Using the internet for self-study to improve translation for English-majored seniors at Van Lang University

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ABSTRACT

These days, with the development of technological advances in translation, many students are still unable to utilize internet-assisted translation tools to deliver high-quality translation. As an English-majored student, I have noticed that some of my classmates use too few tools to help them while some others use tools in improper ways. Both situations can lead translators to produce many types of errors. Therefore, I found it necessary for me to research the potentialities of the internet in improving translation competence.

In this study, I reviewed previous studies, detected translation errors, and examined the effectiveness of my two internet-assisted translation procedures. This research was conduct by both quantitative and qualitative approaches with translation tests, error analyses, interviews, and paired-sample t-tests.

As I expected, the results show that the internet can profoundly improve translation ability as the errors detected were significantly reduced. My findings indicate that if students know how to adapt the internet into their translation competence.

Keywords: translation, internet, self-study, translation errors, Vietnamese EFL context

1. INTRODUCTION

1.1. Research Background

For thousands of years of existence, human civilization has sowed seeds to the growth of various ethnicities that each of them has its own culture, language, and advances. As a constant in the development of humanity, the eagerness to acquire more knowledge has been requiring mankind to find ways to exchange information that lies even beyond nations' borders. Being a powerful practice to erase the language barrier and the cultural one, learning new languages has always played a crucial role in interlingual communication by allowing the sharing of knowledge and culture between different ethnicities. Some many strategies and

methods help language learners improve their competence, and practicing translating can be employed to facilitate learners' learning of new languages in many aspects such as lexis, grammar, reading comprehension, and even culture.

Step into the Fourth Industrial Revolution, the world has seen such a big impact of the internet on every aspect of life, or in other words, human beings have been flooded with information and technologies. Some recent researchers, such as Nguyen (2021), Pham (2021), Tran (2021), Pham and Tran (2021), Internet media is really beneficail for students to learn the language. However, the students still face many challenges (Nguyen & Duong, 2021). It is not a matter of one day, but it has greatly influenced modern generations and given us the foundation to get into the world faster and easier. The important thing is that people need to know how to utilize its potentiality and enhance outcomes. Here and now, internet translation applications and websites such as Google Translate, oxfordlearnersdictionaries.com, etc., are used frequently not only by ordinary people but even by linguistic-majored students, who achieve competence in more than one language. There are ones that know how to utilize those internet platforms. However, some others do not.

Widely looking, besides Google Translate, the internet is offering people a large number of applications, tools, and websites that effectively assist in translating between languages. Technology advances are the world's future, and so are the young generation. Gen Z, the generation born in the era of high technology, should know how to make the most of it. The researcher believes that conquering the internet and its tools for better academic results is one of the most essential things that every student living in Industry 4.0 in general and English-majored students in specific must achieve. However, the results of employing those powerful sources for translation may differ among them.

As an English-majored senior at Van Lang University (VLU), the researcher has noticed that many of her classmates are using similar processes of translating text from English into Vietnamese and vice versa. In those processes, Google Translate, an internet-based translation tool, plays a significant role in forming the classmates' translations. Some even copy nearly 100% of what is displayed by Google Translate without considering its accuracy. Consequently, errors appear as Google Translate is just a computer tool, and there are contexts that the tool cannot understand as correctly as human beings do. If those students do not change their ways of learning translation, how can they achieve proper competence to meet employers' requirements? Ho and Phu (2013) claimed that the university students were not well-prepared for the translation skills after four years of learning at the university. This situation made the researcher eager to explore the benefits of the internet more deeply and widely to improve her friends' translation skills and the researchers themselves. It is time for students and lecturers to raise their concerns on finding ways to master the world of technological advances, or at least, to not become obsolete in this modern era.

1.2. Research Scope

Seniors studying in the course of "22" of the Faculty of Foreign Languages at VLU were

chosen to become the scope of this study. Narrowing the scope down to the seniors instead of the whole English-majored students studying at VLU, the researcher believes that this research should be conducted on those who have been through years of studying English but still produce errors in their translations. Somehow, their errors, ineffective translating processes, and improper internet usages have not been improved naturally after more than three years. By choosing the seniors as this study's scope, the author can draw a picture of how our freshers' competence may become if there is no change in ways of practicing translation.

1.3. Research Objectives

Having realized the potentiality of the internet in developing the translation competence of English-majored students, the author's overall objective in this paper is to propose a proper process of using this technological advance in translating, which not only creates ease for translators in their practices but also reduces errors appearing.

To achieve this goal, the researcher needed to observe students' translation competence and their translating behaviors. Those behaviors may include steps and internet applications that students usually use when translating English content into Vietnamese and vice versa. By researching this, the author can find out the most used internet platforms and which part they are employed. Furthermore, by looking at the students' behaviors, this research can analyze how errors can occur even with the help of such powerful modern technologies like the internet and its tools. Then, based on previous studies, the researcher's own experience, and participants' responses, potentially efficient processes were proposed and examined to deliver the conclusion.

1.4. Research Questions

- **Question 1**: What kinds of problems and errors are commonly encountered when English-majored seniors at VLU translate texts from English into Vietnamese and vice versa?
- **Question 2**: In what way and to what extent can the internet-assisted tools improve students' translation outcomes?

Referring to the first research question, the researcher wanted to have an overall view of the translation competence of the participants by finding errors they commonly produce. This helps the researcher know which aspects should be focused more on building the proposed translation procedure used in this study. Regarding the second research question, this question plays an essential role in guiding the researcher on which research methods should be employed in this paper.

1.5. Research Significance

As stated above, the importance of the internet in supporting students' practice of translation is undeniable. The author aimed to research the relationship of practical translation competence and translation process, which involve using the internet, of the English-majored

seniors at VLU. Although this is not a new topic in the field, there has not been a particular study carried out in VLU. Through this study, the lecturers can understand deeper their students' translation behaviors and translation errors. One way or another, this might help in developing teaching methods and also lesson plans.

To the students, understanding their weaknesses in translation and learn to improve them are truly necessary. Instead of just waiting for teachers to lighten ways on their academic path, students must also raise their awareness right in their self-studying. In this day and age, a computer or a smartphone having an internet connection, together with an effective strategy, is already enough for a determined mind to become a better self. This study, therefore, can be part of a broader work, ultimately aimed at developing the proficiency of translation learners.

2. LITERATURE REVIEW

2.1. Definition of Translation Problems

Translation problems refer to any source language word or expression which presents a difficulty for a human translator (not a machine) during the translation process. During observation, Désilets, Melançon, Patenaude, and Brunette (2009) considered that a word or expression presents a problem if the translator either: (a) searched for that expression in some tool or linguistic resource, (b) made a note to himself to investigate it later or (c) verbalized a thought process about the proper way to render it in the target language.

2.1.1. Categories of Translation Problems

In 1991, Nord suggested a classification of translation problems which identifies four translation problems that are pragmatic, cultural, linguistic, and textual.

Linguistic problems occur when there are differences between the source and the target language. There are no languages that are alike in all aspects. Each one has its own rules on grammatical structures, idiomatic expressions, terms, etc. Even in countries that share a similar cultural foundation as Vietnam and China, Vietnamese and Chinese still developed differences in linguistic structures, grammar rules, and lexis. Therefore, linguistic problems cause challenges in the translation process of not only translation students but also professionals.

Pragmatic problems are the type of problem that relates to time, place, and context issues. The best way to illustrate this problem is through national institutions and organizations whose names vary from one culture to culture (e.g., Vietnamese Ministry of Foreign Affairs and Global Affairs Canada). Textual problems refer to a particular text itself.

These could be various innovations made by its author. These two problems are not systematic in that they vary from text to text and are hard to be classified, especially the latter. Thus, the two have not received much attention from researchers on how to solve them successfully.

2.1.2. Suggested Solutions for Translation Problems

Thomas (2014) believes that translation problems can be dealt with if translators know where to find the solution. In other words, good resources and references can help to improve the outcomes of the translation.

Linguistic problems can be coped with by employing dictionaries and other linguistic resources. For cultural issues, parallel texts can help (e.g., to translate a contract, translators should first look at an actual leasing contract model in the target language).

In their study on professional translators, Désilets et al. (2009) admitted that their subjects did not hesitate to consult multi-domain translation-supporting resources, which were moderately controlled and contained mostly translated material in the target language. They see this as a dangerous practice, but their data proves that their subjects reduce risks by practicing critical judgments, which help them evaluate sources and choose the appropriate ones. Their participants did not automatically lie their trust in any resource, even the popular ones, or their client employer's corpus. In fact, in 17 of 49 cases (35%), translators continued researching and looking for better results after they had already found some relevant information in one resource. This habit can help to choose among various alternatives or to confirm his/her initial choice.

2.2. Translation Errors

2.2.1. Theoretical Background

Error is often a negative phenomenon in learning anything, including linguistics and translation. The reason is that error shows a lack of knowledge or skills in an area or an aspect. However, in "The Significance of Learners 'Errors" in 1967, Pit Corder asserted that an error is a natural phenomenon in the language learning process. In contrast, errors show positive strategies and the target language development of learners.

As Erdogan (2005) emphasized, “Error analysis deals with the learners’ performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners’ errors provide an understanding of the underlying process of second language acquisition.” By analyzing translation errors made by EFL students at VLU, the researcher wants to find out which errors are caused by the inefficient use of the internet. Thereby, the author can research and bring out an internet-assisted translation procedure to improve the translation competence among the scope of the study in specific and EFL students in general.

2.2.1.1. Definitions of Translation Errors

Lennon (1991) defined 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 speakers' counterparts”. Although many people use both 'error' and 'mistake' interchangeably, there is a distinction between them. Goff-Kfouri (2004) demonstrated the difference between the 'error' and 'mistake' when he asserted that: “scientifically speaking, a

mistake is as a fault in performance; it does not occur systematically. An error reflects a gap in students' knowledge and is systematic'.

In the field of translation, Gommlich, Neubert, and Shreve (1995) described a translation error as complicated to define and identify. Definitions of translation errors vary because they depend on translation theories and norms (Hansen, 2010). Viewed from a functionalistic method, Seguinot (1990) illustrated translation errors as 'an offense against (1) the function of the translation, (2) the coherence of the text, (3) the text type or text form, (4) linguistic conventions, (5) culture- and situation-specific conventions and conditions, (6) the language system".

2.2.1.2. Categories of Translation Errors

Through the years, many studies have been done for the way to limit errors in translation. The classification of these errors remains diverse because of different translation theories leading to varying definitions of errors. Therefore, there has not been a universally accepted error classification in translation (Dewi, 2015).

The taxonomy for error analysis adopted by Na (2015) was used to serve the process of this study. She classified errors into three dimensions (linguistic errors, comprehension errors, and translation errors). Linguistic errors include morphological, grammatical, syntactic, collocational errors, and inappropriate word uses. Moreover, translation errors involve pragmatics, distorted meaning, additions, omissions, inaccurate renditions of lexical items, too literal translation, too free translation, lexical choice, and wrong focus.

Putting the four types of translation problems proposed by Nord (1991) and the classification of errors in translation created by Na (2015) together, it is clear that 'problems' and 'errors' have a relationship. When a translator faces a problem and does not solve it successfully, an error might appear. Linguistic problems lead to linguistic mistakes, culture and pragmatic problems lead to translation errors, while textual problems considerably impact comprehension errors.

2.2.2. Errors commonly Encountered in Translation

So as to reach the ultimate goal of developing translation competency, one should have an overall view of the kinds of errors that are mostly encountered among learners. Error analysis researches have been being conducted as they provide the foundation as well as directions for pedagogy.

Dušková (1969) identified 1007 errors in the writings of 50 Czech learners and then classified them into nine categories. Relating to her findings, errors of article use were mostly encountered, account for 260 errors. Errors in lexis were 233, syntax errors were 54, and errors in wrong word order were 31. Kim (1987) analyzed the errors made by 12th-grade Korean English learners and reported that intralingual errors appeared more frequently than interlingual ones. She also indicated that among 2445 different errors, errors in auxiliary were most common, with 419 errors. Under the umbrella of Na's error taxonomy, all the error types

above belong to the segment of linguistic errors.

In their paper, Hang & Hang (2015) stated that in the area of linguistic errors, the most common errors related to the lexical choice, accounting for 24.85%. For translation errors, the students in the study, who are all Vietnamese, admitted that they usually struggled with lengthy and awkward expressions. The work of Hang & Hang (2015) shares similar results with Cuc's research in 2017. Translation errors and linguistic errors are the most common errors, of which errors relating to the lexical choice, syntax, and collocations are the most common frequently committed.

In her own study conducted on Vietnamese translation students, Na (2015) also concluded that grammatical errors were the highest among all the errors she detected. The following were syntax errors, translation errors, comprehension errors, and collocation errors. Among all types of syntactic errors, the ones that relate to sentence structure took the largest percentage. Also concerning syntactic, Ferris (2011) carried out a study on syntactical errors. Her findings show that among all cases of syntactical errors, 22.5% are due to the structure of sentences, 2.9% are caused by lack of proper conjunction, and 1.8% relate incomplete sentences.

Overall, there are various types of errors that English translation learners usually make. Among those types, linguistic errors commonly account for the largest percentage, followed by translation errors.

2.2.3. Causes of Translation Errors

The source of translation errors can attribute to both interlingual and intralingual interference (James, 1988). Mother tongue interference can be traced in some cases when students employ a word-by-word translation for English collocations or construct English word-groups or sentences (James, 1988). Since students are familiar with the structure in their mother tongue to express the idea, they unconsciously apply the same structure in the target language when performing translation tasks. According to their findings, 62% of errors were transferred in language, 28% transferred between languages, and 10% were strategies in communication.

Hang & Hang (2015) revealed that misuse of dictionaries causes wrong lexical choices. As pointed out by a teacher interviewed in the study, "The inability to overcome the negative influence of the mother tongue in language learning" was the possible cause of students' common errors. The teacher also admitted that many of his students were "obsessed" by their mother tongue because their property was merely a "poor language competence," both grammatical and lexical.

Sharing the same concern, Cuc (2018) indicated that the interference of the Vietnamese language could be found in syntactic errors and some other linguistic errors. They are caused by word-by-word translation from Vietnamese into English that ignores the differences between the two languages, such as the word order in a sentence, the role of subjects in a sentence, or the passive/active voice. She stated that the students who participated in her study tended to construct the English word-groups and sentences by their mother tongue.

Looking at the suggestion of James (1988), which clarifies the source of errors as interlingual and intralingual, it was noted that many cases were the combination of various factors. Errors can be overlapped, and sometimes, it is hard to put an error under only a specific category. The distinction between these sources can be blurred, and errors can be the integration of many sources.

2.3. Translation in the Digital Age

These days, it is not easy to distract people from a technological device like smartphones, tablets, or laptops. There is such a big world, a world of massive communication and endless-like sources of knowledge that exist behind those small screens. In days of studying English as her major in the university, the researcher had the chance to use many internet-based platforms, which are more than just Google Translate, to assist her academic activities. Although those tools are not useful when it comes to taking tests and examinations, they show their advantages in classrooms, at home, and in workplaces. However, in terms of learning translation, those technological advances' roles seem to become faint.

As Pym (2004) stated in his paper, students in his Advance Translation classes kept saying that "they were not translating." Although he argued that they had learned how to use Revision tools and Comments in Word; had discovered good tricks for Internet searches or had done great things with translation memories, etc., the students believed that "lists of false friends, modulation strategies, all the linguistic tricks, plus some practice on a few specialized texts, etc." were the invariant hardcore of what they should be learning in a translation course. However, are those "invariant hardcore" enough to become a good translator working in this modern era?

The integration of the internet advances into life has changed the way translators manage their translation process and have affected the skills that employers expect on translators. Back then, translators or translation students usually used paper dictionaries, and translation could be delayed because of time spent looking up equivalent words in target languages. Things are quite different now when we are flooded with information and technologies.

2.3.1. Technological Competence in the ETM Framework

In the last decade, more models on factors or competence shaping a good translator have been in research. Pham (2016) and Ho (2016) presented the framework for teaching translation by the 7-if model in the context of Vietnam. Having reviewed several translation competencies models proposed by translation scholars, Esfandiari, Shokrpour & Rahimi (2019) stated that “the European Master’s in Translation (EMT) framework is known as the most successful.” The EMT configuration is of concern because it is consented to by an authentic group of European experts and now providing the basis for many European university-level training programs. It was first introduced in 2009 with six elements and then adjusted down to 5 competencies in 2017.

Figure 2.1 The EMT competence framework (2017)

In this model, the translator needs to achieve competency in technological advances ("TECHNOLOGY"). This competence includes "all the knowledge and skills used to implement present and future translation technologies within the translation process. It also includes basic knowledge of machine translation technologies and the ability to implement machine translation according to potential needs" (The ETM, 2017).

Popularly, software tools have been used as translation assistance efficiently and swiftly. Together with the other components, technological competence plays an important role in shaping a good translator. Translation, in this information age, heavily places reliance on the use of Internet resources and tools.

2.3.2. Computer-Aided Translation Tools

As this study was conducted on students, Computer-Aided Translation (C.A.T) tools were restricted to online dictionaries, online machine translation, search engines, and linguistic checkers, all of which are accessible to users through the internet.

2.3.2.1. Online Dictionary

Online dictionaries secure more advantages over traditional printed dictionaries, such as up-to-date information, user interactions, and various searching methods. Faults or flaws on online dictionaries can be updated instantly. Wang (2007) indicated that it took an average of 32.5 seconds to look up a word in a traditional printed dictionary while it only took 16.2 seconds to do the same through online dictionaries.

Among many dictionaries, definition, collocation, and thesaurus dictionaries seem to need the most. The researcher suggests using the Longman Dictionary of Contemporary English Online (www.ldoceonline.com) because it includes word definitions and families, compound nouns, collocations, and even synonyms. All are presented on a user-friendly interface. The Longman thesaurus is highly appreciated since it shows a list of synonyms and their short definitions and sample sentences. This helps in comparing the differences between each pair of synonyms and making appropriate lexical choices. However, this dictionary does not always display all features; the thesaurus part is sometimes missing. Alternatively, thesaurus.com may give translators long lists of synonyms categorized by different meanings of a word. Similarly, ozdic.com provides a broad range of collocations classified by different definitions of a word.

By combining the above-mentioned dictionaries, translators can get nearly almost any lexical-related information they need in their translation practices.

In translation work, translators should first focus on using monolingual dictionaries, and when they have understood a word from the perspective of the source text's author, they can turn to a bilingual dictionary to get a list of possible translations. As an English-majored student, the researcher's reference tool is always a monolingual dictionary. She uses it when she has a question on a specific word and when she wants to learn more about English. It is a book that can be read repeatedly and still deliver new and useful information.

2.3.2.2. Machine Translation (MT)

Machine Translation (MT) refers to fully automated software that can translate source contents into target languages. Online translation software stands under the umbrella of MT. This technology has been proven to be cost-effective because it can translate short documents quickly. On the other hand, when it comes to translating texts that do not contain many repetitive words and using very complex languages (such as literature and law), there is still no substitute that can replace the role of a human translator.

Neural machine translation, or NMT for short, was brought out to tighten the gap between MT and human translation. Bahdanau, Cho, & Bengio (2014) certified that “Unlike the traditional phrase-based translation system which consists of many small subcomponents that are tuned separately, neural machine translation attempts to build and train a single, large neural network that reads a sentence and outputs a correct translation”. Back to its birth, the traditional MT worked by separating sentences into phrases, translating each of them, and composing the translated phrases into sentences. This method is called phrase-based translation, and the results are not satisfactory. This is because this approach is not similar to the way people translate, which is to read the whole sentence set, take the meaning of each one, and give the corresponding translation sentence. NMT is based on this process, and it has been a popular MT approach for the past four years with quite good results. A typical representative of NMT is the famous Google Translate (translate.google.com).

However, there is still a long way ahead for NMT technology to reach the level of a professional translator. Overall, the best use for MT is to deliver an understanding of the general gist of a text. In other words, MT should only be a part of a translation process, and translators need to know how to turn MT into a reliable friend. Quan (2006) also supported this opinion as he insisted that the foothold of MT is at the beginning of the translation process; MT should not be the ultimate product in translation but would rather be a means of producing a final translated text. This goes along with the ETM competence framework as the ETM (2017) also required a translator to "master the basics of MT and its impact on the translation process" and to "assess the relevance of MT systems in translation workflow and implement the appropriate MT system where relevant."

2.3.2.3. Search Engine

Under the light of the ETM competence framework, making effective use of search engines & corpus-based tools is also in concern (The ETM, 2017). There are three main types of Internet search engines (a) full-text search engine; (b) search index/directory; and (c) metasearch

engine (Ni et al., 2003). Of the top of them, Google (www.google.com) is the most popular. As the gateway to the world, internet search engines have their indispensable role in the translation process where they can help translators find background knowledge, proper names, linguistic knowledge, and so on. The internet search engine is the source of information, which is free access. However, this technology may give information that is confusing, inaccurate, and unreliable due to the anarchic nature of the web. Some websites are reliable, but some are not.

New to the translation industry, a linguistic search engine or LSE is an internet-based system that works similarly to internet search engines. Rather than searching, an LSE plays a role as the gate to an online corpus source of language uses. Such engines are "designed to provide an intuitive, linguistically sophisticated but user-friendly way to search the Web for naturally occurring data" (Resnik, 2005). Via the LSE, users can find sentence fragments, phrases, whole sentences that match or be similar to ones existing in a corpus source collected from reliable native or native-like writers such as novelists, journalists, or experts.

In this study, the researcher employed Ludwig, a popular linguistic search engine, as a part of the proposed translation procedure. Ludwig aimed to help users independently write correct English sentences. More than just typing a source sentence onto Google Translate and hoping it will provide a fine translated one, people are encouraged to type into the Ludwig bar their best guess of the English translation they need. Then, Ludwig will show a list of sentences from reliable websites, and users can check if their translation is correct and if there is any better alternative. Although this engine's membership fee is reasonable, it still limits Ludwig to a large number of translators, especially students.

Fourney, Morris & White (2017) classified linguistic tasks for people to perform with web search engines into eight categories. Those categories include (1) Hyphenation: Deciding about hyphenation, or about joining words (e.g., walkout/walk-out); (2) Homonyms: Deciding between similar-sounding words (e.g., affect and effect); (3) Grammar: Checking if a phrase is grammatically correct (e.g., "your faithfully" or "yours faithfully"); (4) Spelling: Checking the spelling of a word or proper noun (e.g., type "include" onto Google search and it will ask "Did you mean: excellent"); (5) Definition; (6) Pronunciation; (7) Thesaurus: Finding similar or opposite words (i.e., type "excellent synonyms" or "excellent antonyms" on the search bar); (8) Etymology: Searching for the history or origin of a word or phrase. Also, writers often perform web searches to decide if particular phrases are common in English documents (Jacquemont, Jacquenet & Sebban, 2007), base on the number of search results.

2.3.2.4. Grammar Checker

Grammar checkers determine the syntactical incorrectness of a sentence using artificial intelligence, natural language processing, machine learning, and deep learning algorithms (Baca, 2019; Kulkarni, 2019). So far, this technology has been developed and is spreading its coverage not only on grammar but also spelling, punctuation, etc.

Grammarly (grammarly.com), a digital checking tool, offers grammar checking, spell

checking, and plagiarism detection services as well as suggestions about writing clarity, concision, vocabulary, delivery style, and tone. Although the Grammarly premium membership is costly for Vietnamese students, its free version has already offered automatic detections on errors and suggestions on grammar, spelling, punctuation, word choice, and style in writing, following common linguistic prescription. The researcher believes that with the help of Grammarly, students can easily proofread their translation and correct any mistake or error encountered. Accompanying an active learning approach, students can learn new knowledge right from their mistakes/errors.

2.4. Students' Internet-Involved Translation Behaviors and Their Problems

In addition to online dictionaries, glossaries, and references, the internet also has a rich source of authentic translation-relevant knowledge and natural language data information (Korosec, 2011). Such advances need to be utilized by translation students - from simply spell-checking to information searching, which may provide correct target language terms and collocations.

However, Selcher (2005) pointed out that quality internet searches "beyond merely 'finding something' in a hit-or-miss way, is more difficult and requires much more patience and constant updating of techniques than does traditional library research." He demonstrated that to avoid overload in massive online information, every translator must achieve sharp management and judgment skills.

2.4.1. MT Dependence

The work of a human translator is considerably complex that it would be impossible, at least for the present time, to depend on a machine as the ultimate producer of a quality naturally-sounded translated text. This technology does not produce a natural-sounding or completely correct translation. Languages are highly complex, and while this type of translation technology has improved continuously over the years, it has not been able to accurately identify all the nuances of languages and transfer them into target languages. Aiken and Balan (2011) conducted a study on the translation quality of Google Translate in 50 different languages, and they figured out that Google Translate translates a European language into another European language better than doing the same operation with those pairs of languages which has at least one from Asia. Therefore, as English belongs to the fusional language category, and Vietnamese is considered as an isolating language, this pair of languages may cause many troubles for Google Translate to produce a fine translation. Thriveni (2002) insisted that "cultural interpretations and recognitions through natural translation by a translator should be a more precise way of doing translation since the literature and culture senses in the text and a machine can not uncomplicatedly reveal the speeches."

When translating an English paragraph into Vietnamese, most students can find unnatural-sounding errors produced by MT since Vietnamese is their mother tongue. However, things get more complex when it comes to translating Vietnamese texts into English. The problem is that students, particularly at beginner or intermediate levels, sometimes cannot readily identify examples of bad usage and have a not necessarily justified "trust" in the accuracy of

computer output.

This is an actual issue because a friend of the researcher, in the interview session, admitted that when she translated the Vietnamese source text in the translation test, she had copied 100% of the source text onto Google Translate to get the English translation and had believed in its accuracy without proofreading. McCarthy (2004) indicated that among the causes are "lack of time, lack of energy, or lack of imagination, coupled with a lack of scruples or a lack of linguistic insight."

2.4.2. Information Searching

Sales (2008) conducted an empirical case study to establish a diagnosis of the information behavior of translation students. Giving two focus groups a set of seven questions, she figured out that the internet plays a vital role in the process of searching information for translation practices, and they all "agreed that internet sources were their principal information gate."

Information-seeking started by feelings of uncertainty, which gives translators feelings of doubt, confusion, and frustration. Then, it leads translators to information on internet search engines. They hope that the needed background knowledge and linguistics knowledge are somewhere on the net. Sales (2008) also indicated that "when the search process proceeds and hopefully turns out to be successful, those feelings change into confidence, optimism, relief, and satisfaction." However, this habit might lead to confusion as the internet is where everyone can upload their knowledge; hence, it causes conflicts among sources. Many students may find it familiar when they search for information on the internet; they thought all the sources found were telling the truth until they noticed that some of them were contradicting others on some points.

Problems might arise when a translator does not understand the concepts used or even does not know the first thing about the fields mentioned in original texts. This may lead to failure in locating certain data on the internet as the translator cannot determine what concepts and information they need to find in the massive world of knowledge. This kind of problem is beyond a purely linguistic matter since it relates to understanding the text's content. (Sales, 2008).

2.5. Strategic Procedures for Utilizing Internet Resources for Self-Study in Translation

A translation strategy is a potentially conscious procedure that solves problems when translating a text segment from one language to another (Lo¨rscher, 1991). According to Lo¨rscher (1991), there are two types of phases in a translation process: 'strategic phases' (the phase in which translation problems are resolved) and 'nonstrategic phases' (the phase in which tasks carried out). He claimed that "problem-oriented, potential consciousness and goal-oriented" are the criteria of translation strategies as well as interlanguage communication strategies.

Chesterman (1997) proposed a global method that categorizes strategies as 'memes'. According to Chesterman, "strategies are ways through which translators try to make

themselves adapt to rules to bring out what they consider to be a good translation". He stated that a strategy is a type of process, a way of doing something. Based on Division, Berelson, and Steiner's theory on language in 1964, human behavior is categorized into three stages ('activity', 'actions' and 'operations'); Chesterman also defined translation as a hierarchical process including various levels, of which strategies are in the lower levels - the 'operations' level. Moreover, he mentioned that there is a distinction between 'comprehension strategies' and 'production strategies,' as he called. The former term refers to the analysis of the source text, while the latter are resulted by many comprehension strategies and are related to the way a translator works on with a proper target document.

In this graduation paper, the researcher respects ones' creativity and ways of translating to arrive at what they believe to be a good translation. However, regarding the impact of the internet, all participants of this research should follow the same translation processes (or procedures), including specific instructions for both strategic and non-strategic phases during the translation process.

Table 2.1a: Proposed Strategic Translation Procedure 1 (TP1) to translate from English into Vietnamese

Ste	Description
1	Read the source text.
2	Underline new/confusing words.
3	Read again; Try to predict the meaning of those underlined words.
4	Search for several Vietnamese texts relating to the source text's topic on Google Search.
5	Translate the source text and get the first draft of the translation (V1). Note: This draft may contain many blanks due to new words and special terms, but you need to write the rest of the translation, including grammar and sentence structures, on your own.
6	Lookup
6.1	Use Longman to find words' English definitions and brainstorm.
6.2	If you fail in step 6.1, use Google Translate to translate it directly into Vietnamese or use Google Search (e.g., "competence là gì") and select several equivalents from some bilingual dictionaries if desired.
6.3	Compare the meaning of the equivalents chosen in step 6.2 with the English definitions of Longman's source word and choose the most appropriate one.
7	Revise V1 by correcting any errors detected in step 6; then, you have the second version of your translation (V2).
8	Use Google Translate (English->Vietnamese) to translate each sentence of the source text. Compare each sentence of V1 with its equivalent translated by Google Translate. Focus on writing styles.
9	Ask yourself questions such as "If my family members read my translation, do they understand?" and improve the translation's clarity.
10	Get the final translated document.

Table 2.1b: Proposed Strategic Translation Procedure 2 (TP2) to translate from Vietnamese into English

Step	Description
1	Read the source text; make sure to understand the meaning of every word/phrase and the context of every sentence.
2	Underline source words that beyond your background knowledge.
3	Search those words on Google Search, read more information if it helps to understand more about the field.
4	Underline source words that you cannot translate instantly in mind.
5	Lookup
5.1	Type a source word onto Google Translate (Vietnamese -> English) and get its equivalent. Otherwise, search for its translation on Google Search (e.g., "cầu khỉ tiếng Anh là gì?") by reading blogs and discussions.
5.2	Type the equivalent(s) just founded onto Longman or Google Translate (English -> Vietnamese) and double-check if its definition matches the meaning of the source. If it does, choose that English word.
5.3	If not, find a list of its synonyms suggested right on Google Translate or on thesaurus.com instead. Repeat the process of steps 5.2 & 5.3 until you find the correct translation.
6	Write the 1st translated version (V1).
7	Use Google Translate to translate the source text (either by sentence or whole), compare the translation with V1, and edit V1 if needed.
8	Use ozdict.com to pick up appropriate collocations. Use Ludwig.guru for phrases or sentences that you are unsure about their accuracy and popularity.
9	Search for several English texts relating to the source text's topic on Google Search and analyze their writing styles. Revise -> V2
10	Put V2 onto Grammarly to correct grammatical errors and improve the text's clarity and engagement to get the final translated document.

3. Methodology and Procedure

3.1. Research Procedure

This research was conducted by following many steps that had been considered by the researcher and her supervisor so as to achieve coherence. Each step has its objective that all contribute to the outcome of the whole study. The steps were strictly followed as the research procedure below.

Table 3.3: Research procedure's steps and descriptions

Step	*Description*
1	Review literature and previous researches.
2	Conduct pilot translation test.
3	Conduct the translation test (T1) and interview the 10 participants.
4	Analyse errors of translated texts in T1.
5	Analyse answers of the interview session.
6	Find error sources.
7	Use Finalize the TP1 and TP2.
8	The 10 participants in T1 retake the translation test (2) by following the TPs.
9	Analyse errors of translated texts in T2.
10	Conduct paired-sample t-tests.
11	Evaluate outcomes.
12	Discuss and conclude.

3.2. Research Methods and Instruments

The researcher conducted this study by both quantitative and qualitative approaches. Quantitative data were collected through translation tests (T1 and T2). Participants were asked to translate a text from English into and another one from Vietnamese into English (about 600 words in total). The two source texts were parts of electronic articles for general audiences. At first, the researcher formed a short test which was piloted by 1 group of 7 students. This was to evaluate the competence of the subjects initially. After considering the most appropriate length and the most suitable complexity for the source texts, the final form was brought out and sent to the 10 participants. The ten translated documents given by the 10 participants were then used in the error analysis for frequency counts and percentages. When the participants had submitted their translations in the T2, the ten translated documents also went through error analysis to get the data needed for the paired-sample *t*-test on SPSS.

Denzin and Lincoln (2005) defined that qualitative research deals with data collection. This research method is often used to collect open-ended opinions to gain insight into issues. As for this study, the qualitative method does not simply answer questions like what or when but can be used to investigate, describe, and explain the reason or ways of doing the translation. As interview insights into the nature of issues and the individual respondent's behavior through direct interactions, the researcher decided to conduct semi-structured interview sections with every participant. After finishing their first translation test (T1), each participant had a 1:1 interview with the researcher regarding the translation process they had just done during the T1. The instruments collected in this section are records or chat messages.

The two core questions of the semi-structured interview section are:

• What internet-assisted tools you used to help you translating the source texts?

• How did you translate the source texts? Please tell me about every step you took to get your translation.

Because the researcher employed the semi-structured design, some other questions arose during the process of each particular interview. The content of those additional questions was based on how each participant answer the two core questions.

In this graduation paper, the researcher respects ones' creativity and ways of translating to arrive at what they believe to be a good translation. However, regarding the impact of the internet, all participants of this research should follow the same translation processes (or procedures), including specific instructions for both strategic and non-strategic phases during the translation process.

3.3. Description of Population and Sample

There is an old saying in research that "the more data points, the better." Instead of expecting a minimum sample size, it is clear that more samples are always better, especially for very heterogeneous populations. However, for practical reasons, Crouch and McKenzie (2006) proposed that having less than 20 participants in a qualitative research method helps a researcher build and maintain a close relationship with interviewees and thus improve the "open" and "frank" exchange of information. Besides, Guest, Bunce, and Johnson (2006) also stated that saturation often occurs around 12 participants in homogeneous groups.

As for this study, the population size is 210 (students) base on the most recent statistic taken from the FFL at VLU. In this case, the English-majored seniors at VLU (the research scope) studied the same translation course - "Translation 3" - and are in the age range of 22-23 years old). Therefore, the author decided to take the number of 10 participants as a standard sample size. This sample size is suitable as the serious spread of the COVID-19 pandemic, conducting the study caused inconvenience in reaching more students.

3.4. Data Collection and Data Analysis

Considering the danger of gathering many people in one place when the COVID-19 was spreading seriously, the translation tests (T1 and T2) were taken online, so were the interviews.

3.4.1. Data Collection

After finalizing the official source texts (see Appendix B), the researcher uploaded them on a Google Doc file in Google Drive. Each participant got a copy via Facebook Messenger. This study aims to find a proper strategy for self-study in translation. As long as the participants worked on the translation, the T1 was done without a time limit. In most cases, the students joining in this test finished their translation within 1 hour.

When a participant informed the researcher that he/she had completed the test, the researcher skimmed at his/her translations and then started interviewing. All ten interviews were conducted on Facebook Messenger. Then, all the primary data collected in the T1 and the interviews were analyzed.

The second translation test (T2) was carried out when the final version of the TPs. This time,

the researcher video-called each of the 10 participants and instructed him/her to re-translate the source's texts by adopting the TPs (see table 2.1 and table 2.2). Then, the translations collected in the T2 went through analysis.

3.4.2. Data Analysis

So as to provide a clear observation on analyzing and comparing the data collected from the 10 participants, they were coded as S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10.

The researchers manually identified errors existing in the ten translations collected in the T1 with her supervisor's consultancy and classified them following the EA taxonomy proposed by Na (2015). Then, the errors' frequencies and percentages were calculated. Thereby, the researcher was able to identify the most frequent error and the least frequent error made by the students. Meanwhile, the interview transcriptions were divided into two main categorizations: (1) translation procedure & (2) translation support tools. Once all data from the T1 and the interviews were completely processed, the researcher became aware of the competence of the subjects and finalized the TPs in the most proper way she can propose (see part 2.5). The TPs were examined in the T2.

When all the students submitted their second translated version, the researcher redetected errors with the help of her supervisor. The errors founded were also categorized and quantified, just like the errors made in T1. Then, the researcher ran the paired-sample *t*-test using the SPSS software. The paired-sample *t*-test, sometimes called the dependent sample *t*-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired-sample *t*-test, each subject or entity is measured twice, resulting in pairs of observations. To understand more about the process of the paired-sample *t*-test, see part 4.4.1.

4. Findings and Discussion

4.1. Findings from the Translation Test 1

Table 4.1: Frequency & percentage of errors in the translated texts in T1 (by categories)

	Frequency	Percentage (%)
1. From English into Vietnamese	**278**	**100**
Linguistic error	50	18.0
Comprehension error	69	24.8
Translation error	159	57.2
2. From Vietnamese into English	**268**	**100**
Linguistic error	197	73.5
Comprehension error	0	0.0
Translation error	71	26.5

Table 4.1, which shows the number of errors determined in T1, indicates that there are obvious differences among the contributions of three types of errors to the total error numbers, both from English into Vietnamese and vice versa. Regarding the first direction (English -> Vietnamese), there are 270 errors detected, of which translation errors account for 57.2%,

followed by comprehension errors and linguistic errors with 24.8% and 18.0%, respectively. However, when it comes to the other direction (Vietnamese -> English), all 268 errors were only classified into two error types, of which linguistic errors and translation errors respectively account for 73.5% and 26.5%.

For the participants, Vietnamese is their mother tongue while English is not. Therefore, they encountered fewer linguistic errors in their Vietnamese-translated texts than in their English-translated documents. Besides, the Vietnamese source text's topic is about the COVID-19, which the students usually read about at the time, but the English source text gives information on health knowledge. Thus, it is also understandable that there were no comprehension errors detected when they translated text from Vietnamese into English, but the number of this error type was quite large when they did the reverse. Regarding medical terms, it is necessary for the students to find the exact equivalents for the terms. This led to a large number of translation errors detected in the 10 Vietnamese translations.

4.1.1. From English into Vietnamese

4.1.1.1. Linguistic Errors Detected

Table 4.2: Frequency & percentage of linguistic errors in the Vietnamese translated texts in T1

LINGUISTIC ERROR	Frequency	Percentage (%)
Punctuation	28	56.0
Tense	10	20.0
Sentence structure	12	24.0
Total	**50**	**100**

. **Punctuation:** Many commas were put in wrong positions.

[1] Source text (ST): “It’s made up of different phases, and as you move through them, your breathing, blood pressure, and body temperature will all fall and rise."

[1] Translated text (TT): “Nó được tạo thành từ các giai đoạn khác nhau, và khi bạn trải qua chúng, hơi thở, huyết áp, và nhiệt độ cơ thể của bạn sẽ giảm, và tăng lên.”

. **Tense:** All the students made the same error of tense. The source text's author used the past continuous tense while the students used the present continuous tense instead, which caused ambiguity.

[2] ST: “In the mid-1990s, the US National Commission on Sleep Disorders Research estimated that 38,000 Americans *were dying*…”

[2] TT: “Vào giữa những năm 1990, Ủy ban Quốc gia Hoa Kỳ về Nghiên cứu Rối loạn Giấc ngủ ước tính rằng 38.000 người Mỹ *đang chết* mỗi năm…”

. **Sentence structure:** There were some cases in which the students did not realize that their translated sentence did not have a subject or a verb.

[3] ST: “Tension in your muscles mostly stays the same as when you are awake – except

during REM phases, *which account* for up to a quarter of your sleep."

[3] TT: "Căng thẳng trong cơ bắp của bạn chủ yếu giữ nguyên như khi bạn thức - ngoại trừ trong các giai đoạn REM, *chiếm* tới một phần tư giấc ngủ của bạn."

4.1.1.2. Comprehension Errors Detected

Table 4.3: Frequency & percentage of comprehension errors in the Vietnamese translated texts in T1

COMPREHENSION ERROR	Frequency	Percentage (%)
Due to vocabulary	59	85.5
Due to syntax	10	14.5
Total	**69**	**100**

. **Due to vocabulary:** This kind of error occurred when a student chooses an equivalent that does not share any meaning with the source word.

[1] ST: "You then *stir*, gasping, trying to breathe."

[1] TT: "Sau đó bạn *cảm thấy bất ổn*, thở hổn hển, cố gắng thở."

[1] Suggested translation: cựa quậy

[2] ST: "It also fuels *absenteeism*,"

[2] TT: "Nó cũng gây ra *hiệu suất cá nhân kém*,"

[2] Suggested translation: tình trạng đi làm không đều

[3] ST: "It's made up of different phases, and as you *move* through them …"

[3] TT: "Nó gồm nhiều giai đoạn khác nhau, khi *di chuyển* qua chúng, …"

[3] Suggested translation: trải qua

[4] ST: "During these, most major muscle groups *ease* significantly."

[4] TT: "Trong thời gian này, hầu hết các nhóm cơ chính *giảm đi* đáng kể."

[4] Suggested translation: giãn ra / thả lỏng

. **Due to syntax:** The researcher can see that all ten students failed to understand the meaning of the source sentence below. They could not deliver a clear Vietnamese sentence but only translated it word-by-word. This problem could have been solved if the participants connected this sentence's meaning with the meaning of previous sentences.

[5] ST: "The result is obstructive sleep apnoea – from the Greek ápnoia, or "breathless"."

[5] TT: "Kết quả là ngưng thở khi ngủ tắc nghẽn - từ ápnoia Hy Lạp, hoặc "khó thở"."

[5] Suggested translated text: "Kết quả của những hiện tượng trên chính là "hội chứng ngưng thở khi ngủ" (Obstructive Sleep Apnoea, viết tắt là OSA)- trong tiếng Hy Lạp người ta gọi là "ápnoia" hay "ngưng thở"."

4.1.1.3. Translation Errors Detected

Table 4.4: Frequency & percentage of translation errors in the Vietnamese translated texts in T1

TRANSLATION ERROR	Frequency	Percentage (%)
Inaccurate rendition of lexical items	37	23.3
Wrong specific name	21	13.2
Addition of the unnecessary word	9	5.7
Omission of necessary word	8	5.0
Too literal translated vocabulary	23	14.5
Word-by-word translated sentence	23	14.5
Ambiguous sentence	38	23.9
Total	**159**	**100**

. **Inaccurate rendition of lexical items:** This error occurred when the students knew the general notion of a lexical item but failed to give a proper rendition fitting in the context.

Readers may understand but will find it odd, weird, and unqualified.

[1] ST: "It's made up of different phases, and as you *move* through them …"

[1] TT: "Nó gồm nhiều giai đoạn khác nhau, khi *trải nghiệm* chúng, …"

[2] ST: "During these, most major muscle groups *ease* significantly."

[2] TT: "Trong thời gian này, hầu hết các nhóm cơ chính *thả ra* đáng kể."

. **Wrong specific name**

[3] ST: "*US National Commission on Sleep Disorders Research*"

[3] TT: "*Ủy ban Quốc gia Hoa Kỳ về Nghiên cứu Rối loạn Giấc ngủ*"

[3] Official name: "Ủy ban Nghiên cứu Rối loạn Giấc ngủ Quốc gia Hoa Kỳ"

[4] ST: "*obstructive sleep apnoea*"

[4] TT: "*ngưng thở tắc nghẽn khi ngủ*"

[4] Official name: "hội chứng ngưng thở khi ngủ"

. **Addition of the unnecessary word**

[5] ST: "… people with apnoea are fired from their jobs more frequently than those without."

[5] TT: "… những người mắc phải chứng ngưng thở khi ngủ bị sa thải khỏi công việc *làm công ăn lương* của họ *theo một cách mà nó* thường xuyên hơn những người không có."

. **Omission of necessary word**

[6] ST: "… heart disease worsened by apnoea."

[6] TT: "… bệnh tim tệ vì ngưng thở."

[6] Suggested text: "… bệnh tim trở nên trầm trọng đi vì ảnh hưởng của hội chứng ngưng thở

khi ngủ."

. Too literal translated vocabulary

[7] ST: "It also fuels *absenteeism*, and people with apnoea are fired …"

[7] TT: "Nó cũng gây ra *sự vắng mặt*, và những người mắc chứng ngưng thở bị sa thải …"

[7] Suggested text: "Hội chứng này cũng gây nên *tình trạng đi làm không chuyên cần* và những người mắc phải nó thường bị sa thải…"

. Word-by-word translated sentence

[8] ST: "With sleep apnoea, your air supply is continually interrupted, causing blood oxygen levels to plummet."

[8] TT: "Với ngưng thở khi ngủ, nguồn cung cấp không khí của bạn bị liên tục gián đoạn, gây nên nồng độ oxy máu giảm mạnh."

[8] Suggested text: "Khi xảy ra hiện tượng ngưng thở khi ngủ, nguồn cung cấp không khí của bạn liên tục bị gián đoạn khiến cho nồng độ oxy trong máu giảm mạnh."

. Ambiguous sentence: This error is also a consequence of word-by-word translation as the students automatically translate "it" into "nó". The researcher believes that a translator's responsibilities include providing a clear translated sentence that helps readers to know the subject of every sentence. In the case below, readers might confuse the "it" in the second sentence, which represents "sleep", with "dynamic change".

[9] ST: "Sleep is marked by dynamic changes throughout the body. *It's* made up of different phases…"

[9] TT: "Giấc ngủ được đánh dấu bằng những thay đổi năng động trên khắp cơ thể. *Nó* được tạo thành từ các giai đoạn khác nhau, …"

4.1.2. From Vietnamese into English

4.1.2.1. Linguistic Errors Detected

Table 4.5: Frequency & percentage of linguistic errors in the English translated texts in T1

LINGUISTIC ERROR	Frequency	Percentage (%)
Morphology	2	1.0
Semantic	10	5.1
Grammar	54	27.4
Phrase Structure	17	8.6
Clause Structure	66	33.5
Sentence Structure	48	24.4
Total	**197**	**100**

Table 4.5 shows the frequency and percentage distribution of error types among six levels: morphology, semantic, grammar, phrase structure, clause structure, and sentence structure.

The following examples demonstrate the six sub-type of linguistic errors of the ten subjects:

. **Morphology:** Quite as expected, most of the morphological errors occurring in the test outputs were with the singular/plural noun forms and subject/verb agreements.

[1] TT: “schools *is* closed”

[2] TT: “Rance’s *worry*”

. **Semantic:** There was only one semantic error that occurred in all ten translated texts. This shows that the 10 participants, and even the writer of the source text, lack semantic knowledge as they compared the word American [+human] with the word country [-human].

[3] ST: “Giống như các *quốc gia*, *người Mỹ* đang "sống trong sợ hãi"… ”

[3] TT: “Like many other *countries*, *Americans* are "living in fear" …”

. **Grammar:** The lexical classes that the seniors’ grammar errors cover on include prepositions, articles, verbs, determiners, pronouns, and quantifiers. They are detected in 04 ways: misuse, omission, addition, and misplacement.

[4] ST: “Anh thậm chí mua hạt giống để trồng rau trên ban công.”

[4] TT: “He even bought seeds to grow vegetables on *the* balcony.”

. **Phrase Structure:** Errors on phrase structure involve additions of unnecessary words, incomplete phrases, and inappropriate noun phrase constructions.

[5] ST: “nhân viên một tổ chức phi lợi nhuận về tài chính”

[5] TT: "staff a non-profit organization of finance."

. **Clause Structure:** Most of the linguistic errors on clause structure were made by wrong tense choices, while the rest lay on wrong decisions between active and passive voices.

[6] ST: “Khi Michael Rance chứng kiến khu phố anh từng sống tại Kirkland trở thành tâm điểm Covid-19 ở Mỹ, anh đã dự trữ thực phẩm cho 4 tuần.”

[6] TT: “When Michael Rance *witnesses* the neighborhood he used to live in Kirkland *becomes* the center of Covid-19 in the US, he *stockpiled* food for four weeks.”

[7] ST: “Các *nhân viên thường được yêu cầu* làm việc từ xa, *trường học đóng cửa*, những sự kiện thể thao hay tụ tập đông người đều bị hủy bỏ.”

[7] TT: “*Employees often required* to work remotely, *schools closed*, the sporting events or large gatherings were canceled.”

. **Sentence Structure:** Regarding the structure of sentences, the students faced such difficulties that they created inappropriate/nonparallel combinations of two clauses and chose inappropriate subject/coordinating conjunction/misuse of punctuation.

[8] ST: “Nỗi lo lắng của Rance ngày càng tăng sau khi số ca tử vong vì Covid-19 tại bang Washington vượt 20 người, cùng khoảng 180 ca nhiễm.”

[8] TT: "Rance's anxiety grew after the number of Covid-19 *deaths* in Washington state *exceeded 20, along with about 180 infections*.

[9] ST: "… người Mỹ đang "sống trong sợ hãi" và phải làm quen với cuộc sống mới …"

[9] TT: "… Americans are "*living* in fear" and *have* to get used to a new life …"

[10] TT: "*At least 36 states in the United States have an epidemic*, of which eight states declare a state of emergency."

[10] Suggested text: "*This epidemic has occurred in at least 36 states of the United States of America*, of which eight states declared a state of emergency."

4.1.2.2. Translation Errors Detected

Table 4.6: Frequency & percentage of translation errors in the English translated texts in T1

TRANSLATION ERROR	Frequency	Percentage (%)
Inaccurate rendition of lexical items	11	15.5
Wrong specific name	39	54.9
Addition of the unnecessary word	1	1.4
Too literal translated vocabulary	20	28.2
Total	**159**	**100**

. **Inaccurate rendition of lexical items:** This error occurred when the students knew the general notion of a lexical item but failed to give a proper rendition fitting in the context.

Readers may understand but will find it odd, weird, and unqualified.

[1] ST: "… đề phòng trường hợp New York bị *phong tỏa*."

[1] TT: "… in case New York is *blocked*."

[1] Suggested text: "… in case New York is *blockaded*."

. **Wrong specific name:** As the text is a news article on COVID-19, the name of the virus or the disease should be written by their official names declared by the World Health Organization. Even though the writer of the source text did not write those names accurately, translators should be aware of providing the most correct form of every specific name.

[2] TT: "700 ***nCoV*** infections"

[2] Offical name: "SARS-CoV-2"

[3] TT: "the center of ***Covid-19***"

[3] Official name: "the center of COVID-19"

. Too literal translated vocabulary

[4] TT: "*disaster from nature*"

4.2. The Participants' Translation Behaviour in T1

During the interview sections, the researcher found out that 100% of the participants had at least 03 different internet-based tools in their toolboxes. They employed the tools in different approaches, methods, and depths.

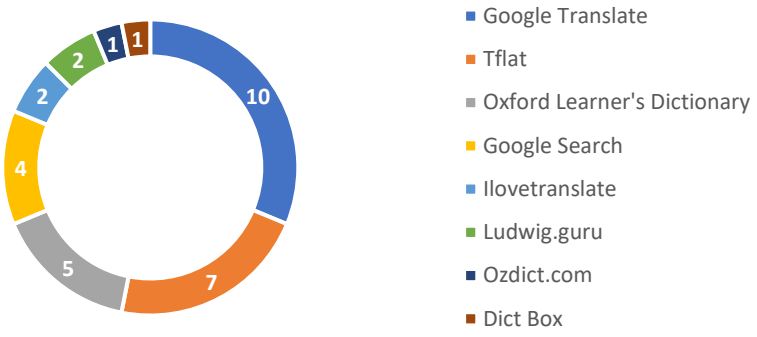

Figure 4.1 The numbers of participants using internet tools (counted by tools)

In T1, 60% of the interviewees applied Google Translate after they had received it. Then, they started revising what was given by Google Translate. Surprisingly, four out of the six seniors admitted that they did not read, or skim, the source text before using the tool. This led to a consequence that those seniors' translated documents were quite similar in grammar, syntax, lexis, and writing style.

There is no evidence of producing more errors by following this way. However, the researcher realized that employing MT too early in the translation process may kill translators' creativeness in language expression. This is the reason why the translation processes proposed in this paper do not let the participants use Google Translate sooner than step 5. The TPs force students to write a draft on their own before referencing any sample translation on MT tools. As the students do more practice, whether, in English or Vietnamese, their writing skills will develop along with their translation skills.

The researcher also found out that the students tended to use bilingual dictionaries instead of monolingual ones. Even though Google Translate does provide English definitions for an English word, the participants mostly paid their attention to a word's equivalents in Vietnamese. Consequently, they chose vocabularies that cannot fully express the ideas of the source texts in their translated documents.

Another issue is that 9 out of 10 students do not aware of double-checking as they frequently chose a word by definitions shown on one source. Paradoxically, the students do more double-checks for only some words which they know better. Consequently, errors on specific terms accounted for a major percentage as the students did not understand the terms clearly but still

did not spend more time researching.

4.3. Findings from the Translation Test 2

4.3.1. The Results of the TP1

Table 4.7: Frequency & percentage of errors in the Vietnamese translated texts in T2

	Frequency	Percentage (%)
LINGUISTIC ERROR	**25**	**19.4**
Punctuation	15	11.6
Tense	4	3.1
Sentence structure	6	4.7
COMPREHENSION ERROR	**23**	**17.8**
Due to vocabulary	20	15.5
Due to syntax	3	2.3
TRANSLATION ERROR	**81**	**62.8**
Inaccurate rendition of lexical items	9	7.0
Wrong specific name	1	0.8
Addition of the unnecessary word	9	7.0
Omission of necessary word	4	3.1
Too literal translated vocabulary	11	8.5
Word-by-word translated sentence	17	13.2
Ambiguous sentence	30	23.3
Total	**129**	**100**

According to table 4.7, when the participants translated the English source text into Vietnamese by using the TP1, they made slightly fewer comprehension errors (17.8%) than linguistic errors (19.4), while translation errors still accounted for the largest percentage (62.8%). In the T1, the percentages were 24.8%, 18.0% and 57.2% respectively.

The first thing is that the seniors understood the medical context of the source text, especially were its terms, after they had done step 4 of the TP1, which is searching for several Vietnamese texts relating to the source text' s topic on Google Search. This step also helped reducing errors such as distorted lexical meanings, wrong specific names, omissions of necessary words, and too literal translated vocabularies. The translated texts in the T2 were smoother and more natural-sounded than those in the T1.

The issue of creativity in language expression was also dealt with in steps 5 and 9. By trying to translate by themselves in the first place and revising by critically comparing their works with Google Translate, the students avoided depending too much on the MT tool. The participants fairly knew how to deliver clear sentences without confusing readers.

4.3.2. The Results of the TP2

Table 4.8: Frequency & percentage of errors in the English translated texts in T2

	Frequency	Percentage (%)
LINGUISTIC ERROR	**91**	**19.4**
Morphology	0	0.0
Semantic	3	2.7
Grammar	23	20.5
Phrase structure	4	3.6
Clause structure	34	30.4
Sentence structure	27	24.1
TRANSLATION ERROR	**21**	**18.8**
Inaccurate rendition of lexical items	12	10.7
Wrong specific name	9	8.0
Addition of the unnecessary word	0	0.0
Too literal translated vocabulary	0	0.0
Total	**112**	**100**

As shown in table 4.8, after the students applied the TP2 in their process of translating the Vietnamese source text into English, there was a sharp decline in the total number of errors detected, which was 112 errors. While linguistic errors still overwhelmed translation errors, the ratio of the former to the latter went up from 2.77:1 to 4.33:1. This means that the TP2 has more profound effects on translation errors than on linguistic errors. However, the process still generally did a great job as it reduced more than half the errors determined in the T1.

Thanks to Grammarly, all morphology errors were solved. Grammatical errors such as misuses/omissions of prepositions, omissions of verbs, omissions of pronoun and phrase structure errors such as additions of unnecessary words, incomplete phrases, inappropriate noun phrase constructions, omissions of possessive markers were also reduced by Grammarly, ozdict.com, and Ludwig. Ludwig also has an advantage over Grammarly and ozdict.com in that they can point out problems on semantic relation, lexical choice, and active/passive voice.

Besides, as the students read several English news about the COVID-19, their translations became smoother in writing style. Most of them started to write the correct written forms of specific names and chose more exact equivalents. This is a good practice helping the participants to improve their translation skills and enhance their background knowledge.

4.4. The Results of the Paired-Sample t-Test

4.4.1. Theoretical Background

Howell (1999) defined that "A paired-sample (correlated-sample or dependent samples) t-test is used when you have one sample of subjects which are tested several times, but under different conditions, that is, under different levels of an independent variable. Each subject is measured on the same dependent variable, but under different levels of an independent variable, and you compare the performance of the subjects between the different levels of this

independent variable (with-subjects design)." The advantage of the paired sample t-test is the elimination of external influences onto the participants. Therefore, this approach is suitable for measuring students' performance before and after applying the TPs and analyzing the differences between the results of T1 and T2.

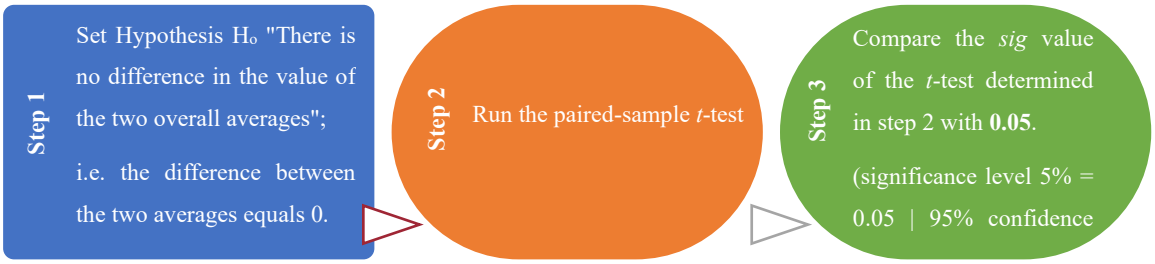

Figure 4.2 Paired Sample t-Test procedure

* If **sig > 0.05**, then we accept the H_o hypothesis. This means the two overall averages are equal, and the TPs failed to help the 10 participants make fewer errors.

* If **sig < 0.05**, then we reject the H_o hypothesis. That means there is a statistical difference between the averages, and the TPs succeeded in helping the 10 participants to make fewer errors.

In this study, the researcher used strings of code to name the variables used in the paired-sample *t*-test. Every string includes three differents sub-code:

The first one indicates the direction of the translation:

- EV: English -> Vietnamese
- VE: Vietnamese -> English

The second one shows the error type.

- L: Linguistic error
- C: Comprehension error
- T: Translation error

The last one refers to the time point.

- PRE: Before adopting the suggested translation process
- POST: After adopting the suggested translation process

4.4.2. t-Test Results: From English source texts into Vietnamese translated texts

4.4.2.1. Linguistic Error

Table 4.9: The results of the paired-sample t-test on linguistic errors (English into Vietnamese)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EV_L_PRE	5.0000	10	.94281	.29814
	EV_L_POST	2.5000	10	.97183	.30732

Paired Samples Test

		Mean	Sig. (2-tailed)
Pair 1	EV_L_PRE - EV_L_POST	2.5000	.000

In table 4.9, the **sig (0.000 < 0.05)** value indicates that there is a statistical difference between the two averages. In detail, when the seniors normally translated the English source text, each of them averagely produced five linguistic errors; when the seniors translated the source text by following the TP1 (see table 2.1), that means went down to 2.5 linguistic errors. Thus, it can be concluded that the 10 participants delivered better linguistic equivalents in their Vietnamese translated documents after they utilized the TP1.

4.4.2.2. Comprehension Error

Table 4.10: The results of the paired-sample t-test on comprehension errors (English into Vietnamese)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	EV_C_PRE	6.9000	10	.99443	.31447
	EV_C_POST	2.3000	10	.82327	.26034

Paired Samples Test

		Mean	Sig. (2-tailed)
Pair 2	EV_C_PRE - EV_C_POST	4.60000	.000

As shown in Table 4.10, the **sig (0.000 < 0.05)** value is the evidence of having a statistical difference between the two means. In detail, when a participant normally translated the English source text, he/she averagely produced 6.9 comprehension errors; when the seniors translated the source text by following the TP1, that average went down to 2.3 comprehension errors. Thus, it can be concluded that the 10 participants understood the source text better after they followed the TP1.

4.4.2.3. Translation Error

Table 4.11: The results of the paired-sample t-test on linguistic errors (English into Vietnamese)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 3	EV_T_PRE	15.9000	10	1.85293	.58595
	EV_T_POST	8.1000	10	2.76687	.87496

Paired Samples Test

		Mean	Sig. (2-tailed)
Pair 3	EV_T_PRE - EV_T_POST	7.80000	.000

The **sig** value in table 4.11 **equals 0.000, which is less than 0.05**. Therefore, in regard to translation errors, there is a statistical difference between the outputs in T1 and the output in T2. When the seniors translated the English source text in their usual way, each senior averagely encountered 15.9 translation errors. This number went down to 8.1 translation errors when the seniors translated the source text using TP1. In conclusion, the 10 participants created fewer translation errors in their Vietnamese translated documents after following the TP1.

4.4.3. t-Test Results: From Vietnamese source texts into English translated texts

4.4.3.1. Linguistic Error

Table 4.12: The results of the paired-sample t-test on linguistic errors (Vietnamese into English)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 4	VE_L_PRE	19.7000	10	8.61588	2.72458
	VE_L_POST	9.1000	10	5.66569	1.79165

Paired Samples Test

		Mean	Sig. (2-tailed)
Pair 4	VE_L_PRE - VE_L_POST	10.60000	.000

In table 4.12, the **sig = 0.000 < 0.05**. This value represents a statistical difference between the two means in the *t*-test. A participant averagely encountered 19.7 errors in linguistic before adopting the TP2 (see table 2.2), and the mean reduced to 9.1 linguistic errors as he/she followed the TP2. This means that in T2, the 10 participants made fewer linguistic errors after they used the TP2.

4.4.3.2. Translation Error

Table 4.13: The results of the paired-sample t-test on translation errors (English into Vietnamese)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 5	VE_T_PRE	7.1000	10	2.28279	.72188
	VE_T_POST	2.1000	10	.99443	.31447

Paired Samples Test

		Mean	Sig. (2-tailed)
Pair 5	VE_T_PRE - VE_T_POST	5.00000	.000

It is shown in table 4.13 that the **sig = 0.000 < 0.05**. Thus, there is a statistical difference between the two means of translation errors in the English-translated texts. When the seniors translated the Vietnamese source text without adopting the TP2, each of them averagely created 7.1 translation errors. Otherwise, they averagely created 2.1 translation errors. Thus, the 10 participants made fewer translation errors by following the TP2.

5. CONCLUSION

5.1. Summary

5.1.1. Main Findings

In T1, the seniors made 278 errors, including 50 linguistics-, 69 comprehension- and 159 translation errors when they translated the English source text into Vietnamese. In reverse, they made 268 errors, including 197 linguistic- and 71 translation errors when they translated the Vietnamese source text into English. Regarding the 278-error group, the participants found difficulties understanding the medical terms of the source text and smoothly expressing those ideas in Vietnamese. They chose wrong or inappropriate equivalents and failed to deliver an engaging and naturally sound translated text. About the other group of 268 errors, the participants understood the source text well but could not master the English language, so they made many linguistic mistakes in their translations. Besides, each student used many wrong written forms of specific names in both of his/her translated texts.

Regarding translation problems, it can be seen that linguistic problems were the hardest problems that the students faced. They were the sources of not only linguistic errors but also comprehension errors. This type of problem made all the 10 participants look up dictionaries in a confused manner. Following linguistic problems, pragmatic problems also occurred frequently in the translation process of the subjects, as many translation errors were detected in T1.

These could be explained as the students did not have enough good referencing resources, and they depended on Google Translate too much and too early in their translation process. Google Translate is not only its MT tool but also a bilingual dictionary. As the participants were not aware of the importance of respecting names, they also ignored the step of searching

how to correctly write some names, such as the COVID-19 disease and the SARS-CoV-2 virus. Interlingual and intralingual interference, which is not directly related to the internet, also contributed profoundly to the production of translation errors. Mother tongue interference was traced when the participants employed a word-by-word translation, and intralingual interference frequently occurred when they translate the Vietnamese text into English.

In T2, there were clear improvements in the subjects' translation products as they encountered 129 errors, including 25 linguistic-, 23 comprehension- and 81 translation errors when they translated the English text into Vietnamese and 112 errors including 91 linguistic- and 21 translation errors when they translated the Vietnamese text into English. All the 5 results from the paired-sample *t*-test also support the researcher's expectation in which the TPs (see part 2.5) can help the participants to reduce linguistic, comprehension, and translation errors when they translate texts from English into Vietnamese and vice versa.

5.1.2. Development of the Study

The study fulfills its overall objective of proposing proper internet-involved translation processes (the TPs), which were proved (through the *t*-tests) to have positive impacts on reducing errors encountered by English-majored seniors at VLU when they practice translating. The TPs can be adjusted and broadly applied in further researches and can become a part of a broader project in the future.

To the first research question, the kinds of problems and errors which are commonly encountered when English-majored seniors at VLU translate texts from English into Vietnamese and vice versa are linguistic-pragmatic problems and linguistic-translation errors (see part 4.1). To the second research question, the extent to which the TPs, in general, and the internet-based tools, in particular, can improve students' translation outcomes is that about 50% of errors were fixed (see parts 4.3 and 4.4).

Beyond applying the internet to the translation processes, the study's approach also concerns choosing reliable tools and appropriately employing them in translation practices. The researcher not only wants English-majored students to utilize the tools smoothly and reasonably to deliver good translations but also wants them to use the internet to develop good habits in translating, such as spending time reading background knowledge and double-checking equivalents.

Being one of the early graduation papers that focuses on the internet's impact on the translation process of English-majored seniors at VLU, this paper is expected to inspire students and teachers to research more and gain a broader knowledge of this topic. Although there are inevitable limitations, this study successfully points out the positive potentialities of the internet in translation.

5.2. Implications

5.1.1. Implications for Self-study

The improvement of translation skills is a matter of a lifetime, so students need to enhance language competence daily, not just in classes but also anytime they could. In such practices, students should keep using internet-based tools as helpful assistants to support them.

In their paper, Hang & Hang (2015) stated that more than two-thirds of students questioned regarded online dictionaries and internet searching as valuable tools, indicating that students were gradually better aware of shifting from teacher-centered based learning methods to learning autonomy. To enhance students' translation skills, utilizing various means of practice is indispensable.

The researcher sees that the findings of Hang & Hang (2015) support the spirit of her study, which is helping students to independently improve their translation competence with the help of internet-based tools. Although Hang & Hang (2015) indicated that it is essential for translation learners to utilize various means of practice, figure 4.1 (page 40) shows that all the students rely on Google Translate. They considered it their almighty key in translation and did not use many other tools to assist them. Therefore, this study encourages students to use more internet tools to support their translation practices at home. In this research, the ten seniors were required to adopt six different tools in their translation. The researcher hopes that other students will find their curiosities and motivations also to try the tools. Unlike sitting in a test in the university, self-studying is the time for students to experience and learn from mistakes quickly. As the results of the paired-sample *t*-tests are relatively positive, English majors may find the internet tools are worth trying and initially step into the big word of computer-aided translation (CAT) tools.

Background knowledge enrichment also significantly contributes to the success of translators. The study points out that the ten seniors improved their comprehension and translation skills by reading several texts relating to the source text's topic. Thus, students should read more in Vietnamese when they translate English texts into Vietnamese. Besides, reading more in English can help them learn how native speakers use vocabulary, how they construct sentences to express their ideas, how words go together.

Also, it is indispensable for students to gain background knowledge about the kind of texts they are going to translate. Texts are of various types, and each kind has its features that require students to utilize appropriate language. So daily reading is expected to work effectively to improve students' translations when they translate texts from Vietnamese into English and vice versa. Moreover, as our world continuously evolves, our understanding and knowledge undeniably need to be frequently updated. In the world of massive online communication, students can keep themselves informed of the newest events by reading online references such as newspapers and social media posts.

Last but not least, beyond assisting students in bringing out a well-translated text, some tools are the mirrors that reflect their mistakes and errors. Some tools such as Grammarly and Ludwig.guru determine flaws in students' translation and suggest them to fix them. In those cases, learners should let their errors imprinted in their minds and try their best not to encounter them again.

5.2.2. Implications for Pedagogy

Hang & Hang (2015) also indicated that 100% of their participants valued the teacher's in-class checking sessions as the most helpful method to develop their translations further. This shows that they remained quite passive in improving their translation skills. Looking at the

findings from the T1, teachers should also focus on stude**nts'** linguistic competence in constructing English sentences. It would be helpful if teachers warn students about those errors in teaching English and translation.

By teacher's professional knowledge, specific exercises involving the internet can be deeply designed and administered to help students reduce errors in translation. It would be great if teachers can broadly introduce excellent and reliable internet tools to freshers, starting from the ones used in this study, such as Ludwig, Grammarly, Ozdict.com, and enhancing the variety by lecturers' own experiences. This can help students to avoid using unqualified and unreliable referencing resources. Also, even though some students have a good internet tool on their hands, they do not fully utilize its highest potentialities. Therefore, it would be necessary for the FFL to hold more seminars in which teachers, and other students, can share how they successfully employ technological advances into translation. The researcher hopes that in the future, with the guidance of teachers, more and more learners will master many CAT tools and confidently step into the 4.0 labor market.

5.3. Limitations

5.3.1. Limitations of the Study

There are several limitations of this study that should be honestly admitted. One of them is the small size of samples. This research was only conducted on ten students belonging to the course of "22" at VLU. Therefore, the result of this study does not completely represent the translation competence of all English-majored students studying at VLU. Furthermore, as the author of this study is still an undergraduate, her lack of expert knowledge is undeniable. The author herself cannot collect a wide range of academic resources to conduct this study under a limited period. Those factors influence processing and analyzing data, so there might be some very potential data but were not diagnosed as profoundly as they should be. The last limitation is the lack of prior studies which are directly conducted on the research scope. To obtain a good foundation for the study, The researcher could have many previous pieces of research to consult, but there are quite a few of them regarding the topic itself.

In conclusion, four limitations are existing in this research: a small number of participants, the lack of professional knowledge, time pressure, and few previous studies.

5.3.1. Suggestions for Further Research

The author hopes that professionals will conduct more similar studies on larger sample sizes to reinforce the outcomes of this research in the future. Furthermore, it would be great for teachers and lecturers who have experience correcting students' errors and understanding their competence, to carry out studies on the effectiveness of various internet-assisted translation tools and introduce them to their students. This study only focuses on easily-access internet tools. It will be helpful if more complex computer-aided translation tools are tested and applied to the curricular of translation courses. It is also highly recommended that studies in translation error analysis viewing errors from internet applying aspects and research focusing on the role of the internet tools in linguistic and translation teaching should be conducted more. Research instruments should be varied using tests, homework assignments, or exercises to analyze errors. The researcher believes that the future of teaching and learning translation will become brighter, easier, and more effective in these ways.

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