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Études de traduction - Ane analyse des perspectives des parties prenantes dans les Universités du Vietnam

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Translation studies - An analysis from stakeholders' perspectives in Vietnam Universities

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Abstract

Building up a training/ education program recognizably and responsibly with expectations of the stakeholders should be extremely done in tertiary education and the stakeholder feedback is one of the precious sources of information to obtain that purpose. "Translation studies" is not only a compulsory course but also a very important subject in the B.A program of the universities in Vietnam. To gain a holistic perception and understand the deeper standpoints of the stakeholder of the translation discipline, this study is done for that objective. The method used in this study is based on the two sources of data: primary and secondary information. The results will be a useful reference with recommendations formulated to help universities/colleges find out and enhance their own effective teaching methods in translation studies

Abstrait

La construction d'un programme de formation avec les attentes des parties responsables devrait être extrêmement accomplie dans l'enseignement supérieur et la rétroaction de ces parties est l'une des précieuses sources d'information pour atteindre cet objectif. "Les études de traduction" est non seulement un cours obligatoire mais aussi une matière très importante dans le programme de B.A. des universités au Vietnam. Pour acquérir une perception holistique et pour comprendre les points de vue plus profonds de ces parties de la discipline de la traduction, cette étude est faite pour ce but. La méthode utilisée dans cette étude est basée sur les deux sources de données: l'information primaire et secondaire. Les résultats seront une référence utile avec des recommandations formulées pour aider les universités/collèges à trouver et améliorer leurs propres méthodes d'enseignement efficaces dans les études de traduction

Keywords

Perceptions; Stakeholder(s); Student (learner)-centered teaching method; Translation studies; Vietnam

Mots clés

Perceptions; Parties prenantes; Méthode d'enseignement centrée sur l'étudiant (apprenant); Etudes de traduction; Vietnam.

1. Introduction

The translation activity gains a long-standing tradition and has been widely practiced throughout history. With our present rapidly changing world, translation plays a crucial role in interlingual communication by accessing to the sharing of knowledge and culture between different languages. As it is reviewed under with many purposes in the scientific, medical, technological, commercial, legal, cultural or literary issue, human communication depends heavily on translation and, consequently, interest in the field is also growing. Also, Cronin (2013) argues it is considered as a form of globalization More of that, with the explosion of digital content and the maturing participatory online culture of Web 2.0 technologies, traditional human translation simply cannot keep up the pace with the translation needs of the future. English is considered as language of the world^{1 2}. Translation is an arduous but creative job of which consists of comparative, contrasting, incomprehensive living capital, knowledge, etc...are used to convert the source language into a target language accurately, honestly. Therefore, translation is considered as a highly scientific work, a special communication behavior as well as an important subject for learners of language acquisition in general and in English study in particular. From many English translated versions, countries are able to have mutual understandings and English translation makes people understand each other more in the process of diplomatic relations and economic cooperation and other fields. As a result, English translation has gradually become an inevitable issue in the society.

According to Christie (2005), to adapt with present rapid changes of economic globalization, both "restructuring" and "reculturing" should be implemented in the education system of Vietnam. Restructuring means expanding and verifying training forms, renovating governing mechanism and redesigning curricula, and reculturing means changing the way teachers teach and the way students learn. Therefore, teaching and learning at Vietnamese education institutions must also renovate. Besides, Vietnam is presently one of many international organization members such as World Trade Organization, ASEAN, APEC, so it is necessary for Vietnamese students of English to have expert translation skill in order to meet the demand of integration into the world economy and exchange of culture with other countries. As a result, learning translation skill is undoubtedly an advantage for Vietnamese students' ideal future jobs. In reality, Vietnamese-English translation skill is not easy for Vietnamese students to master, and teaching and learning qualities must be enhanced to adapt with the practical requirements. In addition, building up the training/ education program recognizably and responsibly with stakeholder expectations should be extremely done in tertiary education. This study aims to present stakeholder expectations through results of the surveys, semi-questionnaire and interviews with stakeholders of which those results will be a useful reference with recommendations formulated to help universities/colleges enhance their own effective teaching and learning methods in translation studies.

2. Literature review

2.1. Translation and translation studies

Translation is variously defined, and each definition reflects the theoretical approach underpinning it. Bell (1991) starts with an informal definition of translation as the transformation of a text originally in one language into an equivalent text in a different language retaining, as far as possible, the content of the message and the formal features and functional roles of the original text. Later, Koller (1995) defines translation as "the result of a text processing activity, by means of which a source language text is transposed into a target-language text. Between the resultant text in L2 (the target-language text) and the source text in L1 (the source language text) there exists a relationship, which can be designated as a translational, or equivalence relation". Also, according to Bao & Thu (1999), translation is rendering a written text into another language in the way that the author intended the text:

¹ <http://englishharmony.com/english-is-the-world-language/>

² <https://www.babbel.com/en/magazine/the-10-most-spoken-languages-in-the-world>

“Translation is a kind of communicative, socio-cultural act which involves a network of relations between agents, groups, and individuals and will make the role of the translator like that of a mediator. In this communicative act the translator has the responsibility for selecting the appropriate language, eliminating, modulating, adding, etc.”

Manfredi (2008) points out a definition of translation in a general dictionary described as (1) the process of translating words or text from one language into another, and (2) the written or spoken rendering of the meaning of a word, speech, book or other text, in an-other language [...] (The New Oxford Dictionary of English 1998) and in the dictionary of translation studies by Shuttleworth & Cowie (1997), the phenomenon of translation is explained as

“an incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting [...] furthermore, many writers also extend its reference to take in related activities which most would not recognize as translation as such” (Malmkjaer, 2005; House, 2006a,b, 2008).

With the above definition, Manfredi (2008) determines two main perspectives as a ‘process’ or a ‘product’. As defined by Shuttleworth & Cowie (1997), translation presently includes other forms of communication, like audiovisual translation, through subtitles and dubbing.

Halliday (1992) states translation is referred as the total process and relationship of equivalence between two languages; it is distinguished, within translation, between “*translating*” (written text) and “*interpreting*” (spoken text). Therefore, Halliday (1992) proposes distinguishing the activity of “*translation*” (as a process) from the product(s) of “*translating*”, including both “*translation*” (concerning written text) and “*interpretation*” (regarding spoken text). Interpretation and translation are two closely related linguistic disciplines. The key difference between translation and interpretation lies within the choice of communication channel. Translation deals with written communication, while interpretation is all about the spoken word³. Hence, in this study, translation is usually employed to mean both translation and interpretation. As Nord’s definition, “*translation is the production of a functional target text maintaining a relationship with a given source text that is specified according to the intended or demanding function of the target text (translation skopos)*” (Nord, 1991). According to House (2001), translation is thought of as a text which is a “*representation*” or “*reproduction*” of an original one produced in an-other language (Lewis, 2009). Hatim & Munday (2004) point out as a ‘process’, translation must be analyzed from two different perspectives. The first is referred as the activity of turning a source text into a target text in another language, and the second is as a ‘product’, i.e., the translated text.

In Vietnamese-into-English translation, the Vietnamese is the source language and the English is the target language. The translation process has existed for millennia. Translation was initially studied as a linguistic phenomenon, as a process of meaning transferring via linguistic transcoding, and consequently, translation studies was named and conceived as a linguistic discipline (Lefevere, 1978). Lefevere (1978) defines the goal of translation studies as producing a comprehensive theory which can also be used as a guideline for the production of translations, and whilst some may question the specificity of this statement. This is clear with his intention to link theory with practice indisputably. Also, Hatim (2013) has the same definition for translation studies. The translation practice without a theoretical background tends toward a purely subjective exercise and one of Halliday’s main contributions to linguistics is to build bridges between linguistic theory and professional practice (Yallop, 1987). As Chesterman (in Chesterman & Wagner, 2002), translation theory is not only for academic purposes but also for the practice of a professional translator, and they are also indissolubly linked and are not in conflict. Understanding of the processes can only help in the production, and a theory of

³ http://www.translationcentral.com/translation_vs_interpretation.php

translation without a link to practice is simply an abstraction. Moreover, Bassnett (2005) points out a wide field of translation studies with four general areas of interest and each with degree of overlap. Two are product-oriented, in that the emphasis is on the functional aspect of the target language texts in relation to the source language text, and two of them are process-oriented, in that the emphasis is on analyzing what actually takes place during translation. According to Snell-Hornby (2006), [. . .] translation studies opens up new perspectives from which other disciplines – or more especially the world around – might well benefit. It is concerned, not with languages, objects, or cultures as such, but with communication across cultures, which does not merely consist of the sum of all factors involved. And what is not yet adequately recognized is how translation (studies) could help us communicate better – a deficit that sometimes has disastrous results.

2.2. Stakeholders and their requirements/ expectations in education

In the scientific literature, two terms have been found– stakeholders and stakeholder groups which both of those concepts are used as synonyms. In this study, the term “*stakeholders*” will be used. Scholars have contributed greatly with the practical interpretation of this concept, but to date, most of them to still certainly support the first stakeholder definition of Freeman (1984) – “*any group or individual who can affect or is affected by the achievement of the organization's objectives*”. Later, many different definitions are made with similar meanings. However, the Freeman's definition (1984) could be considered as one of the best, which concisely and accurately identifies the relationships between the organization and stakeholders. Stakeholders are considered as those organizations, networks and private people who are able to influence the objectives and activities of the organization (Freeman, 1984; Freeman & Evan, 1990; Alves Jose, Karina, 2012). Stakeholders can be divided into 2 groups: Internal and External Stakeholders.

The identification and classification of stakeholders are prerequisites for the operation development and the quality improvement in stakeholder relationships and stakeholders are not in the same position.

- Internal stakeholders are those who work within the school system on a daily basis and who largely control what goes on there. They include school staff, district staff, and, to some extent, school boards.
- External stakeholders are those outside the day-to-day work of the schools who have a strong interest in school outcomes but who do not directly determine what goes into producing those outcomes.

In this study, the stakeholders are lecturers who are teaching or managing the translation-related courses and discipline; graduates from B.A university training program; professional translators and interpreters; and the business managers/ owners.

The justification and existence of a tertiary institution can be analysed via its stakeholder relations. Many internal and external stakeholders play important roles and contribute the strategic and other objectives, the quality of teaching and other activities, and the processes of stakeholder relationships (Juha, 2015). However, Juha (2015) describes the success of the higher education institution depends on its ability in the respective management approaches and stakeholder roles are crucial in strategic plans, quality assurance systems and process descriptions. Stakeholder communication and relationships are crucial from the standpoint of quality assurance and success because of their interests in collaboration with higher education institutions. It is widely acknowledged that the stakeholders' views are taken into account in the quality assurance system (Srikanthan & Dalrymple, 2003; Lagrosen, Seyyed & Leitner, 2004; Juha, 2015). Tertiary institutions collect feedback from their partners and customers and conversely, their feedback will be made to stakeholders in reciprocal interaction, because the expectations of stakeholders in quality assurance pertain to higher education institutions. According to Birnbaum (1988), “*learning how colleges and universities work requires seeing them as organizations, as systems and inventions.*” Another way of learning how colleges and

universities work requires the knowledge of stakeholders. Understanding the nature and roles of the stakeholders can greatly assist higher education administrators in understanding and operating their job and the institution. When stakeholders' requirements change, the tertiary institutions make feedback evaluation, define its objectives and improve their processes to meet their needs towards more market-oriented and responsible to a wider range of stakeholders (Bryson, 2004; Becket & Brookes, 2006).

2.3. Student-centered teaching method and student feedback usefulness

The theory and practice of student-centered instruction (or learner-centered teaching) is by no means new. According to research of Bowen (1980), there is a profound influence on pedagogy from writings of Jean-Jacques Rousseau, who put forth a fundamentally different vision of education in the recent history. The term student-centered teaching is a term almost ubiquitous in global debates in education, creating a dynamic change from a traditional "*teacher-centered*" to a more democratic and open environment in the classroom. Brewer & Daane (2002) points out that "*social interaction is necessary for knowledge construction and active learning*" and Lampert (2004) suggests an emphasis upon student-centered learning. Cuban (2001) describes student-centered instruction as including equal or more talking on the part of students than teacher, students asking questions and engaging in discussion more than the teacher, the use of small groups, more flexibility for students in terms of movement around the classroom and method that lessons are learned, and a more flexible use of work space. According to Collins & O'Brien (2003), student-centered instruction is defined as "*an instructional approach in which students influence the content, activities, materials, and pace of learning*". Besides, there are many various definitions of student-centered learning (and teaching) as constructivist or learner-centered teaching, problem-based learning and case-based learning (Gibbs, 1992; Loyens & Rikers, 2011). It is named because it seems important to clearly indicate the characteristics of the teaching method (Loyens & Rikers, 2011). Student-centered teaching is as a process by which students are given greater autonomy and control over the choice of subject matter, the pace of learning, and the learning methods used (Gibbs, 1992), a type for tertiary education reform (West, 1998), and a broad approach to teaching that ultimately holds the student responsible for their own educational advances (Nanney, no date). As in studies of Elen Clarebout, Leonard & Lowyck (2007) and Loyens & Rikers (2011), student-centered teaching method is considered as 'constructivist' teaching methods because the student's active role is emphasised in the learning process. The student-centered teaching methods are characterised by three features as follows:

- an active student participation to construct knowledge for themselves (Kirschner, Sweller & Clark, 2006; Struyven, Dochy, Janssens & Gielen, 2008) by selecting, interpreting and applying information in order to solve assignments (Struyven et al., 2008),
- a coaching (Motschnig-Pitrik & Holzinger, 2002) and facilitating (Beijaard, Verloop & Vermunt, 2000) teacher, who is present to help students out with questions or problems and safeguards their learning process (Struyven, Dochy & Janssens, 2010),
- the use of authentic assignments such as practical cases and complex vocational problems (Kirschner et al., 2006; Elen et al., 2007; Loyens, Rikers & Schmidt, 2007a,b; Struyven et al., 2008).

Additionally, feedback plays a critical role in enhancing and supporting the learning process (Van Houten, 1980; Gibbs, 1999; Race, 2001; Yorke, 2003). As Cross (1996) notes "*One of the basic principles of learning is that learners need feedback. They need to know what they are trying to accomplish, and then they need to know how close they are coming to the goal*". Without feedback, it is challenging for students to assess how they are doing and frustrating when they struggle to achieve the standard they desire (Yorke, 2003). Feedback in these

settings is helpful when comparing current versus desired levels of performance and goals (Clynes & Raftery, 2008). This is also agreed by Irish Universities Association⁴ as

“students have a major contribution to make in ensuring the quality of higher education and training provided in Irish universities. Regular and structured student feedback on their engagement (with their studies and with broader university life) and on the quality and relevance of teaching, learning and other services, is important in contributing to this process. Students can also play an important role in influencing the design of curricula, and in reviewing and providing feedback on the use of these curricula. Student representatives sit on the quality enhancement committees in each university. Useful information regarding the importance of student involvement in quality assurance processes and to provide information to students about quality assurance...”

Also, according to Macquarie University, Australia, student feedback is a rich and valuable source of information for both formative and summative purposes, and it is considered as the potential and valuable information about the teaching. Besides, student evaluation can also inform curriculum development. Student evaluation is important for ensuring that students enjoy high quality learning experience, continual teacher's improvement, the continual improvement of the unit and program of study that is being offered, and ensuring that the institution is achieving the desired standard of quality in students' learning experiences⁵. In Warwick University of The United Kingdom, student feedback is collected by all tertiary education institutions with a view to enhancing teaching and learning and assuring quality requirements. Collected data can be used to evaluate local and national practice and to inform research and feedback can be collected from peers, or more commonly from students⁶.

3. Methodology

Methodology of this study employs from the two sources: the secondary and the primary. Later, the data is processed with the statistical technique.

Secondary data is gained with the systematic and content analyses through published papers collected in database of Scopus, Science Direct, Google scholar... and websites of universities focusing on programs and syllabuses of Bachelor of Arts majored in English Language (as abbreviated hereinafter by B.A) to generate the theoretical foundations of the study and to gain deeper review and understanding with the current translation studies' teaching in universities in Vietnam.

Primary data is from the following sources.

- Online questionnaire/ survey with 97 graduates (as survey sample) who hold the four-year university graduate degree from B.A program since they are familiar with both training and market practices. Additionally, this is to gain their perceptions and education/ training experiences in the learning at the university. 10 questions are included in the questionnaire. The questions are focused on issues as overall perceptions of the whole B.A training program, the usefulness and helpfulness of the translation courses/ subjects, course's time allocation, perceptions on lecturers and their assistance after graduation, teaching supplement course and the course content and especially for the comments on the curriculum targeted to market needs and their professional employment.
- Semi-structured questionnaire and direct interviews with 8 professional translators/ interpreters who also own a B.A degree and are presently working in trading

⁴ <http://www.iua.ie/students-graduates/student-support/student-feedback/>

⁵ https://staff.mq.edu.au/teaching/evaluation/evaluation_methods/student_feedback/

⁶ <http://www2.warwick.ac.uk/services/ldc/resource/evaluation/tools/feedback>

organization, non-government organizations and public organizations. This is done to gain their shares of perceptions and observations regarding to professional knowledge of the new graduates, market requirements, and proposals on what should be taught and included in the teaching curriculum and program towards the real world.

- Face-to-face meetings and phone talks with 15 managers/ owners of the businesses to find out the employment need and prospects of the translation in the future. Also, the understanding of their practical requirements and evaluation on the new graduates employing in the translation field or in the discipline relating to translation.
- Phone interviews with 4 lecturers/ head (administrators) who are direct teaching or are discipline heads / administrators in the universities to gain deeper understanding on their standpoints of the teaching such as their concepts on time allocation, content of the course, material teaching and overall student pre-course evaluation, etc. For the interviews, all are noted and transcribed.

4. Findings and discussions

4.1. Overview of the current translation teaching in universities in Vietnam

In the territory of Vietnam, the B.A training program is on the 4-year based program. Almost the universities in Vietnam has the B.A training program with many different disciplines such as pedagogy, translation and interpretation, linguistics, etc. and about 80% of their graduates are employing in the profession related (or at least related) with translation. Thus, in the language acquisition, translation is always attractive and important discipline and also meets the high practical value to all the learners. More of that, translation is a compulsory course in the B.A training program (Ho, 2016a).

As in most of the B.A program, the time allocation for translation courses (subjects) is very limited (Nhat, 2016), specially, the translation related courses are allocated averagely from 4 to 10 credits of the total 130 to 141 credits of the four-year program in which it is divided into 2 courses: translation theory and practical translation. The translation theory course is captured from 2 to 3 credits and the practical translation courses are occupied from 6 to 7 credits (by author's sources). Many teachers are favor of theoretical training and offer few practical activities training contents often revolves around the familiar/ old issues, slow innovation and not keep up with demand in the market (Ho, 2016b; Ngoc, Thu & Anh, 2016). As reviewed and observed in syllabuses of universities in 2 years, teaching contents and subjects which will be taught is old and un-updatable. So far, in most of universities, a standard and official textbook is not prevailed or they are composed by lecturers and for private (internal) use purpose (Ngoc et al., 2016). Teaching methods are still general; only solve a few minor aspects which lead learners/students feel ambiguous, difficult to understand (Ngoc et al., 2016). Besides, by many factors influenced, students are limited in native language, cultural context and knowledge of mother tongue (Ho & Phu, 2013; Ho, 2015). Also, most of the teachers have not received intensive training course in translation studies or they are not professional translator.

4.2. Results of the survey

4.2.1. Results from the survey with B.A graduates

According to survey result, 11,7% and 18,3% of the respondents agreed that the academic training had prepared them *extremely well* and *fairly well* for their professional employment. 18,3% is for basic preparation. In total, the majority of the respondents (48,3%) had a positive opinion of their training. However, 51,7% of respondents had negative perception on the academic training in response to their professional employment (see table 1).

Table 1.
Results from the survey with B.A graduates

Extremely well	11,7%
Fairly well	18,3%
On the basic preparation	18,3%
Badly	35%
Very badly	16,7%

On translation studies-focused questions, 45% of them showed their likes to the translation studies and 55% said they did not like to study. In addition, a deep-explored question “*Are the translation studies courses as translation theory and practice helpful and useful to your professional employment*” gained 70% negative result in comparison with 30% positive result. These results were made up from many reasons such as time allocation, teaching method and subjects (contents), teaching materials, etc.

In term of teaching time allocating for this subject (courses), it was really limited. With their responses, in general, 30% of the respondents agreed that the teaching time was long enough in which 3,3%, 5% and 21,7% represent for *very long*, *rather long* and *long enough* respectively. In contrast, 70% of the respondents said that the time for this module was short, while 25% for *rather short* and 45% for *very short*. In addition, there existed a reason from lecturers. With question “*How is your lecturer who instructs or teaches you the translation?*”, the result shows 36,7% totally satisfied with the lecturers (11,7% for *very good*, 10% for *rather good* and 15% for *satisfied*) and 63,3% felt bad with lecturers (30% for *bad* and 33% for *very bad*). In term of question if graduates have their contacts with or get helps/ supports from lecturers after graduation to have better services, problem solving, and so on in their professional employment, they responded at 23,3% of them who have contacts or get help from their lecturers after graduation. The others had opposite viewpoints. They also provided causes for this issue as their dislikes with this subject, lecturers’ teaching methods, etc. In relation with teaching materials such as official textbook, documents, PC, media tools available for students’ learning, 25% of the respondents agreed/ satisfied while 75% disagreed. This showed that, upon to them, this issue was at a very low quality and did not meet their requirements. Besides, they commented that, with the development of technology, the machine translation is presently developing much in the market, but in the universities, this issue seemed to be forgotten in the curriculum. They also provided some remarkable information that they used the Internet for information mining and keeping up-to-date with the latest developments in translation, and sometimes, the communication technologies used to keep contacts with customers. According to them, there were four purposes in use of technology in translation: 1) to type the translation product by simply using word-processing tools 2) to seek information, 3) to remain up-to-date on both development and progress in the translation world and 4) to communicate and exchange information with customers and colleagues. Additionally, they complained that the technology-related knowledge was limited to the knowledge of their lecturers, and they had to study and paid all their individual efforts by themselves to acquire this knowledge.

In term of the content of the courses, 31,7% of the respondents agreed that the teaching contents & subjects were interesting, updatable, and applicable to the real world. Meanwhile, 68,3% who disagreed on this matter thought the topics and terminologies outdated in the real world. However, 83% agreed that to be better with their professional and practical employment, some extra/ supplement courses should be added in the training program such as economics, management, tourism, and politics.

Last but not least, a ready-made list of curriculum components were built up and graduates were requested to fill out to rate the components. This is important for university teaching and for their professional work. The results are presented in following table.

Table 2.
Results of curriculum components

Components	Very important	Rather important	Important	Rarely important	Not important
Translation practice	73%	17%	7%	3%	0%
Time allocation	65%	12%	12%	5%	7%
Specific field knowledge	63%	17%	17%	2%	2%
Terminology management	60%	17%	12%	5%	7%
Research techniques	50%	25%	12%	8%	5%
Topics in teaching contents	50%	17%	13%	10%	10%
Teaching materials	47%	20%	17%	8%	8%
Lecturers' teaching method	45%	18%	20%	12%	5%
Translation technology	43%	30%	17%	5%	5%
Discourse analysis & pragmatics	33%	33%	13%	12%	8%
Knowledge of linguistics	32%	25%	27%	8%	8%
Text analysis	30%	43%	13%	7%	7%
Translation theory	22%	28%	17%	17%	17%

4.2.2. Results from the survey with professional translators and business managers/owners

Some of professional translators are also the owner of the translation companies. Therefore, some of perceptions of professional translators are also similar to perceptions of managers/owners of other industry businesses. This is done to gain their shares of perceptions and observations regarding to professional knowledge of the new graduates, market requirements, and proposals on what should be taught and included in the teaching curriculum and program towards the real world.

According to survey result, 85% to 90% of new B.A graduates who apply to employ in the translation discipline cannot meet the requirements. Translation from Vietnamese into English constitutes over half of their total translation work. To be recruited as a new translator in the translation companies, normally, a sample test of translation will be taken and the majority of the applicants fail at this stage because they cannot meet the criteria in terms of form, content (poor-quality grammar and language competence), cultural issues in translation and speed. As of their viewpoints, translation speed is one of the most concerns. As known, with the competitive market and high pressured working environment, it is required to produce a high-quality work within a certain period of time to survive in the market. This happened because the graduates were normally working with lower motivation, tended to underestimate the translation profession, and saw it as a temporary job opportunity to earn extra money or to finance their Master's. Besides, professional translators complained about the patience of the graduates. As for them, in the simplest terms, graduates needed to have developed the patience and the discipline to complete a project by the deadline. In addition, the most important requirements of

the translation discipline and market are quality and speed. In order to be qualified translators, B.A graduates must gain experiences about 5 years in the discipline and also they need to improve their language including grammar and vocabulary and translation practice skills, and then develop mastery of computer and other technology skills. For adaptable with the real world, technological knowledge and skills should be added and taught in the training program (curriculum).

As per the survey result, about 90% of the companies agreed that they would not employ a professional translator who only worked in 100% workload in the translation discipline in their businesses. This was because of the main different reasons such as competence and performance of the BA graduates unreachable to their real requirements, the financial issue and not-much workload for professional translators, available English-speaking employees in their businesses. On the problem of the competence and performance of the BA graduates, they lacked patience, language skills (grammar; real world words - lexicons, even with the mother tongue as Vietnamese), computing skills and especially with cultural issues. The cultures of Vietnam and other countries are different and diversified, so a translator must have this kind of knowledge.

4.2.3. Results from the survey with lecturers and discipline head (administrator)

90% of the respondents said that the curriculum revision was upon lecturers. In term of revision or change of teaching content or curriculum, it seems that the curriculum has usually been not revised for years. There are some reasons with this issue: The first is the change of lecturer in charge. With lecturers who used to teach translation courses for years, they could decide what should or should not be in the program, but they normally don't want to change. That is by time-consumption and complicated procedures. With new lecturers, they only follow up the designed curriculum. As concerned, to change or revise the content of curriculum, it requires complex procedures and consumes a lot of time to be approved. The revision is carefully discussed by Scientific Committee and the University Senate for final endorsement. In term of experiences of lecturers, about 80% of the lecturers have worked in the teaching profession, without the practical world. Therefore, the teaching quality and its adaption with the real world were also problems that were really limited in the interaction with translation companies and professional translators. However, 80% of respondents agreed that their interaction with professional translators for teaching assistance, curriculum revision could benefit them a lot. In contrast, 80% of respondents complained on the language skills and competence of the students. As for them, students' language skills and competence were low and they did not spend time enough reading books and self-learning. This led the low qualities of teaching and learning. Finally, 90% of respondents gave negative ideas about teaching materials. The textbooks for this discipline were normally from the foreign publishers and the price was too high. Thus, the universities have very limited versions for references.

5. Recommendations

From the result of the study, some recommendations are formulated as follows:

First, that is the teaching content. It can be used as a reference source for the universities or administrators of the discipline to revise the curriculum which is linked with the real world. One of the most important issue which should be considered as a part of teaching content is the translation technology. At present, translation technology becomes one of the most popular topics in translation research due to its increasing importance in translation profession. Moreover, it is seen as a translation competence (Kelly 2005; PACTE 2005, 2008; Tan, 2008; EMT 2009). Biau Gil & Pym (2006) said that technology was a necessity in translation practice and there were three main effects of technology on translation: on communication (how translators communicate with clients), on memory (how much and how fast information is stored), and on text production (word processing). According to Thelen (2011), translators needed technical resources for basic IT activities (i.e. operating systems, word processing tools, presentation tools, tools for calculating, internet tools, file formats and file converting tools,

communication tools, and scanning tools), for translation activities (i.e. TM tools, MT tools, speech recognition tools, subtitling tools, and terminology management tools), and for administrative activities such as bookkeeping and workflow management. And Mossop (2003a,b) argued that students needed basic skills to use Windows, Internet, email and Word, and that they could learn the rest later.

The interactions among stakeholders: the interactions among stakeholders are really important and helpful to develop a training program and curriculum. According to Gumus (2013) and Kemble (2006), there were three types of interaction as human interaction, material interaction and professional interaction.

- ✓ Human interaction is in terms of the employment of professional translators as full-time members of academic staff.
- ✓ Material interaction refers essentially to the use of authentic translated text for purposes of teaching/learning and assessment.
- ✓ Professional interaction means collaboration with professional translators on projects.

6. Conclusions

Translation studies is not only a compulsory course but also a very important subject in the B.A program of the university. As from the literature review and result of the study, under the student-centered teaching approach, the feedbacks from the stakeholders is really a valuable source of information to have qualified teaching and learning not only for the translation studies but also for other subjects in the B.A training program. To gain much development, some above mentioned recommendations should be applied as guidelines.

All studies will have the limitations and this is not exceptional. The first limitation is with the sample. They were collected by the convenience method and at the small size. Respondents are not distinguished between groups of graduates (new graduates or old graduates); or ages such as the young and the elderly; the major in B.A program as BA in linguistics or BA in translation studies, which have different experiences, opinions and can lead to different results. In addition, the snowball technique is used to collect the questionnaire - a technique that does not allow controlled sampling. As a consequence, the results cannot be generalized to the entire population. Also, the data have been collected through self-report instruments, i.e. surveys and interviews. Although self-reporting is a simple, easy and direct way of data collection, the risk of collecting inaccurate information can occur due to various limitations including memory, self-deception and biases. Moreover, this study can be a root for many further researches as the same study conducting with other subjects, study on how to revise the curriculum based on the stakeholder feedback, study on how to apply the students-centered teaching method into the translation study.

7. References

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