourth year English major linguistic students, Department of Foreign Languages, Hung Vuong University. They were trained with the orientation to become professional translators after graduating from university.

At the time of the study, they had finished their Translation Practice 3, the last course in

the series of translation courses (Translation Theory, Translation Practice 1, Translation 2, and Translation Practice 3). Translation error analysis at this time is hoped to unearth the gap of students' competence in translation that can give valuable feedbacks for the course training.

3.2. Instrumentation

Participants were asked to do a Vietnamese English translation test. The text for translation was adapted from part of an article on electronic commerce for the general audience. It was written by an expert, but not for other experts in that field, but commercial in the broadest sense (*See Appendix 2*).

The validation for the translation test went through the two steps following Suskie's (1996) guidelines, namely "Informal pilots" and "Accompanied interviewing" [8]. After the test was piloted, the final form of the test was produced and administered to the participants.

3.3. Data Analysis

The translation error analysis was done by a group of three translation teachers. They were all experienced in the field of translation teaching. The process of data analysis was as follows: A teacher among the group examined the translations of the participants. She identified the translation linguistic errors by using the Guide Sheet for Linguistic Error Analysis. After that, the researcher and the other teacher-evaluator rechecked the error identifications to ensure that they were appropriate. After that, the researcher herself classified the translation linguistic errors.

Frequency counts and percentage were used to treat the translation linguistic errors committed.

4. Results and Discussion

4.1. Linguistic Errors Committed by English Major Students in Translation

As mentioned above, under the roof of linguistic errors, there are five sub-types of errors taken into account namely morphology, grammar, syntax, collocation and word form. As shown in **TABLE 1**, the most dominant error is in syntax with a mean score of 4.02, followed by collocational errors (mean score of 2.77), grammatical errors (mean score of 2.67), and morphological errors (mean of score of 2.47). Wrong form errors is with the lowest mean score of 2.22. The results support study results by Na (2005), Hang & Hang (2015), Popescu (2013).

Morphological errors occur when students fail to comply with the norm in building word structure [5]. This type of error deals with the misspelling of words, the addition/omission of plural marker of nouns, the errors on the use of possessive case, the inappropriate verb construction and subject/verb agreement.

TABLE 1. Linguistic Errors Committed by the Students

Sub-types	Lowest Number of Error	Highest Number of Error	Mean Error	SD
Morphology	1	5	2.47	0.89
Grammar	1	5	2.67	0.86
Syntax	2	6	4.02	1.14
Collocation	1	4	2.77	0.71
Wrong forms	1	4	2.22	0.86
Total	6.00	23.00	14.16	3.52
Linguistic Errors				

TABLE 2 shows the frequency and percent distribution of error types along morphological level. Quite as expected,

TABLE 2. Distribution of Morphological Errors

Error Type	Frequency* (n = 68)	Percent
Nouns		
Addition of plural marker	34	20.2
Omission of plural marker	59	35.1
Incorrect use of possessive case	7	4.2
Verbs		
Inappropriate verb construction	15	8.9
Subject/verb agreement	53	31.5
*Multiple counts		

most of the morphological errors occurring in the translation test outputs are with the singular/plural form of nouns, and subject/verb agreements.

The following examples demonstrate morphological errors of the students:

(1) Translated text: *It is one of the simplest transaction **mode-s** of electronic commerce.* (Noun: Omission of plural marker)

(2) Translated text: *..to choose the items with reasonable price and useful **information-s**.* (Noun: Addition of plural marker)

(3) Translated text: *Electronic commerce **bring(s)** many benefits for not only enterprises but customers.* (Verb: Subject/verb agreement)

(4) Translated text: *Its sublimity is **showned** in its potential as electronic commerce is the key to (reach) the success of enterprises in the future.* (Inappropriate verb construction)

(5) Translated text: *The sublimity is expressed in its potential as this is the key to the **enterprises's** success in the future.* (Incorrect use of possessive case)

Related to **grammatical errors**, the present study involves all the word classes except nouns including adjectives, adverbs, articles, conjunctions, determiners, pronouns, prepositions, and verbs. They are classified in five ways: misuse (when the word class should

TABLE 3. Distribution of Grammatical Errors

Error Type	Frequency (n = 68)*	Percent
Adjectives	25	13.7
Adverbs	21	11.5
Articles	30	16.5
Conjunctions	13	7.1
Determiners	17	9.3
Pronouns	30	16.5
Prepositions	19	10.4
Verbs	27	14.8

*Multiple counts

not be used), omission (when the word class is omitted), addition (when the word class is added), inappropriate choice (wrong form of word class), and misplacement (wrong position) (Na, 2005). As observed in the translation test outputs, all the students more or less commit errors with one or another word class in one or another way.

Examples of grammatical errors are presented hereunder:

(6) Translated text: *It is the key to help enterprises become **success** (successful) in the future.* (Adjective: Misuse of adjective/Noun)

(7) Translated text: *So It's **extreme** (extremely) convenient for customers to choose...* (Adverb: Misuse of adverb)

(8) Translated text: *It is one of √ (the) simplest operation modes of electronic commerce.* (Article: Omission of article)

(9) Translated text: *It is simple √ (because) Vietnamese enterprises, especially those in Hanoi and Hochiminh city, have been using such means of communication as...* (Conjunction: Omission of conjunction)

(10) Translated text: *Customers can buy almost √ (all) products on the Internet.* (Determiner: Omission of determiner)

(11) Translated text: *It is simple because Vietnam's enterprises especial (especially) (those) (in) Hanoi and Hochiminh City **where** (redundant) have been using some means of*

communications ... (Pronoun: Addition of relative pronoun)

(12) Translated text: *In Vietnam, the enterprises succeeded in electronic commerce are those specializing **on** (in) high technology product services, services and tourism, or import-export.* (Preposition: Inappropriate choice of preposition)

(13) Translated text: *It is simple because Vietnam's enterprises, especially those in Hanoi and Hochiminh City, **used** (have been using) some means of communications...* (Verb: Inappropriate choice of tense)

(14) Translated text: *The sublimity **express** (is expressed) in its potential...* (Verb: Inappropriate verb voice)

(15) Translated text: ***Use** (Using) electronic commerce helps enterprises take its full advantages that are prominent than those of other business forms.* (Verb Participle: Inappropriate choice of present participle)

(16) Translated text: *It is said that electronic trade (commerce) is a developed **newly** and high-tech √ (related) branch.* (Misplacement of adverb)

In terms of **syntax**, the errors occur in all three kinds of structures included in the study namely phrase structure, clause structure and sentence structure. **TABLE 4** presents the frequency and percentage along syntactic errors. It is noted in the study that students committed all types of errors in

TABLE 4. Distribution of Syntactic Errors

Error Type	Frequency (n = 68)*	Percent
Phrases	56	20.4
Clauses	89	32.5
Sentences	129	47.1

*Multiple counts

regard to syntax, and errors in sentence level occur the most frequent.

A phrase is a word or group of words forming a syntactic constituent with a single grammatical function (Na, 2005). Errors with phrases show the difficulties of students in forming a phrase in the target language to transfer the intended meaning appropriately and correctly, especially the noun phrase construction. Here are some examples:

(17) Translated text: *If electronic commerce is not used, enterprises cannot take its prominent advantages than those **advantages** (redundant) of other business forms.* (Addition of unnecessary words)

(18) Translated text: *These are the simplest operation \surd (modes) of electronic commerce.* (Inappropriate noun phrase construction: A head noun is missing at the end of the phrase)

(19) Translated text: *... go to all the booths not only \surd (in) the country but also in the world.* (Inappropriate noun phrase construction: A preposition is missing at the beginning of a prepositional phrase modifying a noun)

(20) Translated text: *... enterprises ... have long used such means of communication as telephones, faxes, emails ... in business **transact** (transaction) ...* (Inappropriate noun phrase construction: A verb is used instead of a noun in a noun phrase)

(21) Translated text: *... to choose the items with **price reasonable** (reasonable price) and necessary information.* (Inappropriate noun phrase construction: Wrong position of adjective in a noun phrase)

(22) Translated text: *The choice seems \surd (to) be convenient and wide.* (Inappropriate verb phrase construction)

(23) Translated text: *Enterprises not **use** (using) electronic commerce cannot take the*

advantages which are prominent than those of other business forms. (Inappropriate phrase construction of present participle phrase)

(24) Translated text: *In Vietnam, the enterprises succeeded in electronic commerce are those specializing in **service product high technology** or import-export.* (Misordering)

(25) Translate text: *Customers, instead of wasting time and efforts to walk on the streets and look for the products, now just sit on the chairs and 'click the mouse' to reach all **in the country and oversea booths** to choose the items ...* (Nonparallel combination)

(26) Translated text: ***Electroniccommerce's** sublimity is expressed in its potential ...* (Inappropriate use of possessive case)

(27) Translated text: *The sublimity of electroniccommerce is expressed in its potential as it is the key to the **enterprises(?)** success in the future* (Omission of possessive marker)

Errors within **clause structure** occur when the combination of a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence is broken (Na, 2005). In this study, there are a variety of errors within this sub-type concentrating on such errors as: omission/addition of the subject, addition of verb, inappropriate clause construction, nonparallel combination, incomplete clause, omission of the relative pronoun. Look at some examples following:

(28) Translated text: *In Vietnam, the enterprises which **they** succeeded in electronic commerce are those specializing in ...* (addition of subject)

(29) Translated text: *\surd (It) seem(s) that the sooner the enterprises apply electronic commerce, the greater success they get.* (Omission of the subject)

(30) Translated text: *It seems **to be** that the sooner enterprises apply electronic commerce, the greater success they get.* (Addition of verb: one more verb is added to the clause)

(31) *If enterprises do not apply electronic commerce, they will not take its advantages **to be** (which are) prominent than others (those of other business forms).* (Incomplete clause construction: use of a structure which does not match the intended original message).

(32) Translated text: ***If it's not used electronic commerce,** enterprises will not take full advantages ..* (Inappropriate combination of subject and passive verb).

(33) Translated text: *If the electronic commerce is not used, enterprises will not be able to take the advantages which are better √.* (Incomplete clause)

(34) Translated text: *Electronic commerce not only brings many benefits for enterprises but also **does it bring benefit for customers.*** (Misordering)

(35) Translated text: *Customers do not need to **walk on the street to find the products and waste of time and energy** ...* (nonparallel combination)

(36) Translated text: *If electronic commerce is not applied, enterprises will not take its advantages which √ (are) prominent than those of other business forms.* (Omission of the main verb)

(37) Translated text: *Customers, instead of wandering on streets and look for the products, √ (which) is waste of time and money.* (Omission of the relative pronoun)

(38) Translated text: *Enterprises √ (which) apply electronic commerce soon will succeed soon.* (Omission of the relative pronoun)

Sentence structure is complained by the English linguistic students as one of

the biggest challenges in translation as they face difficulties in analyzing the sentence structure to understand the meaning, or in constructing sentences to appropriately and exactly render the meaning intended. The translation test outputs confirm what the students have shared about challenges with sentence structure in translation. Though considered as only one of the sub-types in linguistic dimension in translation, it is obviously seen that, syntactical errors appear more serious than others as they can cause the failure in rendering the intended meaning and sense of the source language, affecting the target readers' reception of information.

Students commit nearly all the types of errors included in the study. There is redundancy of a clause in a sentence, addition of unnecessary phrase, addition of verb, inappropriate choice of subject, inappropriate combination of two clauses, inappropriate sentence construction, nonparallel combination or problems with relative clauses. Examples of errors at sentence level are as follows:

(39) Translated text: ***It is seen that** (redundant) the sublimity is expressed in its potential as it is the key to (get) the success for (of) enterprises in the future.* (Addition of clause)

(40) Translated text: *Electronic commerce is both great (sublime) and **it is simple.*** (Addition of unnecessary phrase)

(41) Translated text: *It is the key **can bring** the success for enterprises in the future.* (Addition of verb causing the addition of clause and the added clause is not syntactically correct)

(42) Translated text: *If **you** do not use e-commerce, enterprises cannot take full*

advantages of... (Inappropriate choice of subject)

(43) Translated text: *The choice seems to be easier and wider, it brings benefits when compare price to style.* (Inappropriate combination of two clauses: the semantic connection between the two clauses is not built up).

(44) Translated text: *The enterprises apply electronic commerce early, they will success (succeed) early.* (Inappropriate sentence construction: The wrong structure ‘... apply early .. succeed early’ is used instead of ‘sooner ... the greater...’)

(45) Translated text: *Electronic commerce does not only bring many benefits for enterprises but also customers.* (Wrong combination of the structure ‘not only ... but also’. In this case, the structure ‘not only ... but also’ should be used to combine ‘enterprises’ and customers’ as the electronic commerce brings benefits for both of them.

(46) Translated text: *√(It is) simple because Vietnamese enterprises, especially in Hanoi and Hochiminh city, have been using some means of communication such as* (Incomplete sentence)

(47) Translated text: *Companies and enterprises apply electronic commerce soon, getting success soon.* (Incomplete sentence)

(48) Translated text: *The sublimity is in its potential √(as) this is the key of (to) the success of enterprises in the future.* (Lack of a conjunction to combine two clauses)

(49) Translated text: *If soon enterprises apply electronic commerce, will success come soon.* (Misordering)

(50) Translated text: *Customers, instead of wandering on the streets to look for the*

products, now that sit on the chairs and “move the mouse” to access to all domestic and oversea shops (booths) which is waste of time and energy. (Misordering of relative clause: the relative clause is placed far away from the antecedent.)

(51) Translated text: *Companies, enterprises apply electronic commerce soon that a soon success.* (Misuse of relative clause)

(52) Translated text: *....have been one of ways which applies electronic commerce.* (Misuse of relative clause)

(53) Translated text: *...they can go to all the shops (booths), not only domestic (in the country) but in the world, as well as to choose the items with good (reasonable) prices and they have necessary information.* (Nonparallel combination)

(54) Translated text: *Vietnamese enterprises which succeed in electronic commerce in high technology service products, services and tourism, or import-export.* (Omission of the main clause)

(55) Translated text: *The sublimity, it is expressed in its potential as it is the key to the success of enterprises in the future.* (Repetition of the subject)

Collocational errors cover lexical errors, i.e., when the meaning relation between individual lexical items and those that habitually co-occur with them in the language is broken (Na, 2005). This is similar to the complaint of students and comments of translation teachers that one of the biggest challenges to the students in translation is word collocations. In the following examples, the translation output reveals the difficulties in choosing words which go together to make it sound naturally and correctly in the target language.

Example (56) shows the confusion of the students as they try to combine the word *key* and *success* with different words to express the meaning and fail to come to the right collocation of ‘*the key to the success*’. Similarly, limitation in students’ knowledge of English collocation is presented in examples (57) and (58) when they cannot use the collocations ‘*such...as*’ and ‘*take advantages of*’ in translating the source text.

(56) Source text: *Còn cao siêu thể hiện ở tiềm năng: Đây chính là chìa khoá để đi tới thành công của các doanh nghiệp trong tương lai.*

Translated text 1: *The sublimity is expressed in its potential as electronic commerce is the key to go (redundant) to the success of enterprises in the future.*

Translated text 2: *The sublimity is shown in its potential: It is the key to reach (redundant) the success of enterprises in the future.*

Translated text 3: *The sublime (sublimity) is expressed in its potential: It is the key of (to) the success of enterprises in the future.*

Possible translation: And its sublimity is shown in its potential as it is **the key to the success** of enterprises in the future.

(57) Source text: *Bình thường ở chỗ: các doanh nghiệp Việt Nam, nhất là tại Hà Nội và thành phố Hồ Chí Minh, từ lâu đã sử dụng các phương tiện như máy điện thoại, fax, email trong giao dịch thương mại ...*

Translated text: *It is simple because many Vietnamese enterprises, especially those in Hanoi and Hochiminh city, have been using such means of communication like (as) telephones, faxes, emails... in business transaction.*

Possible translation: It is simple because many Vietnamese enterprises, especially

those in Hanoi and Hochiminh city, have been using **such** means of communication **as** telephones, faxes, emails... in business transaction.

(58) Source text: *Nếu không sử dụng thương mại điện tử thì các doanh nghiệp không tận dụng được các ưu điểm hơn hẳn các hình thức kinh doanh khác.*

Translated text 1: *If enterprises do not use electronic commerce, they cannot use (take) the advantages of electronic commerce which are greater than those of other business forms.*

Translated text 2: *If electronic commerce is not applied, enterprises cannot get (take) the greater advantages of electronic commerce than (those of) other business forms.*

Possible translation: If electronic commerce is not applied, enterprises fail to **take** the greater advantages than those of other business forms.

Inappropriate word form errors occur when students confuse different words of the same family; that is, the root of the word is correct, but the wrong form is used. The most common errors observed are the confusion among verbs, nouns, adjectives and adverbs of the same root. Examples (59) and (60) are the two examples illustrating the errors of inappropriate word form.

(59) Translated text: *If enterprises do not apply electronic **commercial** (commerce), they will not take...*

(60) Translated text: *... It's very convenient for customers to **choice** (choose).*

4.2. Implications of Pedagogy

In this paper, the linguistic errors committed by English major students in Vietnamese English translation are taken into accounts. As shown in the study results,

linguistic errors occur with high frequency in students' translation. It is strongly believed that an intensive grammar course targeting in providing students with knowledge and practice in the main points of English grammar can help to avoid linguistic errors in translations.

Of the five sub-types, syntactic errors including phrase, clause and sentence errors occur the most frequently. This reflects the reality of students' translation ability observed by translation teachers in their teaching that in Vietnamese English translation it is not challenging for students to get the word meaning but how to combine words together to form a phrase, then a clause and finally a sentence is not an easy task to do. To solve this problem, translation teacher is suggested to give students more opportunities to practice forming phrases, clauses, or sentences. Exercises to practice avoiding syntactic errors in translation can be in such forms as matching Vietnamese phrases with their equivalences, reordering the given words to form an appropriate phrase or clause, analyzing the errors in the given translations of the sentences.

Collocation, the ability to choose the right combination of words in English, also causes students' errors in translation. It is suggested that English should be taught and learned in context, and in providing students with English vocabulary be sure that students do not learn the word separately but words going together.

5. Conclusion

The errors committed by the translation tell us something about their translation competence and the translation training

process. Basing on the analysis of linguistic errors in the Vietnamese English translation of the English linguistic students at Hung Vuong University, some implications for the translation course training and translation teaching have been suggested. It is highly recommended that more studies in translation error analysis viewing errors from different aspects as well as researches focusing on linguistic teaching and learning in translation be conducted.

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PHÂN TÍCH CÁC LỖI NGÔN NGỮ KHI DỊCH CỦA SINH VIÊN CHUYÊN TIẾNG ANH

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TÓM TẮT

Nghiên cứu nhằm mục đích phân tích các lỗi ngôn ngữ sinh viên chuyên tiếng Anh, trường Đại học Hùng Vương mắc phải khi biên dịch từ tiếng Việt sang tiếng Anh, trên cơ sở đó đề xuất một số gợi ý sư phạm nhằm nâng cao năng lực dịch của sinh viên. Có 68 sinh viên chuyên tiếng Anh tham gia một bài kiểm tra dịch từ tiếng Việt sang tiếng Anh. Các lỗi dịch được phân tích sử dụng “Hướng dẫn phân tích lỗi ngôn ngữ trong dịch” (Na, 2005), trong đó lỗi ngôn ngữ chia thành 5 loại: lỗi hình thái, lỗi ngữ pháp, lỗi cú pháp, lỗi cặp từ, và lỗi dạng từ. Kết quả nghiên cứu cho thấy sinh viên mắc lỗi cú pháp nhiều nhất, sau đó là lỗi cặp từ, và các loại lỗi khác. Nhóm nghiên cứu đã thảo luận các kết quả thu được, đưa ra các đề xuất để nâng cao năng lực dịch của sinh viên, đồng thời đưa ra các hướng nghiên cứu trong tương lai.

Từ khóa: *lỗi dịch, lỗi hình thái, lỗi ngữ pháp, lỗi cú pháp, lỗi cặp từ, lỗi dạng từ*

APPENDIX 1: GUIDE SHEET FOR LINGUISTIC ERROR ANALYSIS

(Adapted from Na, 2005)

1. Morphological errors

1.1. Nouns

- Addition of plural marker: Students add the plural marker ‘s’ to a singular noun or a collective noun which is considered to be singular.
- Omission of plural marker: Students omit the plural marker ‘s’ at the end of a plural noun.
- Incorrect use of possessive case: Students use the possessive case incorrectly.

1.2. Verbs

- Inappropriate verb construction: Students are unable to provide the correct form of the verb.

- Subject/Verb agreement: There is a disagreement between the subject and the verb.

2. Grammatical errors

2.1. Adjectives

2.2. Adverbs

2.3. Articles

2.4. Conjunctions

2.5. Determiners

2.6. Pronouns

2.8. Prepositions

2.9. Verbs

2.10. Participles

The deviations are classified in five ways:

- Misuse: When the word class should not be used.

- Omission: When the word class is omitted.
- Addition: When word class is added.
- Inappropriate choice: When the word class is used correctly but the specific form is chosen inappropriately.
- Misplacement: When the word class is placed in the wrong position.

3. Syntactic errors (Phrase structure, Clause structure and Sentence structure)

3.1. Phrase structure

- Addition of unnecessary words.
- Inappropriate noun phrase construction.
- Inappropriate verb phrase construction.
- Inappropriate phrase construction (Other types of phrases except Noun and Verb phrase).
- Incomplete phrase.
- Misordering.
- Nonparallel combination.
- Inappropriate use of possessive case.
- Omission of possessive marker.

3.2. Clause structure

- Addition of subject.
- Omission of subject.
- Addition of unnecessary phrase.
- Addition of verb.
- Inappropriate clause construction.
- Inappropriate combination of subject and passive verb.
- Incomplete clause.
- Misordering.
- Nonparallel combination.
- Omission of main verb.
- Omission of the relative pronoun.

3.3. Sentence structure

- Addition of clause
- Addition of unnecessary phrase.
- Addition of verb.
- Inappropriate choice of subject.
- Inappropriate combination of subject and passive verb.
- Inappropriate combination of two clauses.
- Inappropriate sentence construction.
- Incomplete sentence.
- Lack of coordinating conjunction.
- Misordering.
- Misordering of relative clause.
- Misuse of relative clause.
- No logical connection between subject and predicate.
- Nonparallel combination.
- Omission of main clause.
- Omission of main verb.
- Omission of relative pronoun.
- Omission of subject.
- Repetition of subject.

4. Collocational errors

Collocational errors cover lexical collocations. When the meaning relation between individual lexical items and those that habitually co-occur with them in the language is broken. They can be: free combination, restricted combination, multi-word expressions which include irreversible binominals, phrasal verbs or idioms

5. Inappropriate word form

The students confuse different words of the same family; that is, the root of the word is correct, but the wrong form is used.

APPENDIX 2: VIETNAMESE ENGLISH TRANSLATION TEST**VIETNAMESE ENGLISH TRANSLATION TEST**

Time allowance: 60 minutes

Paper dictionaries are permitted

Read the instructions carefully and then translate the following text into English.

Instructions: *The following excerpt is from an article discussing about the application of Electronic commerce in Vietnam. It should be translated for a general audience. Translate the following text for the specified purpose.*

Có người cho rằng thương mại điện tử là một ngành mới phát triển và liên quan đến công nghệ cao. Thương mại điện tử vừa “cao siêu” nhưng lại cũng rất bình thường. Bình thường ở chỗ: Các doanh nghiệp Việt Nam, nhất là tại Hà Nội và thành phố Hồ Chí Minh, từ lâu đã sử dụng các phương tiện như máy điện thoại, fax, email... trong việc giao dịch thương mại và đó cũng chính là một trong số các phương thức hoạt động đơn giản nhất của thương mại điện tử. Còn “cao siêu” được thể hiện ở tiềm năng: Đây chính là chìa khóa để đi tới thành công của các doanh nghiệp trong tương lai. Nếu không sử dụng thương mại điện tử thì các doanh nghiệp không tận dụng được những ưu điểm hơn hẳn với các hình thức kinh doanh khác. Và dường như công ty, doanh nghiệp nào sớm áp dụng thương mại điện tử thì sớm thành công.

Thương mại điện tử không chỉ đem lại nhiều lợi ích cho các doanh nghiệp mà còn với cả khách hàng. Mọi người đều có thể mua gần như tất cả mọi sản phẩm trên mạng: Từ xà phòng, khí đốt đến những chiếc ô tô, căn nhà; từ những chiếc máy vi tính, những quyển sách đến những đôi tất, áo sơ mi... Tất cả đều được rao bán trên mạng. Việc lựa chọn dường như cũng thuận tiện và rộng khắp hơn, đó là chưa kể đến những lợi ích khi so sánh giá cả, kiểu loại giữa các hãng... Khách hàng, thay vì phải lang thang trên đường phố, tìm kiếm, ngắm nhìn vừa mất công vừa mất thời gian, nay chỉ cần ngồi trên ghế và “di chuột”, họ có thể đến được tất cả các “gian hàng” không chỉ trong nước mà còn cả trên thế giới, đồng thời lựa chọn được những mặt hàng với giá cả ưng ý cùng những thông tin cần thiết. Tại Việt Nam, những doanh nghiệp thành công trong lĩnh vực thương mại điện tử hiện mới chỉ là những doanh nghiệp chuyên về dịch vụ sản phẩm công nghệ cao hay các doanh nghiệp xuất nhập khẩu.

(Adapted from *Translation Practice 3 Textbook*–Ha Noi University)