

## **AN INVESTIGATION INTO COMPREHENSION ERRORS IN ENGLISH-VIETNAMESE TRANSLATION AMONG ENGLISH MAJORED JUNIORS AT DONG A UNIVERSITY AND SUGGESTED SOLUTIONS**

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### **Abstract:**

In the 21st century, English translation has surged in significance, emerging as an indispensable tool for students, individuals, various organizations, and commercial enterprises operating on a global scale. It can be said that effective translation requires a thorough understanding of diverse text genres. However, many students still encounter difficulties in comprehending various types of texts. This study attempts to investigate common mistakes that third-year English majors at Dong A University often encounter. To address this issue, questionnaires were used to collect data. Brief descriptions of the participants and data collection methods were also provided. The results showed that most students faced difficulties related to comprehension errors during the translation process from the source language (English) to the target language (Vietnamese). Based on the findings, the study proposed several solutions to improve students' translation competence and suggested implications for lecturers in their teaching.

**Keywords:** *Comprehension, Translation, Errors, Analysis*

### **Statement of the problem**

The role of English translation in the 21st century is vital. Sophomores at Dong A University are expected to master English skills. However, a significant proportion of English majors still encounter difficulties in comprehending various genres of texts. This investigation aims to identify comprehension-related errors among students of the Faculty of English Language and Culture so that solutions can be suggested to improve their English competence.

### **Research methodology and research target**

#### ***Research Target***

The study is confined within forty five third-year English majors from 4 classes of Faculty of English Language and Culture, with various score ranges of their course of Translation 1, which comprises A, B, and C score levels.

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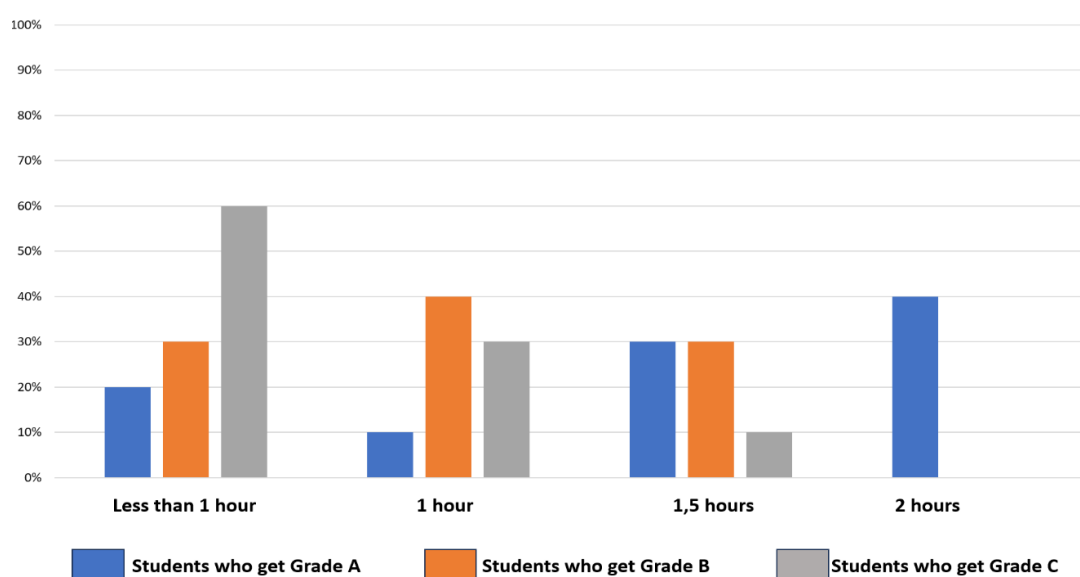
## ***Research methodology***

The research used quantitative approach to select participants based on their faculty, classes and score ranges. The questionnaires along with sample texts to find out their English competence. Qualitative approach was also used by citing Translation Theories of Christian Nord, along with Bell, R. T, Bassnett, S Halliday, M. A. K., & Hasan, R Hatim, B., & Mason, I to list out four types of comprehension errors and it also used to analyze the translation results from the participants at Dong A University. The results from participants were shown in charts and tables and used for finding out the elements of a sentence that hinder the students' comprehension and also, their comprehension errors in translation results. Simultaneously, several useful solutions were proposed to help students, even lecturers in their both studying and teaching.

## **Findings and disscusion**

### ***The students' time engagement and awareness toward translation field***

Peter Newmark defined translation as “rendering the meaning of a text into another language in the way that the author intended the text” (A Textbook of Translation, 1988:134). This means that translation is a process that involves understanding both the author's intent and the equivalence between the source language and the target language, which is clearly a challenging task to accomplish. Therefore, the enthusiasm of low-achieving students corresponds to the amount of time they invest in the field of translation, as shown by the chart detailing time investment among A-grade, B-grade, and C-grade student groups.

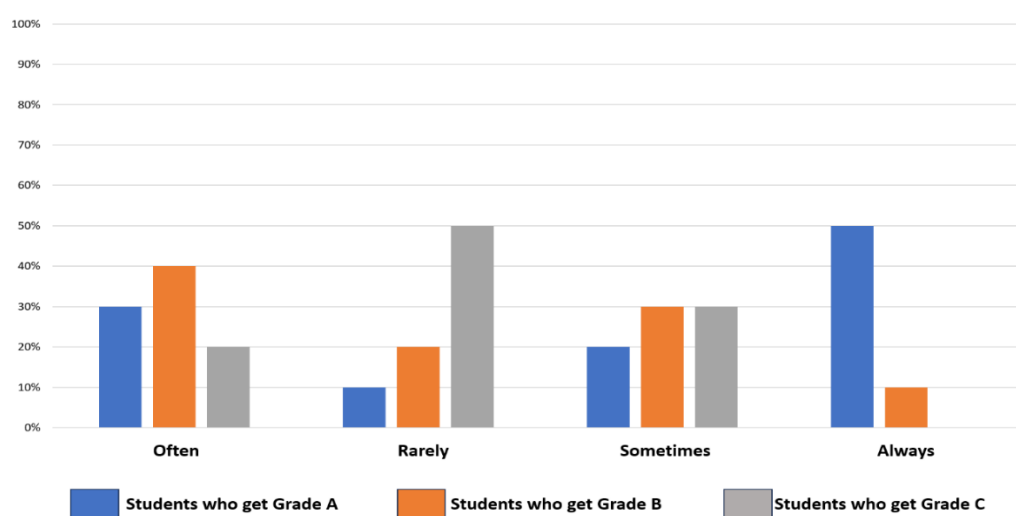


**Figure 1. The students' time investment on translation field**

An analysis of the chart suggests that time investment may serve as a predictor of academic success in translation studies. The results from the initial questionnaire indicate that a greater time commitment correlates with higher grades, particularly in achieving

A grades. However, notable exceptions exist, as some students who dedicate the least amount of time to translation tasks still attain high grades. This phenomenon may suggest that a few exceptional individuals can work more efficiently than their peers.

The survey results also indicate that effective study habits are partially linked to the outcomes in translation performance. Specifically, the data reveal that 60% of students receiving a grade of C spend the least amount of time on translation tasks. Conversely, students who invest considerable time are more likely to achieve higher grades, such as A and B. This suggests that increased time dedicated to translation not only allows students to enhance their translation skills but also enables them to deepen their knowledge, thereby producing more accurate and suitable equivalents in their work.

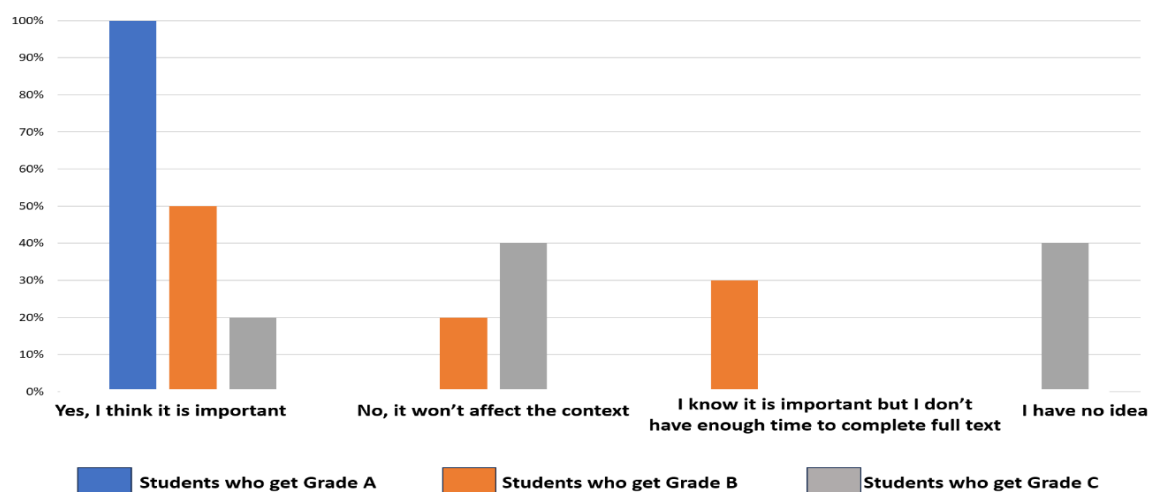


**Figure 2. The students' awareness of double-checking frequency during their time in final test of Translation 1 subject**

One of the vital aspects of awareness in the field of translation is the awareness of double-checking. In *Error Analysis in Vietnamese-English Translation: Pedagogical Implications* conducted by Pham Phu Quynh Na (2005), it was stated that "the translation is wrong, not because of the students' lack of linguistic competence, but because of their carelessness or inability to decipher the meaning of a word or a sentence in the source text." This indicates that carelessness is one of the obstacles students need to overcome.

The data clearly indicate that low-achieving students tend to lack the habit of double-checking their work, with 50% of C-grade students and 20% of B-grade students reporting infrequent verification of their results. In contrast, only 10% of A-grade students rarely review their work.

In addition to the awareness of double-checking, the careful evaluation of each word in a text may also reflect the overall efficiency of the surveyed students. This relationship is illustrated in the accompanying chart, which highlights the correlation between careful word assessment and academic performance.



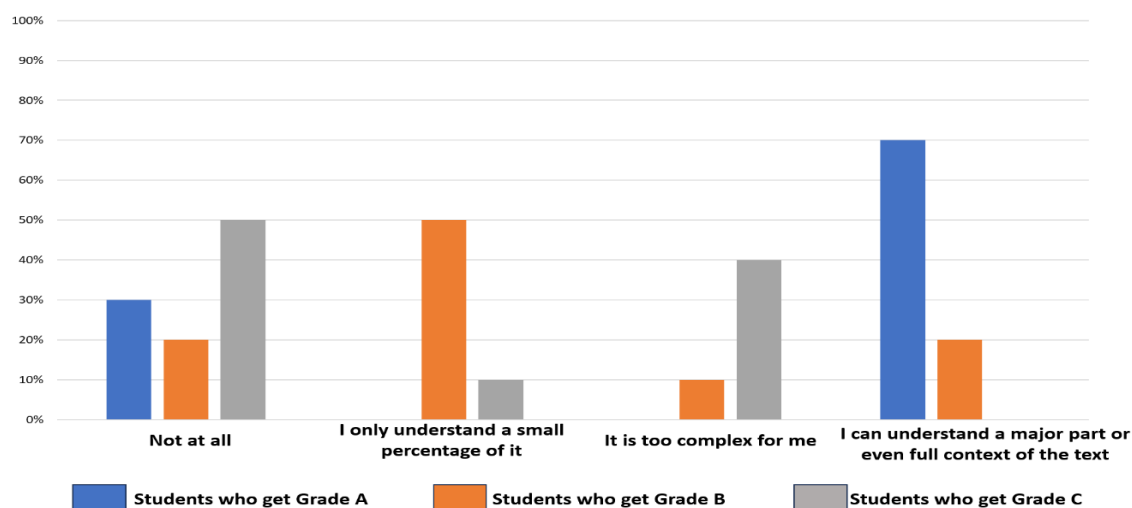
**Figure 3. The students' awareness toward missing a word in translation tasks during their time in final test of Translation 1 subject**

Astonishingly, 40% of C-grade students pay little attention to missing words in texts, despite the fact that such omissions can ruin the entire translation. This finding indicates a lack of awareness or a poorly developed understanding of the translation process.

Students who receive a B grade have a high awareness of evaluating every single word, but it is lower than that of A-grade students (50% compared to 100%). Additionally, a higher percentage of B-grade students (20%) believe that missing a word will not affect the context, compared to A-grade students. This may indicate a less nuanced understanding of how individual words contribute to the overall meaning.

#### *Difficulties encountered in comprehending the texts among students*

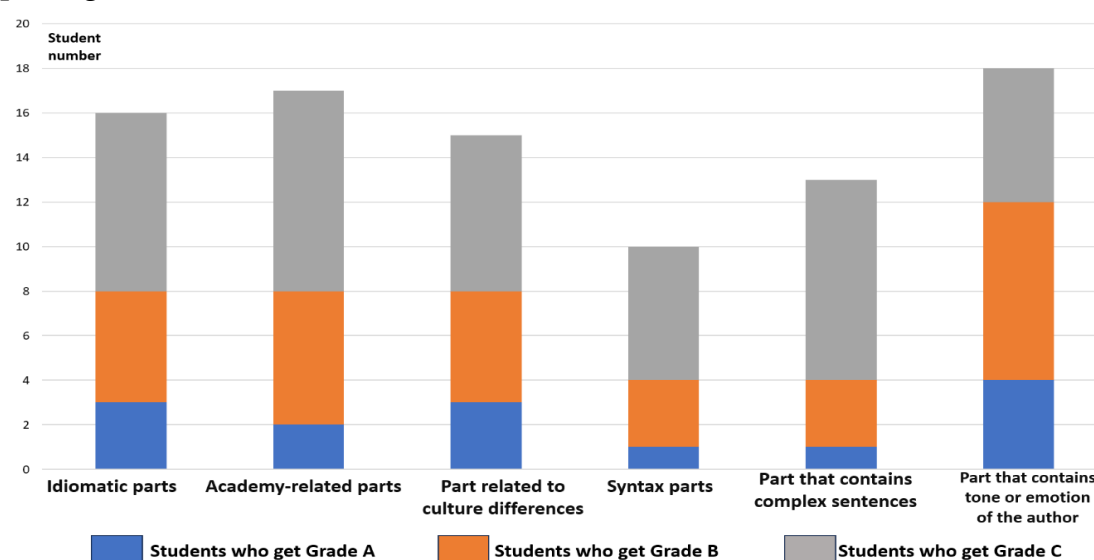
As mentioned above, translation is a process that requires students to understand both the author's intent and the equivalence between the source language and the target language, which is clearly a high demand to meet. Extensive knowledge is also required for students to successfully comprehend the context of a translation task. Consequently, the percentage of students who fully comprehend the entire context of specialized texts is primarily confined to the high-achieving group. The following chart presents data on the percentage of students who reflect on the challenges of understanding the overall context of specialized or academic texts in translation tasks. This data is categorized among three distinct groups of surveyed students: 15 A-grade students, 15 B-grade students, and 15 C-grade students in the Translation course.



**Figure 4. Percentage of students struggling to understand the context of specialized texts in translation**

The finding is not surprising, as there is a strong correlation between comprehension levels and academic grades. Students with higher grades, who invest significant time in the field of translation, generally report encountering less difficulty in understanding the material. In contrast, students achieving lower grades, particularly those in the B and C categories, experience substantial challenges in comprehending specialized texts. This highlights a potential area where translation could play a crucial role in bridging the comprehension gap. Notably, a significant percentage of C-grade students - 40% of those surveyed- report finding the texts “too complex” to understand.

Every type of text has its own unique elements and features, especially academic texts and scientific reports. The chart below illustrates the number of students, out of a total of 45 in the Translation course, who consider specific elements to be obstacles to completing translation tasks.



**Figure 5. Percentage of students facing difficulties in understanding the context of specialized texts in translation.**

In almost every category, C-grade students consistently report the highest number of elements that might hinder their translation. This suggests that they experience more challenges across a wider range of translation difficulties compared to A and B-grade students. Idiomatic expressions and parts related to cultural differences are the greatest obstacles encountered by most of the surveyed students. As Bassnett (2002) stated in *Translation Studies*: “Errors stemming from a failure to understand culturally specific references, allusions, idioms, or the broader cultural context embedded in the source text can lead to translations that are inaccurate or inappropriate for the target audience.” This indicates that cultural differences present a significant challenge, particularly for B and C-grade students.

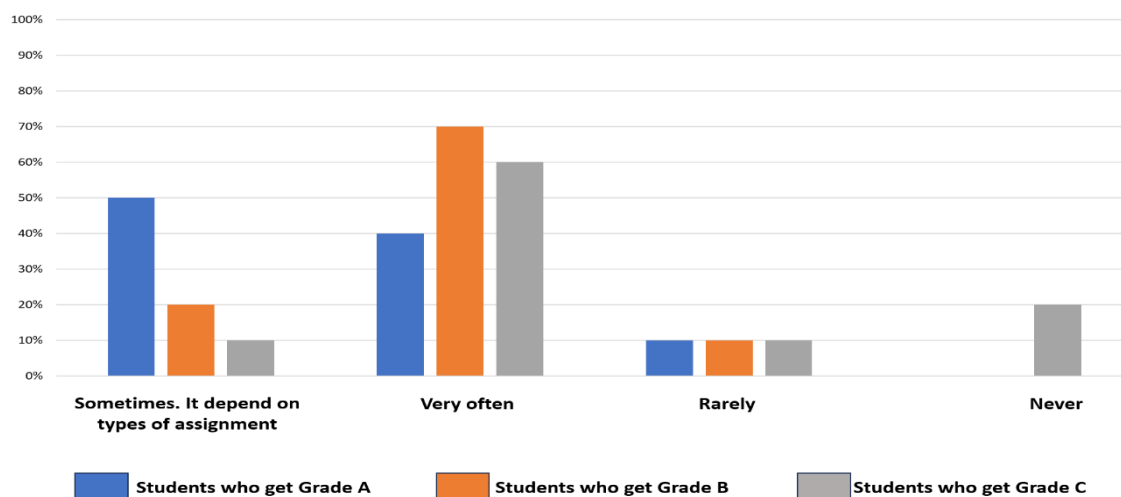
The parts of a text that convey the author’s tone or emotion present a major potential hindrance, especially for B and C-grade students, and even for a considerable number of A-grade students. As Peter Newmark wrote in his book *A Textbook of Translation* (1988:134), “Translation is rendering the meaning of a text into another language in the way that the author intended the text.” Translation can be divided into two parts, and conveying the author’s intent in the target language is considered a half of the translation process.

### ***Measures employed by students to complete translation tasks***

Translation is never an easy task to accomplish. Various genres of texts demand a wide range of approaches to comprehend. In order to translate efficiently, most translation skills must be mastered and frequently put into practice so that they can be honed over time.

The word-for-word approach is perhaps the most primitive way to carry out a translation task. However, if this approach is used carelessly and without strategy, it can lead to syntactic misunderstandings. Syntactic misunderstanding is a type of comprehension error defined by Bell (1991) in *Translation and Translating: Theory and Practice* as “errors resulting from an incorrect analysis of the grammatical structure of the source text sentence. This can involve misidentifying the subject, verb, object, or other sentence elements, and incorrectly parsing complex sentence structures, such as embedded clauses or long noun phrases.” Complex sentences might be translated incorrectly if the word-for-word approach is used carelessly.

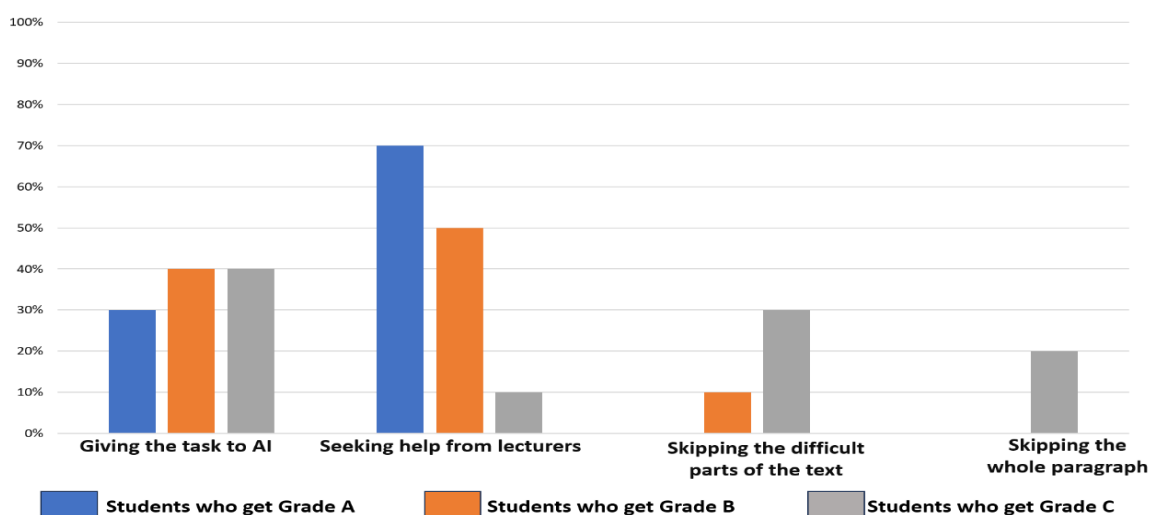
This leads to the question: “Are there differences in the frequency of applying the word-for-word approach in translation tasks among students, and does this reflect their awareness of the tasks?” The following chart will address this question.



**Figure 6. The students' frequency of applying word by word approach in translation tasks**

It is evident that higher-achieving students, particularly half of the A-grade students, tend to employ a strategic word-for-word approach, which can be appropriate in certain contexts. While A-grade students use this method carefully and selectively, both B and C-grade students demonstrate a greater tendency to rely on it, with 70% of B-grade students and 60% of C-grade students favoring this approach compared to their A-grade counterparts.

This finding may indicate a less thorough understanding of translation strategies, which can lead to comprehension errors such as syntactic misunderstandings. When students unwisely use the word-for-word approach to translate sophisticated sentences, complex structures, or idioms, the meaning of the words in that context can be distorted, greatly affecting the final result. The chart below shows the strategies reported by participants for tackling difficult texts.



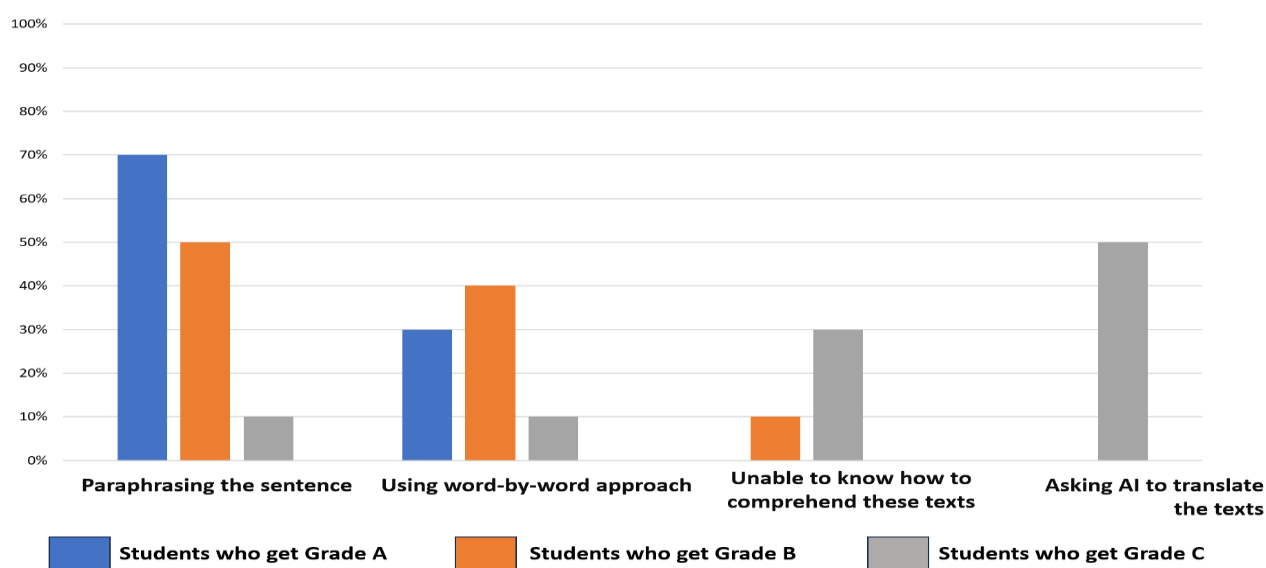
**Figure 7. The percentage of students applying various approach to complete the task containing difficult texts (culture-related texts, academic texts or science reports)**

Apparently, higher-achieving students (both A and B-grade) tend to seek guidance from their lecturers, highlighting the great value they place on expert support. 70% of these students seek help from their lecturers, while only 10% of C-grade students do so. This finding suggests a correlation between academic achievement and help-seeking behavior.

As grades decrease, there is a clear trend of increasing reliance on AI for completing difficult translation tasks. This raises concerns about the potential impact on the development of fundamental translation skills and critical thinking. The tendency of C-grade students to delegate their tasks entirely to artificial intelligence has increased at an alarming rate.

Moreover, C-grade students show a higher tendency to avoid difficult parts of texts. They are more likely to skip challenging sections or even entire paragraphs compared to their higher-achieving counterparts. This may be one of the main reasons why some students receive low grades in translation courses.

Besides the approaches used to tackle sophisticated texts, the methods students use to comprehend the texts also play a vital role in translation. The following chart shows the reported comprehension approach.



**Figure 8. Percentage of students using different approaches to understand texts with complex sentence structures**

On one hand, the paraphrasing approach was favored by higher-achieving students, who tended to complete the tasks on their own. On the other hand, 10% of B-grade students and a substantial 50% of C-grade students reported asking AI to translate the texts directly. This finding suggests an over-reliance on AI among lower-achieving students to solve challenging comprehension tasks without making any effort.



***Analysis of comprehension errors in the translation of the sample texts******Syntactic misunderstanding in comprehension analysis***

Bell (1991) defined syntactic misunderstanding as a type of comprehension error: “Errors resulting from an incorrect analysis of the grammatical structure of the source text sentence. This can involve misidentifying the subject, verb, object, or other sentence elements, and incorrectly parsing complex sentence structures, such as embedded clauses or long noun phrases” (Translation and Translating: Theory and Practice).

The table below details how different groups of students analyzed the word “revisit” in the source text: “For the first time in three decades, scientists are about to revisit one of North America’s most remarkable troves of ancient fossils: the bones of tens of thousands of animals piled at least 30 feet deep at the bottom of a sinkhole-type cave.”

**Table 1. The result from 30 surveyed students for the word ‘revisit’**

A-grade Students	B-grade Students	C-grade Students
Xem xét lại	Thăm lại	Quay trở lại
Thăm lại	Quay trở lại	Quay trở lại
Xem xét lại	Xem xét lại	Thăm lại
Xem xét lại	Thăm lại	Thăm lại
Xem xét lại	Quay trở lại	Quay trở lại
Khảo cổ lại	Xem xét lại	Quay trở lại
Xem xét lại	Xem xét lại	Quay trở lại
Rà soát lại	Quay trở lại	Quay về
Kiểm tra lại	Ghé lại	Quay trở lại
Xem xét lại	Quay ngược lại	Quay trở lại
Xem xét lại	Xem xét lại	Thăm lại
Khảo cổ lại	Xem xét lại	Thăm lại
Xem xét lại	Quay ngược lại	Quay về
Xem xét lại	Quay ngược lại	Thăm lại
Xem xét lại	Thăm lại	Quay về

In the data, the word with the highest percentage of comprehension errors is “revisit.” There are clearly many misunderstandings regarding this word because it is somewhat tricky. According to the Cambridge Dictionary, “revisit” means “to go to a place again” or “to talk about or think about something again, with the intention of improving it or changing it.” Many of the participants simply interpreted it as “to go to a place again” without considering the context- in this case, the specific purpose of the “revisit”, which is to excavate the well-preserved bones of tens of thousands of extinct animals.

According to the source text, there were multiple attempts to explore the cave that failed, leading the government to seal its entrance. Therefore, scientists had to return to the cave, not to explore it again, but to retrieve genetic materials from the mound of bones. In Vietnamese, “revisit” is often translated as “đi thăm lại,” which does not convey

the purpose of this expedition. To deliver the full meaning of “revisit” in this context, translators must understand both the meaning and the purpose of the word. A suggested suitable equivalent is “xem xét lại,” which encompasses both actions of rethinking and returning.

The data show that 66.7% of A-grade students fully grasped the author’s intent, paraphrasing it as “return and find genetic materials,” and chose to use the phrase “xem xét lại.” In comparison, 33% of B-grade students shared the same interpretation as the A-grade students. This finding suggests that these figures reflect the proportion of participants who could accurately comprehend the context of the task.

Only 33% of B-grade students provided an equivalent translation that matched the author’s intent. The rest of this student group gave simplistic answers with a low level of equivalence compared to the results of A-grade students. These basic translations (“quay trở lại,” “thăm lại,” “ghé lại”) failed to convey the author’s intended meaning in the context of “the excavation task to collect genetic materials in the cave.”

Astonishingly, none of the C-grade students fully understood the context to provide an accurate equivalent for the word “revisit.” According to the previous survey questionnaires, 46.7% of C-grade students relied on AI to complete their tasks. This may account for why 46.7% of C-grade students shared the same translation results. It is possible that these results were generated with the help of AI, which could not comprehend the context that “scientists had to return to the cave to re-examine the troves containing genetic materials.” Due to its limited ability to understand complex contexts, AI tends to use a basic word-for-word approach to translate “revisit.”

A second salient example of syntactic misunderstanding involves a tricky word from the paragraph: “troves.” The table below details the results of the 45 survey participants for the word “troves.”

**Table 2. The result from 30 surveyed students for the word ‘troves’**

A-grade Students	B-grade Students	C-grade Students
Những kho tàng hóa thạch	Hoá thạch	Đồng
Những đồng xương hoá thạch	Đồng	Đồng
Những kho tàng hóa thạch	Những kho tàng hóa thạch	Bãi
Những kho tàng hóa thạch	Hoá thạch	Núi
Những đụn hoá thạch	Những kho tàng hóa thạch	Đồng
Những kho tàng hóa thạch	Đụn	Đồng
Những kho tàng hóa thạch	Hoá thạch	Đồng
Những kho tàng hóa thạch	Đồng	Bãi
Những núi hoá thạch	Hoá thạch	Hoá thạch
Những đồng hoá thạch	Đụn	Bãi
Những kho tàng hóa thạch	Những kho tàng hóa thạch	Hoá thạch
Những núi hoá thạch	Đồng	Bãi
Những núi hoá thạch	Những kho tàng hóa thạch	Hoá thạch

Những núi hoá thạch	Đồng	Bãi
Những kho tàng hóa thạch	Đồng	Bãi

The second salient example of syntactic misunderstanding, a type of comprehension error, involves the tricky word “troves” in the following source text excerpt: “For the first time in three decades, scientists are about to revisit one of North America’s most remarkable troves: the bones of tens of thousands of animals piled at least 30 feet deep at the bottom of a sinkhole-type cave.”

According to the Cambridge Dictionary, “trove” means “a large amount of something good, useful, or valuable, or a place where this can be found.” In this context, “troves” refers to the collection of valuable fossils. The results from A-grade students were impressive, with 53.4% fully understanding the author’s intent and translating it as “những kho tàng hóa thạch,” which can be paraphrased as “precious fossil heaps.”

26.7% of B-grade students shared the same interpretation as the A-grade students. This finding suggests that the remaining 73.3% of B-grade students could not fully comprehend the context of the task and were misled into providing weak equivalents such as “hoá thạch,” “lũn,” or “đồng.” Nearly half of the C-grade students produced the same translation results as the mid-achieving students, and none of them fully understood the context to provide an accurate equivalent for the word “troves.” These incorrect translations (“bãi,” “đồng,” “núi”) failed to convey the intended meaning of the source text.

### *Pragmatic misunderstanding in comprehension analysis*

Hatim and Mason (1997) defined pragmatic misunderstanding as “errors arising from a failure to understand the speaker's or writer's intended meaning, communicative purpose, or the illocutionary force of utterances in the source text” (The Translator as Communicator). The word “plunge” serves as a salient example of this type of comprehension error.

One of the trickiest words in this task is “plunging,” as seen in the following source text excerpt: “Over tens of thousands of years, many, many animals – including now-extinct mammoths, short-faced bears, American lions, and American cheetahs – shared the misfortune of not noticing the 15-foot-wide opening until they were plunging to their deaths.” The table below details the results from the 45 survey participants.

**Table 3. The result from 30 surveyed students for the word ‘plunge’**

A-grade Students	B-grade Students	C-grade Students
Xui xẻo rơi vào	Bất cẩn ngã vào	X
Xui xẻo rơi vào	Ngã	X
Trượt chân vào	Lỡ chân	Té
Vô ý ngã vào	Lỡ chân	Ngã
Bất cẩn ngã vào	Ngã	X
Xui xẻo rơi vào	Xui xẻo rơi vào	X

A-grade Students	B-grade Students	C-grade Students
Trượt chân vào	Xui xẻo rơi vào	X
Trượt chân vào	Ngã	Té
Vô ý ngã vào	Vô ý ngã vào	Trượt chân
Xui xẻo rơi vào	Rơi vào	Rơi
Xui xẻo rơi vào	Xui xẻo rơi vào	X
Xui xẻo rơi vào	Xui xẻo rơi vào	Rơi
Vô ý ngã vào	Ngã	X
Xui xẻo rơi vào	Rơi vào	X
Vô ý ngã vào	Rơi vào	X

(‘X’ means the word was skipped)

According to the Cambridge Dictionary, “plunge” means “to (cause someone or something to) move or fall suddenly and often a long way forward, down, or into something.” In Vietnamese, “plunge” can be translated as “bất ngờ ngã vào.” However, it is necessary to consider the preceding component “shared the misfortune,” which the Cambridge Dictionary defines as “bad luck, or an unlucky event.”

In the context of the source text, many ancient animals unknowingly came close to the cave, fell into it, and died. Simply translating “plunge” as “xảy chân” does not convey the full meaning of this sophisticated sentence. To accurately render the meaning in this context, translators need to combine “shared the misfortune” and “plunge” into a complete expression. A suggested suitable equivalent is “xui xẻo rơi xuống,” which encapsulates the idea of “unfortunately fell.”

46.7% of A-grade students fully understood the author’s intent and were able to provide a suitable equivalent for the word “plunge.” Additionally, 26.7% of B-grade students shared the same interpretation as the A-grade students. This finding suggests that only 46.7% and 26.7% of A and B-grade students, respectively, were able to perfectly comprehend the context of the task. In contrast, 60% of C-grade students chose to skip this word and clumsily used inappropriate equivalents such as “lỡ rơi vào,” or substituted it with poor-quality phrases like “đến khi chúng chết,” meaning “they died.” This indicates a tendency among low-achieving students to skip challenging parts due to their lack of ability and effective strategies to comprehend difficult content.

#### *Referential misunderstanding in comprehension analysis*

Referential misunderstanding in comprehension analysis is defined as “errors that occur when the translator incorrectly identifies the referents of pronouns, demonstratives, or other cohesive devices in the source text” (Halliday & Hasan, 1976, Cohesion in English). This type of error can lead to a disjointed or nonsensical translation. A salient example of referential misunderstanding is the phrase “layer upon layer” from the source text: “A mound of dirt and rock containing layer upon layer of animal bones rises from the floor of the 120-foot-wide, bell-shaped chamber.” The table below lists the results from the 45 survey participants.

**Table 4. The result from 30 surveyed students for the word ‘layers upon layers’**

A-grade Students	B-grade Students	C-grade Students
Của các nhà khoa học	Của các nhà khoa học	Của chính phủ
Của các nhà khoa học	Của các nhà khoa học	Của họ
Của các nhà khoa học	Của các nhà khoa học	Của họ
Của các nhà khoa học	Của chính phủ	Của chính phủ
Của các nhà khoa học	Của chính phủ	Của chính phủ
Của các nhà khoa học	Của các nhà khoa học	Của chính phủ
Của các nhà khoa học	Của các nhà khoa học	Của chính phủ
Của các nhà khoa học	Của chính phủ	Của họ
Của các nhà khoa học	Của chính phủ	Của họ
Của các nhà khoa học	Của các giáo sư	Của chính phủ
Của các nhà khoa học	Của chính phủ	Của chính phủ
Của các nhà khoa học	Của các nhà khoa học	Của chính phủ
Của các nhà khoa học	Của các nhà khoa học	Của chính phủ
Của các nhà khoa học	Của các nhà khoa học	Của chính phủ
Của các nhà khoa học	Của chính phủ	Của chính phủ

The pronoun “their” directly follows and modifies “scientists,” indicating possession or association. Therefore, “their best look” refers to the best look for the scientists, as they are the ones who will be observing the critters. Although the government staff (from the Bureau of Land Management) facilitated this by reopening the grate, the sentence focuses on the benefit to the scientists and their research opportunity. In this case, 100% of high-achieving students correctly identified the referent of the pronoun, while only 53.3% of mid-achieving students did so successfully.

Strangely, 26.7% of low-achieving students clumsily identified “their” as “của họ,” which caused confusion for readers, as it was unclear whether “của họ” referred to the scientists or the government staff. Moreover, 73.3% of C-grade students interpreted “their” as referring to the government staff, which was not the intended focus of the sentence.

Findings from the translation results analysis indicate that only errors related to syntactic misunderstanding, pragmatic misunderstanding, and referential misunderstanding were reported. It can be concluded that pragmatic misunderstanding and referential misunderstanding are the most severe types of comprehension errors encountered by Dong A University students during the English–Vietnamese translation process.

From the data analysis, it is clear that over-reliance on AI assistance has dulled the translation competence of the surveyed students. This irresponsible habit of delegating tasks to AI fostered an even worse tendency: the refusal to think critically while processing translation tasks. The consequences, such as missing words, ranged from having a low impact to severely affecting the results of translation assignments.

Based on the mentioned difficulties, the following methods are highly recommended to support students overcome the obstacles in English-Vietnamese translation as well as create refreshing wind to raise excitement of this subject so that students can easily master it.

### **Stop over-reliance on Artificial Intelligence**

The 21st century has witnessed the rise of machine intelligence capable of processing information and making decisions similar to humans. AI was created to overtake many job opportunities for laborers, including those in the translation field. More and more companies are transferring their translation tasks to AI, making it difficult for graduates to secure jobs. However, translation is a process that involves not only accurately conveying meaning from the source language to the target language but also comprehending the author's intent- something that machine minds cannot fully achieve.

Translators must be fluent in cultural differences as well as in both the source and target languages to surpass machines in the translation field. Students cannot outperform AI as long as they continue to depend on it for countless daily tasks. It is urgent that students increase their time engagement in the field of translation, from less than half an hour to at least one hour a day. Furthermore, AI should be used to explain unknown words or concepts to translators rather than being asked to translate every single word.

### **Enhance reading comprehension in source language (English)**

Academic texts, scientific reports, and research investigations written in English are vast sources of knowledge for us to explore and utilize to enhance our English competence. For translators, strong vocabulary knowledge and the ability to analyze different text structures to fully comprehend them are key factors for successfully completing translation tasks. However, a large proportion of B and C-grade students showed reluctance when facing these sophisticated texts. There are various reasons for this fear, including limitations in English competence, a low level of cultural adaptation, and poor vocabulary knowledge. Although the journey for low-achieving students to develop a vast vocabulary range and high English competence is extremely challenging, it is not impossible to overcome. To acquire these key factors, students should practice active reading by paraphrasing sophisticated texts, simplifying complex sentences, summarizing paragraphs, and making predictions about upcoming events or the meanings of unknown vocabulary.

Moreover, to successfully identify different text structures, students should highlight keywords to predict the main idea of the passages and try to understand the author's intent by asking questions such as: "Why did this happen?", "What is the solution?", and "What does the author want me to think about?"

### **Conclusion**

The study successfully highlighted some aspects of students regarding translation field: their awareness toward translation field, their habit in executing tasks, the difficulties they encountered in their translation progress and the common errors they made. The reports from the questionnaires provided abundant insights into various aspects of the participants' comprehension tasks, which served as the basis for the suggested solutions. It can be concluded that pragmatic misunderstanding and referential misunderstanding are the most severe types of comprehension errors encountered by Dong A University students during the English–Vietnamese translation process. The database from the questionnaire can be utilized to make suggestions for not only teachers but also students to help them surmount difficulties and improve in their translation skills at Dong A University.

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