

HAI PHONG PRIVATE UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGE

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GRADUATION PAPER

**A STUDY ON TRANSLATION OF VIETNAMESE
EDUCATION TERMS INTO ENGLISH**

By: NGO THI NGOC LAN

Class: NA 1002

Supervisor: NGUYEN THI PHI NGA, M.A.

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PART ONE: INTRODUCTION

1. Rationale of the study:

Globalization and integration in the Vietnamese trend of education have continued to grow stronger and stronger, from public policies to specific actions, from teachers to students, from schools to the society, at every level, especially higher education overseas. Education is larger and deeper than propaganda or politics. Education, even when done very flexibly and lightly, is still a heavy industry of the society's survival and development. For a long time we have been wrong at this very point in education. We have "shortened" education. We have "propagandized", "politicized" not only social sciences but even natural sciences, not excluding mathematics, chemistry, physics or biology... We have let many generations become almost philosophically illiterate, meaning knowing nothing or very little about the long, painful and heroic struggle of Education becomes harder and heavier after changes and changes are made because it always rushes to become a light industry that tries to meet with the immediate demands of the society, while it should be a heavy industry that creates foundations for people to flexibly and creatively adapt to the demands of a rapidly changing society

Therefore it is indeed time to face the issue and present profound answers for the long-term, fundamental and urgent problem of education: What is the relationship between education system and the education terms? What is the relationship between education and the present, the past and the future? What are the different notions of school subjects among countries? ... From there, we would be able to answer the question of what the demands presented by globalization and integration to education actually are. Only with such awareness about education could the correct answers for education in the context of integration be delivered.

When Viet Nam joined the regional and international organizations, our education system needs to be recognized globally. Thus, requirement of comparison the training programs according to the most popular language in the world – English becomes essential. Nowadays, universities in our country have also been evaluate and recognized international standards of the Netherland and Hai Phong Private University was one of twenty universities recognized international standards. Moreover, our society develops day by day, the needs of notarizing is more than. Many certificates, degrees are translated into and written in English. Because of these reasons, education terms become an imperative demand and need an appropriate equivalence.

This motivates me – a student of Hai Phong Private University who was approached the modern education and some new training programs of my university, I was attracted by the programs and its terms. I feel I really need and should understand terms in education. Because it is very practical and necessary not only for me but also for my friends, my family or everybody, who have demand to study in country as well as in abroad.

For these reasons, I chose “A Study on Translation of Vietnamese Education Terms into English” for my graduation.

2. Aims of the study

The study on translation of education terms aims to figure out an overview on translation strategies and procedures commonly employed in translation of education terms.

In details, my Graduation Paper aims at:

- Collecting and presenting basic Vietnamese terms in education.
- Providing their English equivalents or expressions

- Preliminarily analyzing translation strategies and procedures employed in the translation of these Vietnamese terms into English.
- Providing students majoring in the subject and those who may concern a draft and short reference of basic Vietnamese terms in education and their corresponding in English

I hope that this study can provide readers with overall comprehension about the information from written text and from visual forms of presentation relates to education terms, help them translate it effectively.

3. Scope of the study

Nowadays, when the culture, society and education quickly develop, the studying or educating has become more and more popular and integral to the human development. Therefore, the training programs of education system are diversified.

However, due to limitation of time and my knowledge, my study could not cover all the aspect of this theme. I only can translate education terms from Vietnamese into English of programs and standards of education.

4. Method of the study

Being a student of Foreign Language Department, after years of learning English, studying translation, I was equipped with many skills or techniques for translation. This graduation paper is carried out with view to help learners enlarge their vocabulary and have general understanding about translation and translation of education terms. To successfully complete this topic, I'm patient and enthusiastic:

- To consult my supervisor, my friends.

- To search documents and the sources of information such as on internet, TV, reference books, newspapers, universities etc...
- To base on my experiences on education.

5. Design of the study

My graduation paper is divided into three parts and the second, naturally, is the most important part.

The first part is the **Introduction**, including: the rationale, aims, scope, method and design of the study.

The second part is the **Development** that includes three chapters:

- **Chapter I:** Theoretical background: It focuses on the concepts of translation, terms in English and form of language as well as different methods used by professional translators.
- **Chapter II:** An investigation into translation of Vietnamese education terms includes my analysis to lead my readers to translation of terms in Vietnamese education (education programs, education standards, types of education organizations).
- **Chapter III:** Strategies are introduced for better translation of terms in Vietnamese education.

The last part is the **Conclusion** in which I summary the study (experiences acquired and state the orientation for future study).

PART TWO: DEVELOPMENT

CHAPTER I

THEORETICAL BACKGROUND

1. Translation theory

1.1. Concepts of translation

There are so many concepts of translation, which are developed by lots of famous linguistic of translation.

- **Translation** is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).

(Catford – 1965)

- **Translation** is the interpreting of the meaning of a text and the subsequent production of an equivalent text, likewise called a "**translation**," that communicates the same message in another language. The text to be translated is called the "source text," and the language that it is to be translated into is called the "target language"; the final product is sometimes called the "target text."

(Wikipedia)

- **Translation** is the process of finding a target language (TL) equivalent from a source language (SL) utterance.

(Pinhhuck – 1977:38)

- **Translation** is the process of changing something that is written or spoken into another language.

(Advanced Oxford Dictionary)

- **Translation** is a transfer process, which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL.

(Wilss - 1982: 3)

- **Translation** is the act of transferring through which the content of a text is transferred from the SL into the TL.

(Foster - 1958:1)

- **Translation** is a craft consisting in the attempt to replace a written message and/or statements in one language by the same message and/or statement in another language.

(Newmark, 1981:7)

- **Translation** is to be understood as the process whereby a message expressed in a specific source language is linguistically transformed in order to be understood by readers of the “target language”

(Houbert - 1998:1)

- **Translation** is a text with qualities of equivalence to a prior text in another language, such that the new text is taken as a substitute for the original.

(David Frank - Wordpress.com)

- **Translation** is an act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication.

(Hatim and Mason - 1997:1)

These concepts support the idea that translation is a complex process. I require theoretical knowledge as well as practical experiences.

1.2. Types of translation

1.2.1. Word-for-word translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the word translated singly by their most common meanings, out of context. Culture words are translated literally. The main use of word-for-word translation is either to understand the meaning of the SL or to construct a difficult text as a pre-translation process. For example:

Source text: When my young sister was a child, she learned very well.

Target text: Khi em gái tôi còn nhỏ, nó học rất giỏi.

1.2.2. Literal translation

The SL grammatical construction is converted to the nearest TL equivalents but the lexical words are again translated singly, out of context. For example:

Source text: The project was implemented thank to the assistance of the United State.

Target text: Dự án này được thực hiện nhờ sự giúp đỡ của Mỹ.

1.2.3. Faithful translation

A faithful translation is used when translators want to reproduce the precise contextual meaning of the SL within the restriction of the TL grammatical structures. It converts cultural words but reserves the degree of grammatical and lexical “abnormality” in the translation. It attempts to be completely faithful to the intentions and text-realization of the SL writer. For example:

Source text: Today the Vietnamese are, almost no exception, extremely friendly to Western visitors.

Target text: Ngày nay, người Việt Nam, gần như không có ngoại lệ, đều rất thân thiện với khách du lịch người phương Tây.

1.2.4. Semantic translation

Semantic translation differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text, compromising on “meaning” where appropriate so that no assonance, word-play or repetition jars in finished version. For example:

Source text: We hope you will enjoy your staying with us.

Target text: Chúng tôi hy vọng ngài sẽ có một kỳ nghỉ tuyệt vời tại khách sạn này.

1.2.5. Adaptation translation

This seems to be the freest form of translation. It is used mainly for plays and poetry in which the themes, characters and plots are usually preserved, the SL culture converted to the TL culture and text rewritten by an established dramatist or poet has produced many poor adaptations but other adaptation has “rescued” period plays. For example:

Source text: Thà một phút huy hoàng rồi chợt tắt
Còn hơn buồn le lói suốt trăm năm

(Xuân Diệu)

Target text: It would rather the victorious brightness
In an only moment the centenary twinkle

1.2.6. Free translation

This reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer

than the original, a so-called “intralingua translation”, often prolix and pretentious and not translation at all. For example:

Source text: To reduce fertility rate the present 3.7 children per woman to replacement level of 2.

Target text: Tỷ lệ sinh hiện tại của phụ nữ giảm từ 3,7 xuống còn 2 trẻ.

1.2.7. Idiomatic translation

Idiomatic translation reproduces the “message” of the original but tends to distort nuances of meaning by preferring colloquialisms and the idiom where these do not exist in the original. For example:

Source text: Follow love and it will flee thee, flee love and it will follow thee.

Target text: Theo tình thì tình chạy, trốn tình thì tình theo.

1.2.8. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. For example:

Source text: Good morning!

Target text: bác đi đâu đấy ạ!

1.2.9. Other translation

Beside the above common types of translation, some of the following types are sometimes used during the translation process. They include: service translation, literary prose translation, information translation, cognitive translation, academic translation.

1.3. Equivalence in translation

The dictionary defines equivalence as being the same, similar or interchangeable with something else. In translation terms, equivalence is a term used to refer to the nature and extent of the relationship between SL and TL texts or smaller linguistic units.

The problem of equivalence is one of the most important issues in the field of translating. It is a question of finding suitable counterparts in target language for expressions in the source language.

The comparison of texts in different languages inevitably involves a theory of equivalence. According to Vanessa Leonardo “equivalence can be said to be the central issue in translation although its definition, relevance, and applicability within the field of translation theory have caused heated controversy, and many different theories of the concept of equivalence have been elaborated within this field in the past fifty years”. Here are some elaborate approaches to translation equivalence:

- Translation equivalence is the similarity between a word (or expression) in one language and its translation in another. This similarity results from overlapping ranges of reference.
- Translation equivalence is a corresponding word or expression in another language.

Nida argued that there are two different types of equivalence, namely formal equivalence – which in the second edition by Nida and Taber (1982) is referred to as *formal correspondence* and *dynamic equivalence*. Formal correspondence “focuses attention on the message itself, in both form and content”, unlike dynamic equivalence which is based upon “the principle of equivalent effect” (1964:159), in the second edition (1982) or their work, the two theorists provide a more detailed explanation of each type of equivalence.

Formal correspondence consists of a TL item which represents the closest equivalent of a SL word or phrase. Nida and Taber make it clear that there are not always formal equivalents between language pairs. They therefore suggest that these formal equivalents should be used wherever possible if the translation aims at achieving formal rather than dynamic equivalence. The use of formal equivalents might at times have serious implications in the TT since the translation will not be easily understood by the target audience (Fawcett, 1997). Nida and Taber themselves assert that “Typically, formal correspondence distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard” (ibid:201).

Dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of the origin in such a way that the TL wording will trigger the same impact on the TC audience as the original wording did upon the ST audience. They argue that “Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the SL, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful” (Nida and Taber, 1982:200)

Newmark (1988) defined that: “The overriding purpose of any translation should be achieved ‘equivalence effect’ i.e. to produce the same effect on the readership of translation as was obtained on the readership of the original”. He also sees equivalence effect as the desirable result rather than the aim of any translation except for two cases: (a) If the purpose of the SL text is to affect and the TL translation is to inform or vice versa; (b) If there is a pronounced cultural gap between the SL and the TL text.

Koller (1979) considers five types of equivalence:

- Denotative equivalence: The SL and the TL words refer to the same thing in the real world. It is an equivalence of the extra linguistic content of a text.
- Connotative equivalence: This type of equivalence provides additional value and is achieved by the translator's choice of synonymous words or expressions.
- Text-normative equivalence: The SL and the TL words are used in the same or similar context in their respective languages.
- Pragmatic equivalence: With readership orientation, the SL and TL words have the same effect on their respective readers.
- Formal equivalence: This type of equivalence produces an analogy of form in the translation by either exploiting formal possibilities of TL, or creating new forms in TL.

Although equivalence translation is defined with different point of view of theorists, it is the same effective equivalence between SL and TL.

2. ESP in translation

2.1. Concepts of ESP

English for Specific Purpose (ESP) is a worldwide subject. However, since the last decade of the twentieth century, English for Specific Purpose (ESP) has become a young and developing branch of EFT in Viet Nam. And for such many years, ESP instruction was limited to training special lexicon and translating texts ineffectively as a result, of course, such methods motivation and poor participation. Entering the new millennium, with the spread of the student-centered approach and the continued increase of international contacts in various fields, much attention has been paid to the design of ESP courses that prepare student for professional communication.

As for broader definition of ESP, Hutchinson and Waters (1987) theorize, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learners’ reason for learning” (p.19). Anthony (1997) noted that, it is not clear where ESP course end and general English courses begin; numerous non-specialist EPC instructors use an ESP approach in that their syllabi are based on analysis of learners’ needs and their own personal specialist knowledge of using English for real communication.

2.2. Types of ESP

David Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purpose
- English with specific topic

The language used by air traffic controllers or by waiters are examples of English a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

“... The language of international air-traffic control could be regarded as ‘special’, in the sense that the repertoire required by the controller is strictly limited and can be accurately determined in situation, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted ‘language’ would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment” (p.4-5)

The second type of ESP identified by Carter (1983) is English for Academic and Occupational purposes. In the “Tree of ESP” (Hutchinson and Waters, 1987), ESP is broken down into three branches:

- a) English for Science and Technology (EST)
- b) English for Business and Economics (EBE)
- c) English for Social Studies (ESS)

Each of these subject areas is further divided into two branches: English for Academic purpose (EAP) and English for Occupational purpose (EOP). An example of EOP for the EST branch is ‘English for Technicians’ whereas an example of EAP for the EST branch is ‘English for Medical Studies’.

Hutchinson and Waters (1987) note that there is not a clear-cut distinction between EAP and EOP: “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job” (p.16). Perhaps this explains Carter’s rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. It contend that EAP and EOP are different in terms of focusing on Commins (1979) notion of cognitive academic proficiency versus basic interpersonal skills. This is examined in further detail below.

The third and final type of ESP identified by Carter (1983) in English with specific topics, Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English need of, for example, scientists requiring English for post graduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language

has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace setting.

3. Term in English

3.1. What is term?

- A term is a word or expression that has a particular meaning or is used in particular activity, job, profession, etc...

(Longman Dictionary of Contemporary English, 1991)

- Term is a variation of language in a specific condition (Peter Newmark) and he stated that the central difficulty in translation is usually the new terminology. Even then, the main problem is likely to be that of some terms in the source text which are relatively content-free, and appear only once. If they are context-bound, you are more likely to understand them by gradually eliminating the less likely versions.

3.2. The characteristics of terms

There is distinction between technical and descriptive terms. The original source language writer may use a descriptive term for a technical object for three reasons:

- The objective is new and not yet has a name.
- The descriptive term is being used as a familiar alternative, to avoid repetition.
- The descriptive term is being used to make a contrast with another one.

Normally, you should translate technical and descriptive terms by their counterparts and, in particular, resist the temptation of translating a descriptive by a technical term for showing off your knowledge, there by sacrificing the linguistic force of the SL descriptive term. However, if the SL descriptive term is being used either because of the SL writer's

ignorance or negligence, or because the appropriate technical term does not exist in the SL, and in particular if an object strange to the SL but not to the TL culture is being referred to, then you are justified in translating a descriptive by a technical term.

Terminology makes up perhaps 5-10 % of a text. The rest is “language” usually a natural style of language; and there you normally find an authoritative text aspires to such a style; if it does not, you gently convert it to natural and elegant language-the writer will be grateful to you.

4. Type of language in translation

4.1. The target language (domesticating) translation approach

Target language-oriented, or domesticating, translation is the type of translation that involves "an ethnocentric reduction of the foreign text to target-language cultural values" (Venuti 1995: 20). It allows the tailoring of the source message to the linguistic needs and cultural expectations of the receptors. The typical characteristics of this type of translation are "fluency," "naturalness," "transparency," and "readability" (Venuti 1995). According to Nida, naturalness is a key requirement in this type of translation, to such a degree that it "bear[s] no obvious trace of foreign origin" (Nida 1964: 167) and gives the illusion that the text is not a translation, but appears as if it were written in the TL.

The concern with fluency and naturalness in TL-oriented translation means that it allows alterations or adaptations of the SL items, such as "shifting word order, using verbs in place of nouns, and substituting nouns for pronouns" (Nida 1964: 167). In other words, in this type of translation the translator seeks dynamic equivalence (hence also referred to as "dynamic-equivalence" translation (Nida 1964: 159). Domestication also permits adjustments to "special literary forms," "semantically exocentric expressions," "intraorganismic meanings" (Nida 1964: 170) and expansion

of linguistic forms. If the source text contains linguistic and cultural elements alien to the target language and culture, they are likely to be avoided in the translation. In Anglo-Saxon translation this approach is the predominant one, since English readers seem to be reluctant to read texts that appear to be translations (Bassnett 1997).

4.2. The source language (foreignizing) translation approach

The source language-oriented method puts "an ethnodeliant pressure on [target-language cultural] values to register the linguistic and cultural difference of the foreign text, sending the [target] reader abroad" (Venuti 1995: 20). Using this method, the translator is expected to preserve the foreign identity of the source text or, in other words, to preserve the linguistic and cultural differences of the source text by seeking the "purely 'formal' replacement of one word or phrase in the SL by another in the TL" (Hatim & Munday 2004: 40). Nida refers to this type of translation as "gloss translation," which is "designed to permit the [TL] reader to identify himself as fully as possible with a person in the source-language context, and to understand as much as he can of the customs, manner of thought, and means of expression" and which may "require numerous footnotes in order to make the text fully comprehensible" (Nida 1964: 159). Such footnotes can disrupt the flow of the text. For this reason, the foreignizing approach is not commonly utilized. However, formal-equivalence translations are useful in situations where essential elements of the narrative would be lost by use of the dynamic-equivalence approach.

4.3. Source language-oriented and target language-oriented translation approaches

Translating from one language into another is no easy task. A certain degree of meaning loss is a norm due to differences between languages and cultures. The more disparities that exist between any two languages, the

greater the meaning loss in the translation, this is especially so when the translations are done according to the principles of domesticating translation, i.e., target language (TL)-oriented approach. In translation between closely related languages, the TL-oriented strategy does not seem to cause much distortion of the textual meaning of the source text (ST). By contrast, in translations between such distant languages as Vietnamese and English, this strategy leads to an enormous loss of original textual meaning. In Vietnamese-English literary translation, much meaning loss is caused by the non-translation of Vietnamese terms of Education. This is so because the Vietnamese system of education is significantly different from, and very much more complex than, the English system.

Most of the differences or disparities between the two systems are overlooked in translations when the domesticating approach is used. This is because this approach pays very little attention to the source language's linguistic and cultural elements that are alien to the TL. It was found that, when the translators did pay a closer attention to the linguistic and cultural features of the Vietnamese education terms by seeking equivalent forms or using other lexical items (such as adjectives) in the target language, the translations were able to convey the meanings and implications intended by the use of the original terms. Before going any further, it is necessary to give some details of the two translation approaches: target language- and source language-oriented.

CHAPTER II

TRANSLATION OF VIETNAMESE EDUCATION TERMS INTO ENGLISH

1. Collection of Vietnamese Education Terms and English equivalence

1.1. Education programs

1.1.1. Pre-graduation programs

Vietnamese	English
• Chương trình Hỗ trợ giáo dục Trẻ em	• <i>Early Childhood Education Assistance Program (ECEAP)</i>
• Chương trình giáo dục Trẻ em	• <i>Early Education Program</i>
• Phổ cập giáo dục	• <i>Compulsory education (public education)</i>
• Đào tạo phân ban	• <i>Stream Training</i>
• Giáo dục thường xuyên	• <i>Continuing education (practical education; instituted education)</i>
• Đào tạo bổ túc	• <i>Supplemental (Supplemental Educational Services)</i>
• Đào tạo nghề	• <i>Vocational training</i>
• Thời gian học nghề	• <i>Apprenticeship</i>
• Chương trình hướng nghiệp	• <i>Careers education</i>
• Giáo dục thể chất	• <i>Physical/ Sports education</i>
• Giáo dục quốc phòng	• <i>Defense/ Military education</i>
• Giáo dục công dân	• <i>Civics education</i>

- Chương trình ngoại khoá
- Chương trình Huấn luyện kỹ năng học Cơ bản
- Trung tâm cải tiến học tập cho học sinh
- Chương trình giáo dục Kỹ thuật và Nghề nghiệp
- Dạy kèm, phụ đạo
- Hoạt động trong kỳ học
- Thi học kì
- Chương trình bồi dưỡng
- Chương trình trợ giúp học tập
- Đánh giá quá trình học tập của học sinh
- Lớp học bổ túc
- Lớp học hè
- Chương trình dự bị đại học
- Khóa dự bị đại học
- Thi đại học
- *Extra-curricular programs*
- *Integrated Basic Education Skills Training (IBEST)*
- *Center for the Improvement of Student Learning (CISL)*
- *Career and Technical Education (CTE)*
- *Tutor, Coaching (academic)*
- *Co- curricular activities*
- *Semester exams*
- *Enrichment program*
- *Learning Assistance Program*
- *Measurements of Student Progress*
- *Remedial class*
- *Summer class*
- *Advanced Placement programs*
- *Foundation Program*
- *University Entrance Examination*

1.1.2. Graduation programs

Vietnamese

- Đào tạo đại học chính quy
- Đào tạo đại học tại chức
- Đào tạo chuyển tiếp
- Đào tạo liên thông
- Đào tạo ngắn hạn
- Đào tạo niên chế
- Đào tạo tín chỉ
- Học chế tín chỉ
- Liên thông tín chỉ
- Chuyển đổi tín chỉ
- Đào tạo từ xa
- Chương trình giáo dục Kỹ thuật và nghề nghiệp
- Học theo chương trình liên kết
- Kiểm tra chuyển tiếp giai đoạn
- Giao lưu quốc tế
- Sinh hoạt ngoại khoá
- Tham quan du khảo, đi thực tế
- Thực tập

English

- *Regular university training*
- *In-service university training*
- *Transferring training*
- *Connecting training*
- *Short-term training*
- *Annual training*
- *Credit training*
- *Credit system*
- *Credit connection*
- *Credit transfer*
- *Distance education (DE);
Remote education*
- *Career and Technical
Education (CTE)*
- *Cooperative learning*
- *Developmentally Appropriate
Test*
- *Exchange student*
- *Extracurricular activities*
- *Field trip*
- *Internship, training*

- | | |
|---|--|
| • Huấn luyện kỹ năng | • <i>Skill training</i> |
| • Huấn luyện kỹ năng công nghiệp | • <i>Industrial skill training</i> |
| • Kỹ năng giao tiếp cơ bản | • <i>Basic interpersonal communication skills (BICS)</i> |
| • Chương trình tiếp thu ngôn ngữ | • <i>Language acquisition program</i> |
| • Đánh giá mức độ tiến triển của học sinh | • <i>Measurements of Student Progress</i> |

1.1.3. Post-graduation programs

- | Vietnamese | English |
|---------------------------|--|
| • Bồi dưỡng sau đại học | • <i>Post-graduate training</i> |
| • Đào tạo thạc sĩ,cao học | • <i>Master training</i> |
| • Đào tạo tiến sĩ | • <i>Doctorate training</i> |
| • Nghiên cứu sinh | • <i>Doctor of philosophy (PhD)</i> |
| • Đào tạo từ xa | • <i>Distance education (DE); Remote education</i> |

1.1.4. Cooperative Education programs

Cooperative Education is a model in education to create learning opportunities for the whole society.

Cooperative Education is form of extending a training of colleges, the University at off-campus institutes. Students learn in institutes that are still officially a student of the school, taught by professors of the school, tuition and exam at the school.

Nowadays, the demand for educational links are developed, it not only encapsulates the link between schools in the country but also to expand links with schools in the region and the world.

Vietnamese	English
• Chương trình liên kết đào tạo 3+1	• <i>3+1 course</i>
• Chương trình liên kết đào tạo 2+2	• <i>2+2 course</i>
• Chương trình liên kết đào tạo 4+0	• <i>4+0 course</i>

1.2. Education standards

Vietnamese	English
• Chuẩn đầu vào	• <i>Input</i>
• Quy trình	• <i>Process</i>
• Chuẩn đầu ra	• <i>Output</i>
• Chương trình khung	• <i>Curriculum</i>
• Khung chương trình đào tạo	• <i>Curriculum framework</i>
• Đề cương chi tiết	• <i>Syllabus</i>
• Chương trình giảng dạy	• <i>Curricular</i>
• Chương trình giảng dạy phù hợp	• <i>Differentiated curriculum</i>
• Trung bình	• <i>Average</i>
• Dưới trung bình	• <i>Bellow average</i>
• Điểm chuẩn	• <i>Benchmark</i>
• Điểm đậu hay đạt	• <i>Passing score</i>
• Điểm trung bình	• <i>Grade Point Average</i>
• Nội dung môn học	• <i>Content area</i>
• Các chuẩn về nội dung	• <i>Content standards</i>

- Chương trình dạy song ngữ
- Tỷ lệ tốt nghiệp
- Điều kiện tốt nghiệp trung học
- Tiêu chuẩn của ngành
- Ngành học chính, môn học chính
- Điều kiện học tập thiết yếu
- *Dual-language program*
- *Graduation rate*
- *High school graduation requirements*
- *Industry standards*
- *Major*
- *Essential Academic Learning Requirements (EALR)*

Ten standards in higher education (according to Regulation of the evaluation criteria of quality university education 65/2007/QĐ-BGDĐT)

Vietnamese	English
✓ Sứ mạng và mục tiêu của trường đại học	✓ <i>Mission and objectives of the university</i>
✓ Tổ chức và quản lí	✓ <i>The management and organization</i>
✓ Chương trình giáo dục	✓ <i>Education program</i>
✓ Hoạt động đào tạo	✓ <i>Training</i>
✓ Đội ngũ cán bộ quản lí, giảng viên và nhân viên	✓ <i>Managements, faculties and staff</i>
✓ Người học	✓ <i>Students</i>
✓ Nghiên cứu khoa học, ứng dụng, phát triển và chuyển giao công nghệ	✓ <i>Scientific research, application development and technology transfer</i>

- | | |
|---|---|
| ✓ Hoạt động hợp tác quốc tế | ✓ <i>International cooperation</i> |
| ✓ Thư viện, trang thiết bị học tập và cơ sở vật chất khác | ✓ <i>Libraries, equipment, other facilities</i> |
| ✓ Tài chính và quản lí tài chính | ✓ <i>Finance and financial management</i> |

1.3. Types of education organizations

Vietnamese	English
• Trường công lập	• <i>State, Public School/ College/ University</i>
• Trường bán công	• <i>Semi-public School/ College/ University</i>
• Trường dân lập, tư thục	• <i>Private School/ College/ University</i>
• Trường bán trú	• <i>Day School</i>
• Trường nội trú	• <i>Boarding School</i>
• Mẫu giáo	• <i>Kindergarten, Pre-school</i>
• Tiểu học	• <i>Primary School, Elementary School</i>
• Trung học cơ sở	• <i>Junior school, Middle School</i>
• Trung học phổ thông	• <i>High School</i>
• Trung cấp chuyên nghiệp	• <i>Professional Secondary</i>
• Cao đẳng	• <i>College</i>
• Đại học	• <i>University</i>
• Học viện	• <i>Academy</i>

Figure 1: Education system of Vietnam

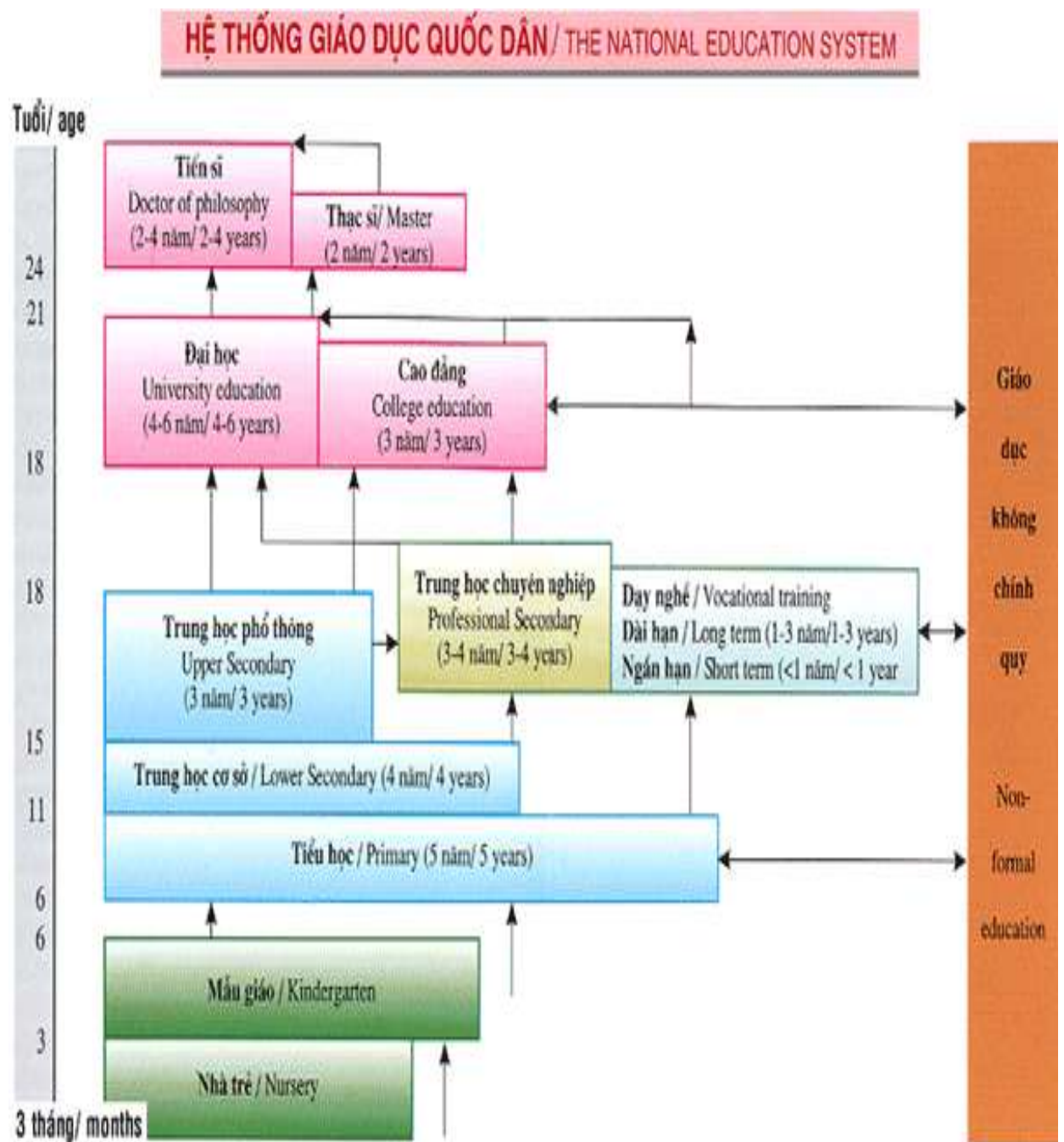


Figure 2: Education system of Singapore

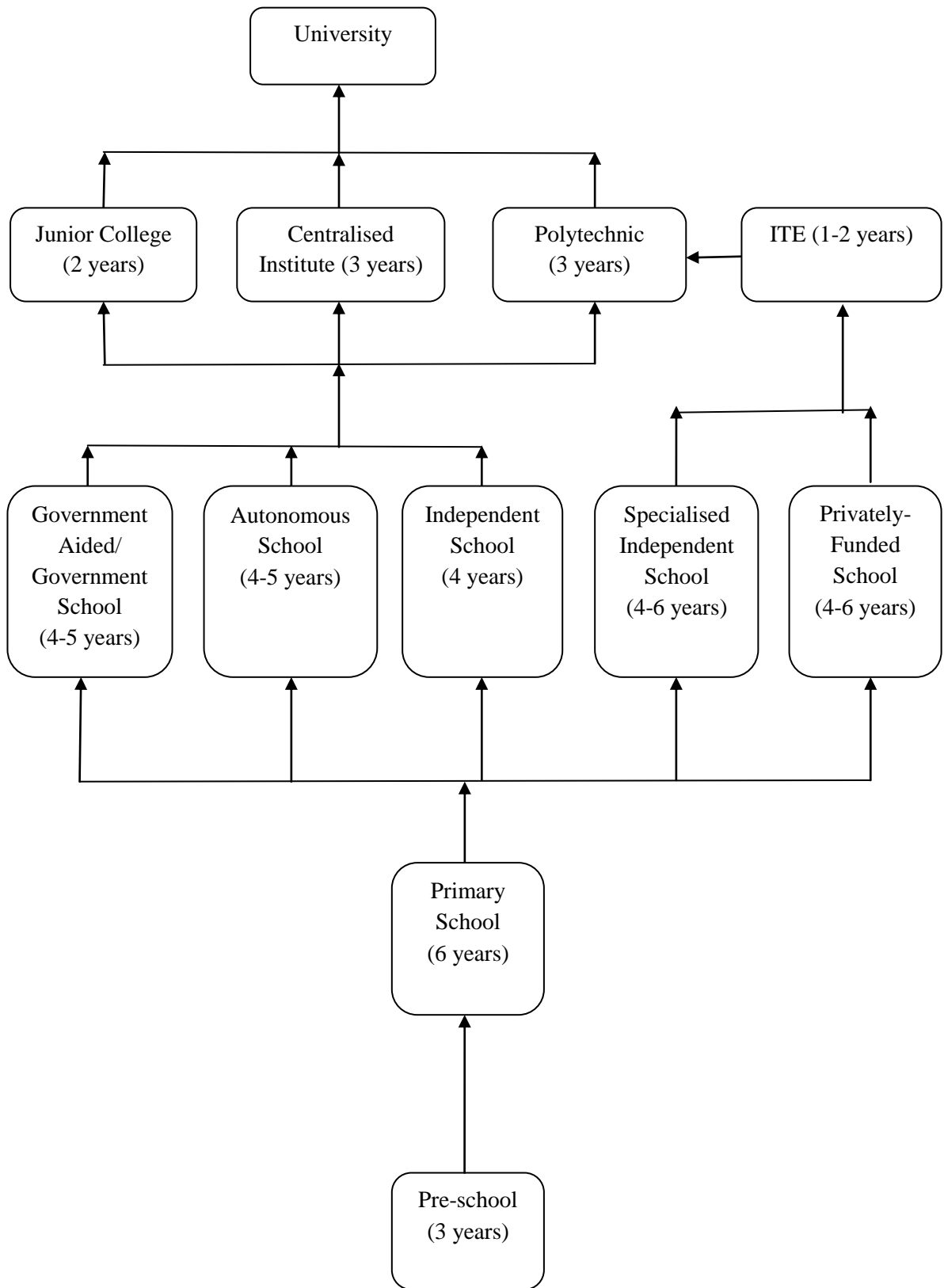


Figure 3: Education system of United Kingdom

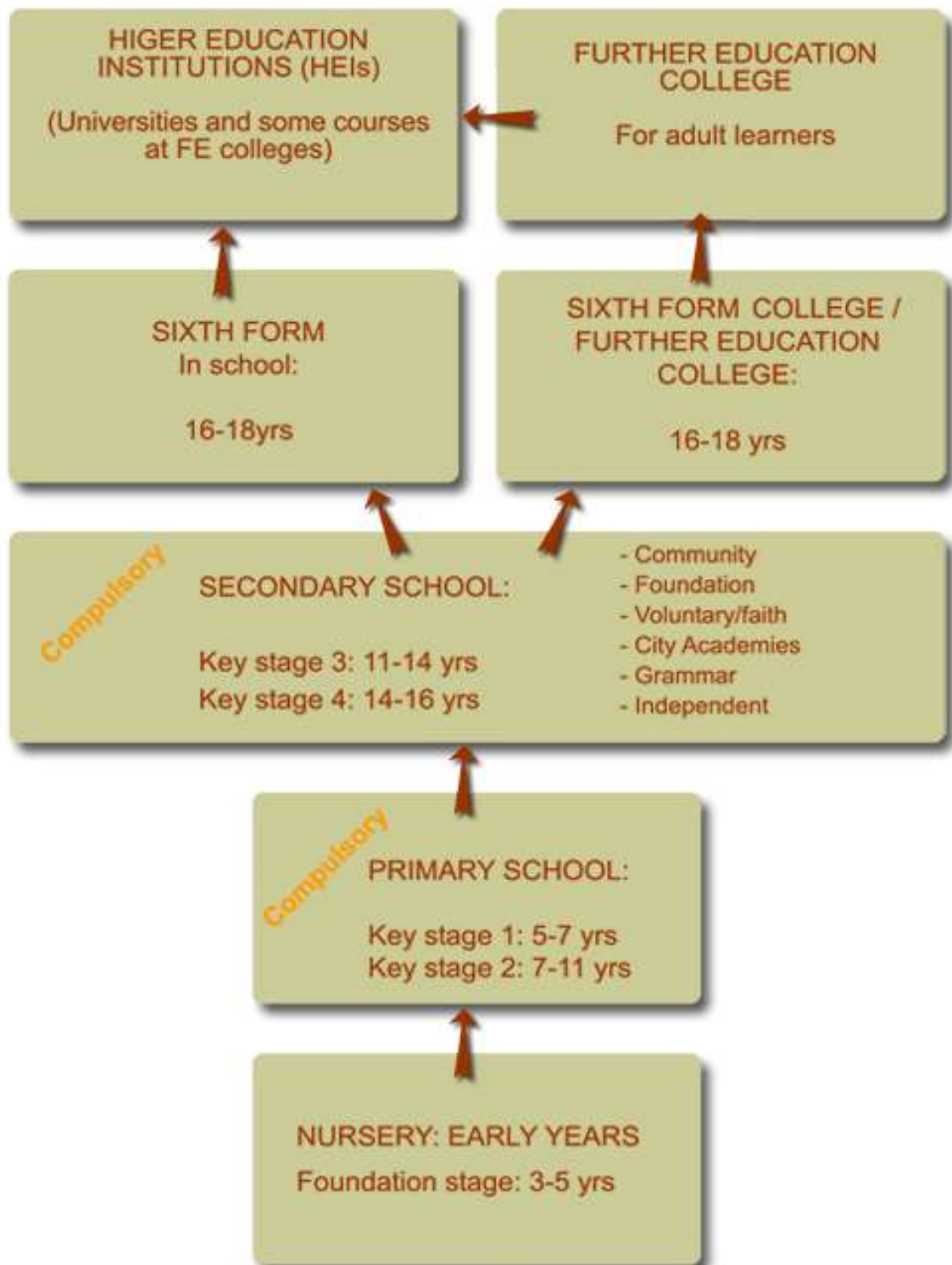
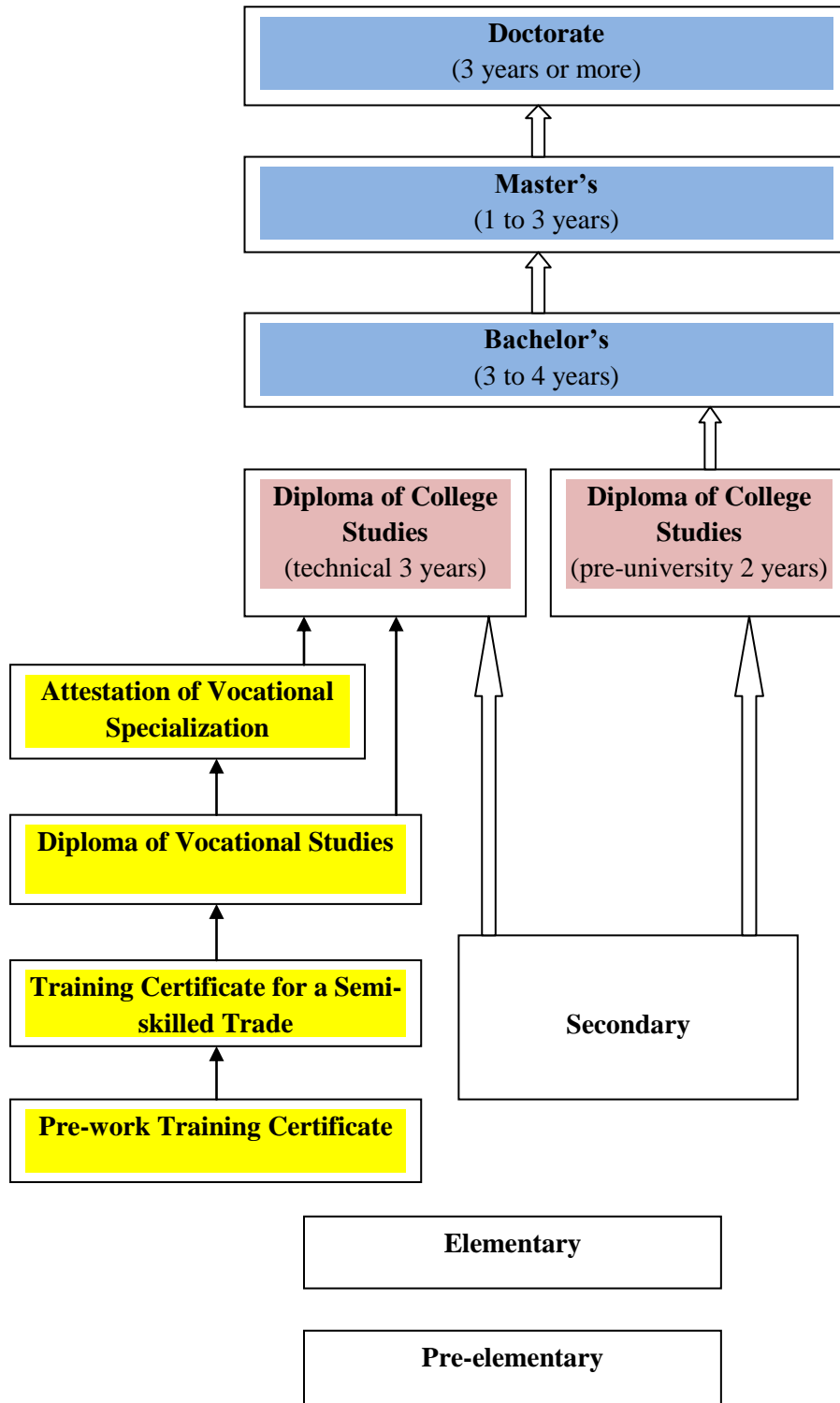


Figure 4: Education system of Canada



Legend:

- University Education
- College Education
- Apprenticeship-Vocational & Technical Training
- Typical pathway
- Alternate pathway

2. Comment of Translation of Vietnamese Education Terms into English

❖ Phổ cập giáo dục: *Compulsory education*

The State decides “phổ cập giáo dục” planning, ensuring the conditions for implementing “phổ cập giáo dục” in the country. Therefore, it is understood as *public education*.

Primary education and secondary school education is the universal level. All citizens in the age regulations are obliged to learn to achieve universal education. “phổ cập giáo dục” is compulsory and is translated into English *compulsory education*.

❖ Đào tạo phân ban: *Stream training*

Stream is a program for high school; students are classified according to subjects (the fixed of group subjects) that they choose. However, the program is not very popular. There are 4 fixed groups of subjects:

Group A: Mathematics, Physics, Chemistry

Group B: Mathematics, Biology, Chemistry

Group C: Literature, History, Geography

Group D: Literature, Foreign Language, Mathematics

❖ Giáo dục thường xuyên: *Continuing education*

In many countries, people understand that public education must be conducted for all ages, from birth to the end of life. The education process is irrespective of study in schools or school or in society at home, school or school purposes incidental, learning systems and knowledge or skills to do this course - must be interest and managed from the State shall be construed as continuing education.

In some developed countries, “giáo dục thường xuyên” also includes the vocational training; therefore, “giáo dục thường xuyên” is understood as *practical education* or *instituted education*. In Vietnam, “giáo dục thường xuyên” do not include other forms of formal education in early education system and for those who drop out midway for some reason, “giáo dục thường xuyên” reconnect the breaks in their learning process, making the study was carried out continuously, seamlessly. It is understood that *continuing education*.

❖ **Chương trình dự bị đại học: *Advanced Placement programs***

Khóa dự bị đại học: *Foundation Program*

In United Kingdom, this course is for students who have graduated from grade school in his country but still need to improve their knowledge, skills, English proficiency for university courses in the country. Preparatory course lasts for one year to prepare students to achieve the entry requirements of universities.

In Vietnam, with the ethnic minority students, if not admitted to university can attend pre-university schools. After a year of study, students can choose one of the universities in the country to study (except Foreign Trade University and school of military sector).

❖ **Đào tạo niên chế: *Annual training* vs Đào tạo tín chỉ: *Credit training***

Credit – A unit of coursework given for satisfactory completion of the course, including: 1) learning time in class; 2) studying time in laboratory, practicing or completing other works which are regulated by syllabus; 3) teaching himself.

Credit system is the only way to describe an educational program by attaching credits to the components of program. The determination of

credits in higher education systems can be based on different parameters, such as workload of student, learning outcomes and number of teaching hours of faculty.

A credit system is now in place at a number of Vietnamese Universities to replace the older subject based system. In the new credit system, each course is assigned a credit amount. Each credit represents one hour of theoretical lectures plus one hour of preparation per week over a 14-16 week semester. A four year program will normally require a total of 210 credits. Five-year programs require 270 credits and six-year programs require 320 credits.

Credit is essentially a personalized training process, empowerment initiative for students, opportunities for students to decide on the progress and speed accumulated credits.

❖ **Bồi dưỡng sau đại học:** *Post-graduate training*

Post-graduate training is a type of short-term training (normally from several days to less than 6 months). This program does not have degree but the practical significance for those wishing to improve, to update and to modernize their knowledge.

❖ **Nghiên cứu sinh:** *Doctor of philosophy (PhD)*

Doctor of Philosophy (PhD) student is the name of who was attending the course of Scientific Research that the resulting doctoral thesis was successfully defended at the State level. In Vietnam, the PhD refers to students who achieve test inputs, is doing his doctoral thesis, may have been successfully defended at the local level, but has not been successfully defended at the State level.

To become a PhD, according to the current regulations the researchers have to pass the PhD entrance examinations, the departments of universities or research institutes are permitted to organize the exam and training by the Ministry of Education and Training. In universities, PhD entrance exams are usually coordinate with master entrance exams and referred to as post-graduate entrance exams.

❖ **Đào tạo từ xa:** *Distance education (DE); Remote education*

In general, distance education (DE) is a mode of education - training on the basis of audiovisual techniques, telecommunications technology and information technology. DE is self-taught and has the active support of the curriculum, documents, video tapes, media radio/ television, information technology and telecommunications; can simultaneously have the guidance and support of teachers of training institutions.

DE teaching activities are held indirectly by the method of distance learning.

Basically, DE is classified based on relationships between teachers and students in the learning process into two categories: interactive/synchronous and non-interactive/asynchronous.

❖ **Chuẩn đầu ra:** *Output*

Standard output is the target of a specific program or module, written in the form of specific documents. They describe what students should learn, know or do at the end of programs or modules.

The standard reflects situation of students after graduating. Output is the percentage of graduates, finding a job, satisfaction of business or employment agencies, student returning to study to masters and doctoral level, etc...

❖ **Hệ thống đào tạo đại học:** *Higher education institutions*

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education is normally taken to include *undergraduate* and *postgraduate education*, as well as *vocational education and training*. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of *certificates, diplomas, or academic degrees*.

Học viện: *Academy*

Academy - an institution for the study of higher learning; a college or a university, popularly, a school, or seminary of learning, holding a rank between a college and a common school.

❖ **Trường đại học:** *University*

University - an institution of higher education and research, which grants academic degree in a variety of subjects in both undergraduate and postgraduate education.

❖ **Trường cao đẳng:** *College*

College - an institution of higher education created to educate and grant degrees; often a part of a university.

❖ **Trường cao đẳng cộng đồng:** *Community College*

Community college is public institution of higher education and is built by the local, training of multi-level, multi-sector, to serve the needs of local human resources at the college level and lower levels.

Differences between college and university: Colleges and universities institutions of higher education. Universities differ from colleges in that they are larger, have wider curricula, are involved in research activities, and grant graduate and professional as well as undergraduate degree. However, in some countries in the world, college has functions and is also recognized as university.

College or university education normally commences at 18 years of age. There are currently 110 public higher education institutions in Viet Nam, including 23 colleges and 27 universities, including five state Universities, Ha Noi National University, Ho Chi Minh City National University, the University of Hue, the University of Thai Nguyen, the University of Đà Lat). Numerous semi-public and private universities and colleges have also been established in recent year.

Number of Higher Education Institutions in Vietnam

SCHOOL YEAR	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Higher Education Institutions	153	178	191	202	214	230	255	322	369
Universities	69	74	77	81	87	93	104	139	160
Public Institutions	52	57	60	64	68	71	79	109	120
Non Public Institutions	17	17	17	17	19	22	25	30	47
Colleges	84	104	114	121	127	137	151	183	209
Public Institutions	79	99	108	115	119	130	142	166	185
Non Public Institutions	5	5	6	6	8	7	9	17	24

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CHAPTER III

MAIN FINDINGS

1. Difficulties in translation of Vietnamese Education Terms

During the time researching, I realized the problems of translating the terms in education from Vietnamese into English. Translation in general and translation of education terms in particular is a complex process. Besides the translator's theoretical knowledge, he must have experiences and understanding about the terms.

The terms in education are very popular in my society but very difficult to understand, especially their concepts. Therefore, these terms often make researchers and learners confused.

Education is very important to the development of each country as well as worldwide. In the integration, our education system needs to be recognized globally. Thus, requirement of comparison the training programs according to the most popular language in the world – English becomes essential. The terms in education are still very difficult for Vietnamese students to name comprehensively and exactly. That is also the main reason why I decide to choose this topic. My thesis provides the basic knowledge for people who have who have demand to study in country as well as in abroad.

2. Suggestion for translation of Vietnamese Education Terms into English

During translating Education terms from Vietnamese into English, we also often meet the words or terms that have no equivalence in TL. Therefore, apart from translating these terms on the base of the equivalence at word-level between Vietnamese and English, we should have basic

knowledge of education terms' concept to deeply understand and more effectively translate these terms.

- For people who have who have demand to study in our country as well as in abroad, they need understand their concepts and nature in Vietnamese as well as in English.
- For translators, they should have knowledge of education terms and read a lot of Vietnamese and English documents related to education. This will help them become good translators. Sometimes translators can use dictionaries, but it is better to use Education Dictionary.

2.1. Similarities in Education System (equivalence)

Vietnam Education is trying to integrate with other countries in Southeast Asia and in the World. Education system of Vietnam also has the same basic features with others Education system.

Equivalence in Subjects

Vietnamese	English
• Toán học	• <i>Mathematics</i>
• Toán học đại cương	• <i>General Mathematics</i>
• Toán học cao cấp	• <i>Higher Mathematics; Advanced Mathematics</i>
• Vật lý	• <i>Physics</i>
• Hóa học	• <i>Chemistry</i>
• Sinh học	• <i>Biology</i>
• Văn học	• <i>Literature</i>

- | | |
|-------------|---|
| • Lịch sử | • <i>History</i> |
| • Địa lí | • <i>Geography</i> |
| • Ngoại ngữ | • <i>Foreign language</i> |
| • Tin học | • <i>Information and Communication Technology (ICT)</i> |
| • Kỹ thuật | • <i>Technology</i> |
| • Mỹ thuật | • <i>Art</i> |

Equivalence in major department

- | Vietnamese | English |
|-----------------------|---|
| • Công nghệ thông tin | • <i>Information and Communication Technology (ICT)</i> |
| • Kinh tế | • <i>Economic</i> |
| • Khoa học | • <i>Science</i> |
| • Kỹ thuật (Cơ khí) | • <i>Technology (Mechanics)</i> |
| • Nghệ thuật | • <i>Arts</i> |
| • Xã hội học | • <i>Sociology</i> |
| • Kiến trúc | • <i>Architecture</i> |
| • Xây dựng | • <i>Construction</i> |

Levels in Education System

Vietnamese	English
• Mẫu giáo	• <i>Kindergartens; Preschool</i>
• Tiểu học	• <i>Primary</i>
• Trung học (trước đại học)	• <i>Secondary (Pre-graduation)</i>
• Đại học	• <i>Graduation; Higher/ Tertiary education</i>
• Sau đại học	• <i>Post-graduation</i>

2.2. Differences in Education System (non-equivalence)

With the modern education, Vietnam's education has its distinct characteristics. Therefore, to translate effectively, it should need theory of equivalence.

Difference in academic titles:

Figure 1: Qualification system of Australia

Sau đây là Sơ đồ về Hệ thống Bằng cấp Quốc gia Úc (AQF)

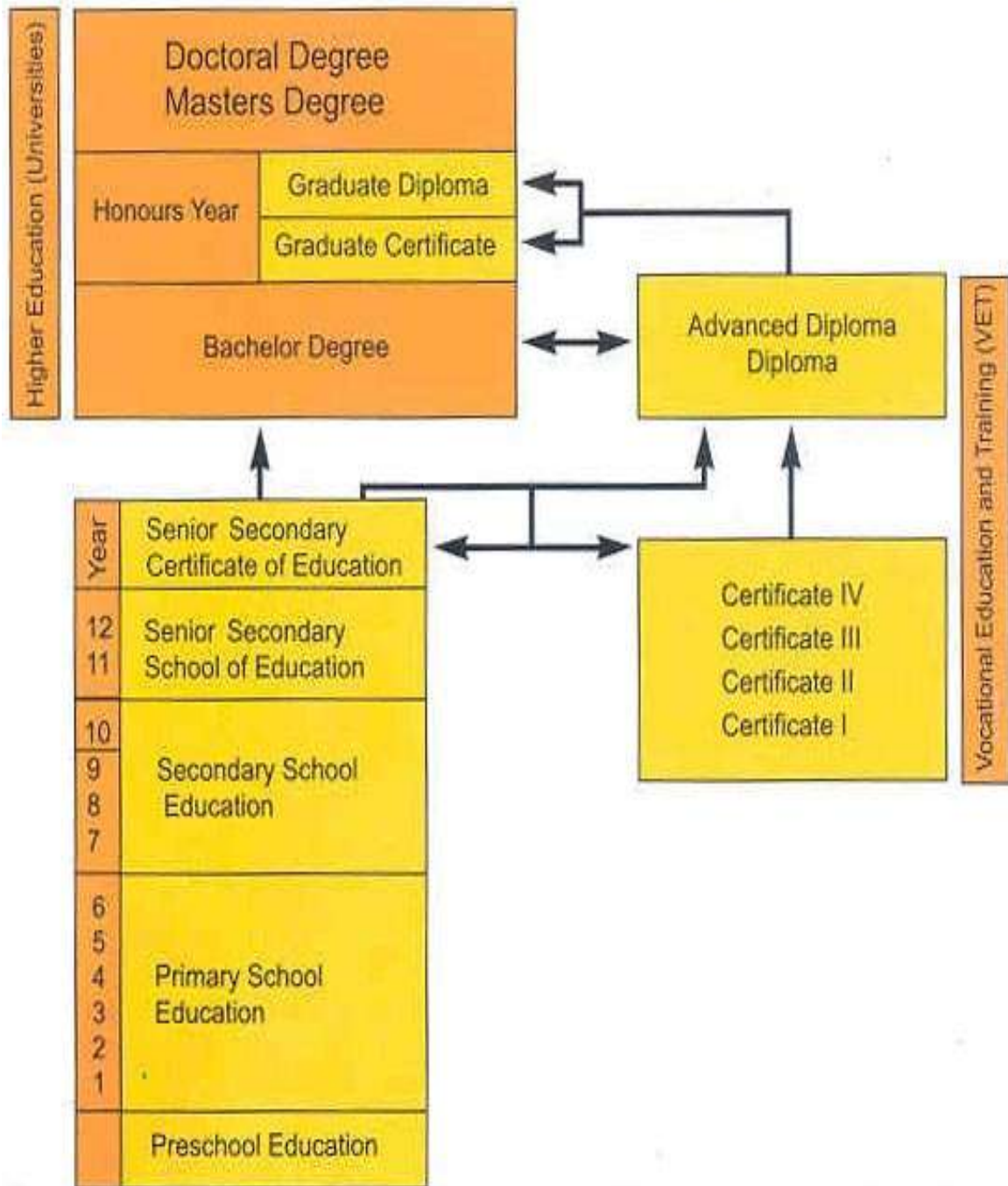


Figure 2: Qualification system of Vietnam

National Diplomas and Certificates System:

Level of education	Length of education	Entrance age	Entrance qualification	Qualification for graduate
1	2	3	4	5
I. Kindergarten: - Kindergarten - Senior Kindergarten	3 years 3 years	3-4th month 3rd year		
II. General: - Primary - Secondary - Specialised secondary	5 years 4 years 3 years	6th year 11th year 15th year	-Primary Degree - Secondary Degree - Secondary degree	- Primary Degree - Secondary Degree - Diploma
III. Vocational: - Vocational training after primary education. - Vocational training after secondary education. - Professional training. - Vocational training.	Under 1 year 1 - 2 years 3 -4 years 3 - 4 years	13th - 14th year 15th year 15th year 15th year	- Secondary Degree - Secondary Degree - Secondary Degree	- Vocational Certificate - Vocational Degree - Professional secondary degree - Vocational secondary Degree
IV. Graduate: - Colleges -Universities - Post Graduate	3 years 4 - 6 years	18th year 18th year	- Secondary Degree or Secondary Certificate - University Degree	-College Degree -University Degree - Post Graduate Degree

- Doctorate	2 years		-University Degree or Post Graduate Degree	-Doctor Degree
	4 years			
	2 years			

Vietnamese

- Bằng tốt nghiệp phổ thông trung học
- Bằng tốt nghiệp trung cấp (2 năm)
- Bằng cử nhân
- Bằng thạc sĩ
- Bằng tiến sĩ
- Giấy chứng nhận; chứng chỉ
- Giấy phép hành nghề

English

- *Upper secondary school graduation certificate*
- *Associates degree*
- *Bachelor Degree*
- *Masters Degree*
- *Doctoral Degree*
- *Certification*
- *Licensure*

Graduates from colleges are awarded with *College Diplomas*.

Graduates from undergraduate programs are awarded with *Bachelor Degrees*.

Graduates from master programs are awarded with *Master degrees* such as Master of Arts and Master of Business Administration.

Graduate from doctorate programs are awarded with *Doctorate Degrees*.

CONCLUSION

With the help of supervisor, teachers, family and friends, my graduation paper has been complete at last.

After consulting and collecting from teacher either Vietnamese or English, I have designed the paper into three parts; the second part which consists of three chapters is major one.

- Chapter I state common knowledge on translation, terms in English, type of language in general and translation of terms in education in particular.
- Chapter II collects and analysis of Vietnamese education terms in education programs, education standards and types of education organization.
- Chapter III is difficulties and suggestion in translation of education terms.

I hope that this study can help the readers and learners - have demand to study in country as well as in abroad, especially those who research on education.

Due to the limitation of time and comprehensive knowledge of my in this field, there are certainly weaknesses in this research paper. Hope that all the weaknesses would receive thoughtful consideration and generous view.

Once again, I would like to express my deepest gratitude to my supervisor, Nguyen Thi Phi Nga, M.A, as well as all of my teachers in Foreign Language Department for their guidance and comments.

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