



Research Article

Understanding Perceptions and Practices of Translation Competence among Senior English-Major Students at Nguyen Tat Thanh University

Hong Thi Nguyen¹, Long Thanh Nguyen² 

¹ Faculty of Foreign Languages, Nguyen Tat Thanh University, Vietnam

² Faculty of Foreign Languages, Nguyen Tat Thanh University, Vietnam

Abstract

This study delves into the translation competence of seminar students at Nguyen Tat Thanh University, offering a dual perspective from both experienced translation instructors and the students themselves. Employing a robust methodological framework that included in-depth surveys and comprehensive interviews, the research aimed to capture a nuanced understanding of their experiences. Data collected from 80 students provided critical insights into their perceptions of the current translation course, the specific challenges they encountered throughout its progression, and their perspectives on the pedagogical approaches utilized by Translation-majored faculty. Furthermore, the study also solicited valuable recommendations for future course enhancement. The findings illuminate several key areas of difficulty for students, primarily identifying lexical deficiencies, inadequate grammatical proficiency, and struggles with sentence construction as significant hurdles. Students also reported considerable challenges in comprehending implicit meaning within diverse contextual frameworks, highlighting the complexity of genuine translation. Notwithstanding these pervasive difficulties, a notable majority of students expressed general satisfaction with their perceived translation competence, suggesting a degree of confidence despite the identified obstacles. In response to these findings, the instructors offered a range of actionable recommendations, focused on optimizing the course design and implementing targeted improvements to foster enhanced translation competence among future cohorts.

Keywords

Translation competence, translation instruction, student perception, pedagogical challenges, Vietnamese universities.

1. Introduction

In an increasingly interconnected global landscape, the demand for proficient translators continues to surge across

diverse sectors, bridging linguistic and cultural divides. At the heart of effective translation lies the multifaceted construct of

*Corresponding author: Long Thanh Nguyen

Email addresses:

ntl@ntt.edu.vn (Long Thanh Nguyen)

Received: 12/03/2025; Accepted: 20/04/2025; Published: 10/05/2025



Copyright: © The Author(s), 2024. Published by JKLST. This is an **Open Access** article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

translation competence, encompassing not only a strong command of the source and target languages but also a complex interplay of cognitive, cultural, and technical skills. Traditionally, the ability to translate was often viewed as an advanced derivative of foreign language proficiency, with linguistic mastery considered the cornerstone of translation expertise (Robinson, 2003). This perspective historically positioned translation training primarily within the domain of applied linguistics, often relegated to specialized courses focusing on theoretical frameworks and practical exercises.

While the connection between a translator's underlying linguistic competence in both the source and target languages and their overall translation competence has been acknowledged by scholars, it hasn't always been a central focus of research, leading to diverse perspectives. The decline of the grammar-translation method significantly impacted the role of translation in foreign language pedagogy. As the communicative approach gained prominence, utilizing the learners' first language (L1) – and consequently, translation – became discouraged in general language classrooms. Proponents of communicative language teaching often viewed direct translation as hindering the development of spontaneous communication and direct engagement with the target language. Consequently, the explicit teaching and practice of translation skills were largely relegated to specialized academic programs designed for the formal training of professional translators and interpreters, often within the realm of translation theory and practice courses. This separation sometimes created a perceived dichotomy between language learning and translation, overlooking the potential for translation to enhance metalinguistic awareness and cross-linguistic understanding, skills that can be beneficial for advanced language learners as well.

While a robust linguistic foundation remains indispensable, researchers and educators acknowledge the crucial role of a broader range of competencies, including cultural awareness, subject-matter knowledge, information literacy, technological proficiency, and strategic problem-solving abilities (Kiraly, 2000; Schäffner & Adab, 2000). This evolving understanding has led to a shift in translator training paradigms, with a growing emphasis on holistic development that integrates these diverse yet interconnected skills. Despite this evolving theoretical landscape, the specific ways in which students themselves perceive and enact translation competence within their learning environment warrant further investigation. Understanding their self-assessments of their abilities, the strategies they employ during translation tasks, and the challenges they encounter provides crucial insights into the effectiveness of current pedagogical approaches and the specific needs of learners. This is particularly relevant in the Vietnamese higher education context, where English-major students are often expected to develop a significant degree of translation competence as part of their academic and

professional preparation.

Translation is a required subject that provides English-major students with skills in both translation methods and techniques within the English curriculum at many universities in Vietnam, including Nguyen Tat Thanh University (NTTU). However, it was observed that English-major students at NTTU often hold varying views on their comprehension and application of translation knowledge after completing the course. Additionally, translation lecturers seek constructive feedback from students to reflect on and improve their teaching practices. Therefore, in the process of teaching and learning translation, understanding and assessing both the students' awareness and their practical translation skills are of utmost importance. This study aims to assess the level of translation competence among English-major students at Nguyen Tat Thanh University, explore the strategies they use when translating texts from English to Vietnamese, and identify the challenges they encounter during the translation process.

From a pedagogical perspective, achieving a certain degree of translation competence requires students to have a well-developed level of linguistic competence. Here, linguistic competence extends beyond mere knowledge of grammar, vocabulary, and phonology; it also encompasses the ability to use the language fluently, accurately, and appropriately across diverse contexts. Beyond linguistic competence, other essential dimensions such as sociolinguistic competence, pragmatic competence, and intercultural competence also play a significant role in the language learning process. However, when learning translation, students must further enhance their linguistic competence to meet the specific demands of this skill. Translation not only demands a profound understanding of both the source and target languages but also necessitates the ability to analyze, compare, and contrast linguistic structures, as well as the capacity to express ideas precisely and naturally in the target language. To achieve the objectives, the paper hopes to answer the two research questions:

- 1) What are the perceptions of senior English-major students at Nguyen Tat Thanh University regarding translation competence?

- 2) What are their current practices in developing and applying translation competence?

Finally, content-knowledge competence, which refers to their understanding of the subject matter and domain of the original text, plays a pivotal role in guaranteeing the factual accuracy and appropriate use of specialized terminology in the translated version. By exploring these multifaceted dimensions of translation competence, this study aims to provide a more holistic understanding of the essential factors involved in cultivating highly proficient translators.

2. Literature Review

Translation competence is a multifaceted research area. This study is informed by the PACTE model, which views translation competence as an expert, procedural system of interconnected sub-competencies heavily reliant on strategic abilities. Empirical studies, such as Li (2018), reveal students often overestimate linguistic competence but undervalue cultural knowledge. Hatim and Mason (1997) highlight the importance of critical thinking, while Shreve (2006) notes the role of metacognitive strategies. Gonzalez Davies (2004) emphasizes task-based learning with authentic projects. In Vietnam, research is limited, but Nguyen (2019) and Tran (2020) point to gaps in practical training and students' confidence in applying theoretical knowledge.

The significant growth of university-level translation programs has fueled research into translation pedagogy, focusing on the intricate skills, attitudes, and knowledge defining translator competence. This has led to various conceptual models (e.g., PACTE, Kelly), which inform learning outcomes. While many instructors possess "tacit" knowledge from experience (Holroyd, 2000), there's a growing call for research-oriented approaches (Paran, 2017). The EMT program (2013) highlights the importance of teacher training. Pedagogical research explores the impact of methodologies like Nord's (1997) functionalist approach, Colina's (2015) emphasis on formative assessment, and Kelly's (2005) focus on technology integration (CAT tools). Contemporary research investigates various pedagogical factors contributing to translator development, including instructor guidance, learning environments, and collaborative projects. There is a consensus that translation competence is a primary objective of educational programs and develops through structured instruction, with academic institutions providing the most effective environment. The field recognizes a progression of learning stages, from novice to expert, and emphasizes the need for trainees to grasp theoretical principles and develop diverse translation strategies.

Translation competence is crucial for aspiring professional translators, yet a gap often exists between student perceptions and practical training. Zou (2015) defines it as multidimensional, encompassing cultural, cognitive, and interpersonal skills, advocating for integrated curricula. Guanghui et al. (2017) stress balancing linguistic fidelity with cultural adaptation, arguing for discourse-based training. Liu et al. (2022) note students perceive translation as complex, requiring both linguistic and cultural understanding. However, Chen (2018) found many students unaware of CAT tools, while Phan (2019) observed a prioritization of literal translation over cultural nuances. Studies by Cordero (2020) and Ly (2022) confirm students' focus on linguistic accuracy over cultural and contextual nuances, with Ly's Vietnamese

study highlighting a lack of real-world application. Bui and Thai (2023) and Roza et al. (2024) further underscore the struggle with contextual and cultural adaptation. Finally, many programs lag in integrating modern technologies, as noted by Chen (2018). Nguyen and Tran (2021) suggest collaborative and project-based learning to bridge the gap between theory and real-world demands. In conclusion, research indicates a need for integrated, practical, and culturally aware translation education, encompassing cultural sensitivity, contextual adaptation, and modern translation technologies.

This study utilizes the PACTE research group's (2005) model of translation competence, which defines it as an expert system of interconnected sub-competencies. These include Bilingual, Extralinguistic, Instrumental, Strategic, Knowledge about Translation, and Psycho-physiological Competence. The model provides a comprehensive framework for analyzing student perceptions and practices.

We also consider Christiane Nord's (1997) functionalist framework, emphasizing linguistic, communicative, cultural, strategic, and technical competence. Daniel Gile's (2009) model focuses on cognitive, behavioral, and psychological aspects. Integrating these frameworks allows for a multifaceted exploration of translation competence, encompassing theoretical, practical, and psychological dimensions, and considering Toury's (1995) concept of "transfer competence."

Evaluating translation competence is multidimensional, assessing various sub-competencies like linguistic, cultural, cognitive, discourse, strategic, interpersonal, psychological, and instrumental skills. Evaluation can be product-oriented (target text quality) or process-oriented (cognitive decision-making). The goal is to understand how competence is acquired and identify effective pedagogical strategies.

Based on cognitive linguistics theories and the research objectives and scope, the paper proposes the theoretical framework as follows.

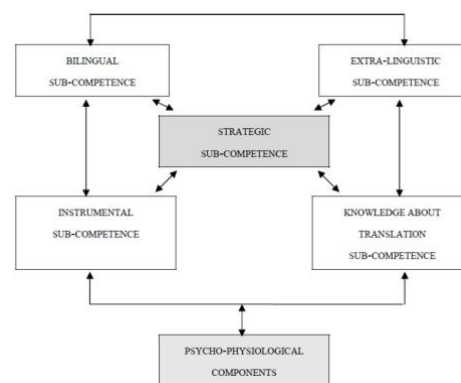


Figure 1: Theoretical Framework of PACTE's model of translation competence

3. Research Methodology

This study employed an exploratory sequential mixed-methods approach to investigate the translation competence of senior English-major students at Nguyen Tat Thanh University from both student and instructor perspectives. This design began with a qualitative phase to gain in-depth insights, followed by a quantitative phase to generalize the findings.

The research population for the quantitative phase comprised the senior Translation-Interpretation students majoring in English at Nguyen Tat Thanh University in the 2023-2024 academic year, selected via purposive sampling for having completed at least three translation courses. For the qualitative phase, five instructors who have taught these students were interviewed. This mixed-methods design allowed for a comprehensive understanding of students' self-perceptions, challenges, and the effectiveness of current pedagogical approaches, incorporating both student self-assessments and expert observations.

Research instruments included two sets of questionnaires administered to 80 students and five co-teachers, supplemented by open-ended interviews with the five instructors. This approach aimed to explore in-depth opinions and validate emerging themes. Data were collected over the first two weeks of the second semester of the 2024-2025 academic year, coinciding with students' completion of specialized subjects and internships, ensuring a comprehensive understanding of their abilities. The collected data were subsequently analyzed using SPSS.

4. Results and Discussions

4.1. Self-Assessment of Translation Competence and Skills Development

Table 1. Students' evaluation: Descriptive statistics

My overall linguistic competence is good						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
2.5 %	14.8 %	39.5 %	25.9 %	17.3 %	3.83	1.058
My overall translation competence is good						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
3.7 %	11.1 %	49.4 %	19.8 %	16.0 %	3.94	.992
I believe that translation skills include more than just language proficiency						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
1.2 %	6.2 %	18.5 %	30.9 %	43.2 %	3.90	1.056
I have undertaken a variety of types of translation tasks during my studies. (technical translation, translation, legal translation, website translation)						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
3.7 %	8.6 %	23.5 %	39.5 %	24.7 %	3.83	.985
I prefer to translate independently						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
2.5 %	2.5 %	35.8 %	28.4 %	30.9 %	3.93	.919

I handle difficulties in the translation process by seeking help from lecturers or friends						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
3.7 %	49.0 %	27.2 %	32.1 %	32.1 %	4.01	1.091
I handle difficulties in the translation process by using online resources (dictionaries, forums)						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
1.2 %	3.7 %	22.2 %	29.6 %	43.2 %	4.05	.891
I typically use Dictionaries (online or physical) as a resource when translating						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
2.5 %	6.2 %	21.0 %	32.1 %	38.3 %	4.10	.957
I handle difficulties in the translation process by researching and finding solutions independently						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
1.2 %	2.5 %	30.9 %	33.3 %	32.1 %	4.29	.762
I think practical translation tasks (e.g., real-world assignments) is the area of translation training which sh emphasized more in the curriculum						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
2.5 %	4.9 %	21.0 %	32.1 %	39.5 %	4.76	.429
I usually engage in translation practice outside of class						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
3.7 %	14.8 %	35.8 %	27.2 %	18.5 %	3.84	1.054
I have made significant progress in my translation skills during my studies						
Strongly agr	Agree %	Neutral %	Disagree %	Strongly disa	Mean	StandardDeviation
1.2 %	9.9 %	29.6 %	35.8 %	23.5 %	4.25	.852

This investigated students' perceptions of their linguistic and translation competence, their approaches to translation, and areas that should be emphasized in the translation curriculum. These findings offer valuable insights into the perceptions and habits of translation students. They underscore the importance of integrating more practical, real-world translation assignments into the curriculum, encouraging students to fully recognize the non-linguistic aspects of translation, and further developing independent problem-solving strategies alongside leveraging external support. The data indicates that students are confident in their overall linguistic and translation competence. However, a notable observation is the distinct lack of consensus regarding whether translation skills encompass more than just language proficiency, suggesting that some students may not yet fully grasp the depth and multifaceted nature of the translation profession.

In terms of translation practices, the research reveals that students have had limited opportunities to engage with diverse translation types during their studies. Concurrently, they tend to prefer translating independently and demonstrate high proactivity in researching and finding solutions when encountering difficulties. Despite this, seeking assistance from lecturers, friends, and utilizing online resources (particularly dictionaries) also remain important strategies. A salient finding is the strong student consensus on the need to emphasize practical translation tasks within the curriculum. This highlights students' desire for a more practice-oriented program that better prepares them for the demands of the job market. Although many students voluntarily engage in translation practice outside of class, the proportion of students who felt they had made significant progress in their translation skills was not high. This may reflect shortcomings

in the current training structure, which might not be optimally supporting students' practical skill development.

4.2. Challenges, Strategies, and Key Competencies in Translation

Table 2. Students' evaluation: Challenges, Strategies

Cultural understanding is the most important skill a translator must have						
Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Standard Deviation
1.2 %	2.5 %	23.5 %	38.3 %	34.6 %	3.73	1.049
Language proficiency (source and target languages) is the most important skills a translator must have						
Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Standard Deviation
1.2 %	6.2 %	18.5 %	29.6 %	44.4 %	3.7	.980
Writing skill is the most important skill a translator must have						
Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Standard Deviation
1.2 %	3.7 %	24.7 %	42 %	28.4 %	3.98	1.037
Understanding the source language is most challenging aspect						
Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Standard Deviation
4.9 %	3.7 %	24.7 %	37 %	29.6 %	3.95	.999
Grammar and syntax is most challenging aspect.						
Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Standard Deviation
2.5 %	2.5 %	35.8 %	28.4 %	30.9 %	3.93	.919
Terminology and vocabulary is most challenging aspect.						
Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Standard Deviation
3.7 %	49.0 %	27.2 %	32.1 %	32.1 %	4.01	1.091
Cultural and contextual nuances is most challenging aspect.						

Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Standard Deviation
2.5 %	3.7 %	25.9 %	33.3 %	34.6 %	3.64	.991
Text structure and organization and time management is most challenging aspect.						
Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %	Mean	Standard Deviation
2.5 %	8.6 %	32.1 %	35.8 %	21 %	3.93	.891

This aimed to discern the most crucial skills for translators and the most challenging aspects they encounter in their work, as perceived by professional translators themselves. The findings provide valuable insights into the complexities of the translation profession, revealing both areas of general agreement and notable differences in perception.

Regarding the most important skills, no single skill was overwhelmingly deemed paramount by the majority of survey participants. While writing skill achieved the highest mean score (3.98), suggesting a slightly higher perceived importance compared to other skills, a significant proportion of respondents still disagreed or strongly disagreed with its absolute dominance. Similarly, cultural understanding (3.73) and language proficiency (3.70) were considered important, but a substantial number of participants held differing views on whether they were the most important skills. This indicates that translators view their profession as requiring a combination of diverse competencies, rather than relying on a single skill in isolation.

Conversely, when examining the most challenging aspects of translation, a clearer consensus emerged. Terminology and vocabulary stood out as the most significant challenge, with the highest mean score (4.01) and agreement from nearly half of the participants (49.0%). Other notable challenges included understanding the source language (3.95), grammar and syntax (3.93), and the combined aspect of text structure and organization alongside time management (3.93). Interestingly, while cultural understanding is considered an important skill, cultural and contextual nuances were perceived as the least challenging aspect among the options provided (3.64), with a considerable number of participants disagreeing that this was the greatest challenge. This distinction suggests that, while cultural knowledge is foundational, the practical difficulties in daily translation work often stem more from linguistic and technical precision than from cultural interpretation.

In conclusion, this research highlights that while translators may hold diverse views on which single skill is "most important," they tend to agree more on the specific practical difficulties they face. The prominence of terminology and vocabulary as a leading challenge underscores the critical need for robust lexical knowledge and research skills in the translation process. These findings can inform translator

training programs and professional development initiatives, emphasizing practical challenges alongside core theoretical competencies. Further research could delve deeper into the specific strategies translators employ to overcome these identified challenges and how perceived skill importance correlates with actual translation performance.

4.3. Teachers' Assessment of Translation Quality and Competencies

Gathering insights from experienced translation teachers on how they assess translation quality and student competencies is very important. A consensus emerged around a tripartite assessment framework encompassing linguistic competence, bilingual competence, and the strategic application of translation methods. Linguistic competence is evaluated by students' accurate and natural use of grammar, vocabulary, and sentence structures in both English and Vietnamese. As one teacher put it: "I assess students' linguistic competence through their ability to use grammar, vocabulary, and sentence structures accurately and naturally in both English and Vietnamese." This aligns with Hymes' (1972) concept of communicative competence, where "natural" language use implies understanding its appropriate application within specific contexts. For bilingual competence, assessment focuses on students' deep understanding of source text meaning and nuances, along with their ability to express these equivalently and appropriately in the target language. Another teacher remarked: "Bilingual competence is evaluated through their capacity to convey not only the content but also the author's tone and attitude." This perspective resonates with Baker's (1992) emphasis on "equivalence," extending beyond literal translation to capture the intended effect. Finally, competence in employing translation strategies is demonstrated by students' effective selection and application of methods to address various translation issues across different text types. One teacher affirmed: "Their competence in employing translation strategies is demonstrated by their effective selection and application of translation methods to address various translation issues across different text types." This aspect reflects the problem-solving nature of translation, as discussed by Lörcher (1991), and the flexibility in applying global and local strategies, as categorized by Jaaskelainen (1993).

Beyond core linguistic and bilingual skills, teachers also noted a growth in senior students' understanding of the social dimensions of translation. Students showed increased curiosity toward cultural contexts and were more proactive in utilizing diverse resources to comprehend subject-specific domains. One teacher observed: "Overall, the students in the past academic year showed significant progress in their awareness of the cultural aspects of translation." They also began to recognize the importance of the target audience and

communicative purpose in shaping translation choices. While students demonstrated proficiency in Computer-Assisted Translation (CAT) tools, integrating cultural insights within these workflows still requires refinement. As one teacher noted: "The students were quite proficient in using CAT tools and software. However, utilizing these tools to aid in understanding the cultural and social aspects of the text has not yet been maximized."

4.4. Assessing Social Aspects of Translation Competence

Observations from the interviews revealed a notable improvement in senior students' understanding of the social dimensions of translation over the past academic year. Students showed increased curiosity towards the cultural contexts of both source and target languages and were more proactive in utilizing diverse resources to grasp subject-specific domains. As one teacher noted, "Overall, the students in the past academic year showed significant progress in their awareness of the cultural aspects of translation." There was also a positive shift in their recognition of the target audience and communicative purpose in shaping translation choices. This growing awareness aligns with Nord's (1997) functionalist approach, which emphasizes considering the target culture and translation function.

While students demonstrated proficiency in using Computer-Assisted Translation (CAT) tools, a crucial area for refinement was the integration of cultural insights within these workflows. One teacher pointed out: "The students were quite proficient in using CAT tools and software... However, utilizing these tools to aid in understanding the cultural and social aspects of the text has not yet been maximized." This highlights a need to bridge the gap between technical skill and cultural intelligence. Despite progress in social awareness and resource utilization, teachers stressed the ongoing need for students to cultivate a more nuanced and practical application of cultural understanding, refine critical thinking skills for source evaluation, and enhance social sensitivity in their translated output to meet the multifaceted demands of the professional translation landscape.

5. Conclusion

The survey data collected from 80 participants provides valuable insights into their experiences and perceptions regarding perceptions and practices of translation competence. Overall, participants generally feel positively about their translation competence. The scales demonstrate robust internal consistency, with Cronbach's Alpha values generally indicating good to excellent reliability. However, item-total statistics reveal nuanced contributions of individual items to

these scales. Several items consistently show strong positive corrected item-total correlations, suggesting their importance in measuring the construct; for instance, self-assessments of overall translation competence and the ability to seek help effectively tend to align well with overall scale scores. Conversely, some items, such as those related to the use of online resources or curriculum preferences, exhibit weaker correlations, indicating they may tap into different constructs or introduce extraneous variance. Notably, the analysis of translation challenges underscores the significance of cultural and contextual nuances, terminology, and grammatical proficiency in students' perceptions of difficulty, highlighting the multifaceted nature of translation competence. Furthermore, the importance of language proficiency and cultural understanding as key translator skills is consistently emphasized. The presence of repeated items in some scales, however, points to potential methodological issues that warrant attention. In conclusion, while the scales generally demonstrate reliability, a detailed examination of item-level statistics is crucial for refining instruments and gaining a deeper understanding of the complex interplay of factors contributing to translation competence.

In conclusion, the analysis of these various scales and item statistics offers valuable insights into the perceptions and practices of translation competence among senior English-major students at Nguyen Tat Thanh University. The consistently high Cronbach's Alpha values across multiple scales, suggest that the instruments employed are generally reliable for measuring the construct of translation competence within this specific student population. However, the detailed item-total statistics highlight that students' self-assessments are influenced by a complex interplay of factors. Strong correlations are observed between overall self-rated translation competence and factors such as linguistic proficiency, active engagement in translation practice, and seeking help from instructors, indicating that these elements are central to how these students perceive their abilities. Furthermore, students acknowledge the significant challenges posed by cultural nuances, terminology, and grammatical complexities, emphasizing the importance of these areas in translation training at Nguyen Tat Thanh University. The identified problematic or less strongly correlated items (e.g., those relating to online resource use or curriculum preferences) suggest areas where the assessment instruments could be refined or where further investigation into the students' understanding of these concepts might be warranted. Finally, the presence of repeated items in some scales points to the need for rigorous quality control in survey design to ensure accurate and reliable data collection from these senior English-major students. The results of the the findings of the general competence evaluation with the results of the present assessment, the following chapter aims to provide practical implications for translator training and generate general

recommendations that are responsive to teachers' suggestions and requirements.

References

- [1] Adab, B. (2017). In *Researching Translation and Interpreting Competence by PACTE Group* (pp. 287–291). John Benjamins.
- [2] Baker, M. (1992). In *other words: A coursebook on translation*. Routledge.
- [3] Beeby, A. (2017). In *Researching Translation and Interpreting Competence by PACTE Group* (pp. 287–291). John Benjamins.
- [4] Bell, R. T. (1991). *Translation and translating: Theory and practice*. Longman.
- [5] Beverley Adab. (2000). *Evaluating translation competence*. In C. Schäffner & B. Adab (Eds.), *Developing translation competence* (pp. 215–228). John Benjamins.
- [6] Bowker, L. (2002). *Computer-assisted translation technology: A practical introduction*. University of Ottawa Press.
- [7] Bowker, L., & Pearson, J. (2002). *Working with specialized language: A practical introduction to terminology*. Routledge.
- [8] Bowker, L., & Pearson, J. (2002). *Working with specialized language: A practical guide to using corpora*. Routledge.
- [9] Bui, H. T., & Thai, M. T. (2023). Contextual challenges in Vietnamese translation classrooms: Bridging the gap between theory and practice. *Journal of Language and Education*, 9(2), 101–112.
- [10] Catford, J. C. (1965). *A linguistic theory of translation: An essay in applied linguistics*. Oxford University Press.
- [11] Chen, Y. (2018). An integrated curricular design for computer-assisted translation tools: Developing technical expertise. *The Interpreter and Translator Trainer*, 12(4), 355–374.
- [12] Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.
- [13] Colina, S. (2015). *Fundamentals of translation*. Cambridge University Press.
- [14] Cordero, J. (2020). Analyzing the attitudes of translation students towards CAT (computer-aided translation) tools. *Journal of Language and Linguistic Studies*, 16(1), 1–12.
- [15] Cordero, P. A. (2020). Reassessing the role of language accuracy in translation education. *International Journal of Translation Studies*, 14(3), 77–89.
- [16] Creswell, J. W. (2015). *A concise introduction to mixed methods research*. SAGE Publications.
- [17] Dang, T. T., & Bui, M. Q. (1999). *English-Vietnamese dictionary*. The Gioi Publishers.
- [18] Delisle, J., & Woodsworth, J. (Eds.). (1995). *Translators through history*. John Benjamins Publishing Company.
- [19] Dreyfus, H. L., & Dreyfus, S. E. (1986). *Mind over machine: The power of human intuition and expertise in the era of the computer*. Free Press.

- [20] EMT Expert Group. (2009). Competences for professional translators, experts in multilingual and multimedia communication. *European Master's in Translation*.
- [21] EMT Expert Group. (2013). *The EMT Translator Trainer Profile: Competences of the trainer in translation*. European Commission.
- [22] Fraser, J. (2017). In *Researching Translation and Interpreting Competence by PACTE Group* (pp. 287–291). John Benjamins.
- [23] Gile, D. (2009). *Basic concepts and models for interpreter and translator training*. John Benjamins Publishing.
- [24] Gonzalez Davies, M. (2004). *Multiple voices in the translation classroom: Activities, tasks and projects*. John Benjamins Publishing Company.
- [25] Gouadec, D. (2007). *Translation as a profession*. John Benjamins Publishing Company.
- [26] Guanghui, L., He, Y., Liu, Q., & Tang, J. (2017). Discourse and translation: Integrating contextual adaptation into translation training. *Journal of Translation Pedagogy*, 5(2), 134–149.
- [27] Hatim, B., & Mason, I. (1997). *The translator as communicator*. Routledge.
- [28] Hatim, B., & Munday, J. (2004). *Translation: An advanced resource book*. Routledge.
- [29] Holroyd, C. (2000). Are assessors professional? *Assessment & Evaluation in Higher Education*, 25(3), 317–326.
- [30] Huertas Barros, E., & Vine, J. (2018). Identifying translator training provision for the professional context in the UK. *The Interpreter and Translator Trainer*, 12(3), 247–266.
- [31] Hymes, D. (1972). On communicative competence. In J. J. Gumperz & D. Hymes (Eds.), *Directions in sociolinguistics: The ethnography of communication* (pp. 269–293). Holt, Rinehart & Winston.
- [32] Kelletat, A. F. (Ed.). (1996). *Übersetzen und Dolmetschen in der Romania: Beiträge zu ihrer Geschichte*. Stauffenburg Verlag.
- [33] Kelly, D. (2005). *A handbook for translator trainers*. St. Jerome Publishing.
- [34] Kelly, D. (2007). Translator competence: Contextual influences in training provision and professional practice. *Intercultural Studies Group*, 1(1), 1–23.
- [35] Kiraly, D. C. (2013). *Towards a radical pedagogy for translator education: Empowerment, autonomy, and reflective practice*. Peter Lang.
- [36] Koehn, P. (2010). *Statistical machine translation*. Cambridge University Press.
- [37] Li, L. (2018). Self-assessment of translation competence: A survey of Chinese undergraduate translation students. *The Interpreter and Translator Trainer*, 12(1), 69–86.
- [38] Liu, M., Abdullah, A. M., & Kang, W. (2022). Developing translation competence among English majors: Insights from student perspectives. *Asian Journal of Applied Linguistics*, 9(1), 56–70.
- [39] Lörcher, W. (1991). *Translation performance, translation process, and translation strategies: A psycholinguistic investigation*. Gunter Narr Verlag.
- [40] Ly, V. T. (2022). Cultural competence in Vietnamese translation classrooms: Student perspectives and curriculum challenges. *Vietnamese Journal of Language Studies*, 11(2), 88–101.
- [41] McClelland, D. C. (1973). Testing for competence rather than for intelligence. *American Psychologist*, 28(1), 1–14.
- [42] Moorkens, J., Kelly, N., Bolaños García-Escribano, A., & Valdés, C. (2018). *Translation quality assessment: From principles to practice*. Springer.
- [43] Nguyen, H. T. T. (2019). The impact of curriculum design on translation competence at Vietnamese universities. *Journal of Language and Culture*, 10(2), 45–58.
- [44] Nguyen, L. H., & Tran, D. N. (2021). Project-based learning in translator training: A Vietnamese case study. *Language Education in Asia*, 12(1), 45–60.
- [45] Nguyen, T. T. T., & Tran, T. T. (2021). Problem-based learning in computer-assisted translation pedagogy. *HERMES - Journal of Language and Communication in Business*, (57), 195–208.
- [46] Nida, E. A. (1975). *Language structure and translation: Essays*. Stanford University Press.
- [47] Nord, C. (2001). *Translating as a purposeful activity: Functionalist approaches explained* (2nd ed.). St. Jerome Publishing.
- [48] Paran, A. (2017). Language teacher education: Developments, issues and challenges. *Language Teaching*, 50(4), 494–506.
- [49] Phan, T. H. (2019). Literal translation vs. cultural adaptation: A study on student preferences. *Journal of Translation & Cultural Studies*, 4(3), 97–109.
- [50] Polanyi, M. (1958). *Personal knowledge: Towards a post-critical philosophy*. University of Chicago Press.
- [51] Pym, A. (1998). *Methodological problems in translation history*. St. Jerome Publishing.
- [52] Risku, H. (1998). *Translatorische Kompetenz: Kognitive Grundlagen des Übersetzens als Expertentätigkeit*. Stauffenburg Verlag.
- [53] Robinson, D. (1997). *Western translation theory from Herodotus to Nietzsche*. St. Jerome Publishing.
- [54] Robinson, D. (2003). *Becoming a translator: An introduction to the theory and practice of translation* (2nd ed.). Routledge.
- [55] Rodríguez-Inés, P. (2017). In *Researching Translation and Interpreting Competence by PACTE Group* (pp. 287–291). John Benjamins.
- [56] Roza, E. A., Melani, I., & Zulfahmi, A. (2024). Intercultural awareness in translation practice: Challenges among university students. *Southeast Asian Journal of Translation Studies*, 3(1), 23–39.
- [57] Rust, C., Price, M., & O'Donovan, B. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. *Assessment & Evaluation in Higher Education*, 28(2), 147–164.
- [58] Schäffner, C., & Adab, B. (Eds.). (2000). *Developing translation competence*. John Benjamins Publishing Company.
- [59] Sewell, P., & Higgins, I. (1996). Teaching translation in universities: Present and future perspectives. In C. Dollerup & V. Appel (Eds.), *Teaching translation and interpreting 3: New horizons* (pp. 67–74). John Benjamins.

- [60] Shreve, G. M. (1997). Cognition and the evolution of translation competence. In J. H. Danks, G. M. Shreve, S. B. K. Tan, & M. J. Vasconcellos (Eds.), *Cognitive processes in translation and interpreting* (pp. 120–136). Sage Publications.
- [61] Shreve, G. M. (2006). The cognitive orchestration of translation. In K. O'Brien (Ed.), *Cognitive explorations of translation* (pp. 25-47). Continuum.
- [62] Toury, G. (1995). *Descriptive translation studies and beyond*. John Benjamins Publishing.
- [63] Tran, T. T. H. (2020). The role of internships in developing translation competence: Perspectives from Vietnamese English-major students. *VNU Journal of Foreign Studies*, 36(1), 1-15.
- [64] Wilss, W. (1996). *Knowledge and skills in translator behavior*. John Benjamins Publishing Company.
- [65] Zou, L. (2015). The constitution of translation competence and its implications on translator education. *Foreign Language World*, 6, 85–93.