

of translation training, the study also makes specific pedagogical recommendations centered on the translation process, based on the analysis.

However, the limitation is unavoidable. The study involved a small number of participants with the instrument, the translation practice exercise, which was not diversified.

Future research on this topic should involve additional participants with varying levels of English proficiency to validate the findings, or other studies utilizing alternative error analysis techniques to give readers a more comprehensive understanding of the research issue.

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faults are mentioned in this study namely linguistic errors.

4.2. Pedagogical Implications

Finding out some word choice errors the senior majored students at Hai Phong University face in their learning translation process is really significant for students and teachers.

According to the findings and discussion, the writer finds that students are easily exposed to errors because of their shortages of linguistic, cultural, pragmatic and semantic aspects. Therefore, the teacher should point out the students' gap and help them improve the translation skill.

4.2.1. For students

Prior to studying this subject, students must first have sufficient language and general foundation knowledge. Second, students should dedicate time to reading relevant literature in order to completely understand Vietnamese and English-speaking cultures. Additionally, before they really translate, students should read and conduct some research to increase their exposure to the study of source materials. Then, in order to better comprehend the content and language use, they must thoroughly prepare everything before translating by consulting dictionaries, looking for tools for the equivalents, and reading

related resources. Students must repeatedly review the translated version after completing the translation process. Finally, the greatest method to make the big difference is to practice translation every day.

4.2.2. For teachers

Since the success of translation modules depends on students' regular and productive engagement in class activities, teachers should first make their teaching strategies more active and learner-centered in order to maintain and enhance students' creative and active learning. To help students translate texts more effectively, professors should also educate them how to choose the best translation technique for each type of content. Furthermore, it's critical to motivate students to concentrate on the various stages of text translation rather than completing assignments. Lastly, technology is an additional component of training that requires consideration.

5. CONCLUSION

Analyzing the word choice errors made by students when translating from Vietnamese to English gives us insight into the students' proficiency in the language and provides important information about the state of translation education in the Vietnamese context today. In order to enhance students' translation performance and the efficacy

organizations, or job titles, such as “Viện Chiến lược Chính sách Tài nguyên và Môi trường”, “Bộ Nông nghiệp và Phát triển Nông thôn”, “Công ty Bánh kẹo” and “Tổ chức Giáo dục, Khoa học và Văn hoá của Liên hợp quốc”.

Example 1: The phrase “Viện Chiến lược Chính sách Tài nguyên và Môi trường”.

Student’s version 1: Strategy and Policy on Natural Resources and Environment Institute.

Student’s version 2: Association of Strategy and Policy on Natural Resources and Environment.

Student’s version 3: Natural Resources and Environment Strategy and Policy Institute.

Suggested version: Institute of Strategy and Policy on Natural Resources and Environment.

Example 2: The phrase “Bộ Nông nghiệp và Phát triển Nông thôn”.

Student’s version 1: Agriculture and Rural Development Department.

Student’s version 2: Agriculture, Rural Development Department.

Suggested version: The Ministry of Agriculture and Rural Development.

Example 3: The phrase “ Công ty Bánh kẹo”.

Student’s version 1: Cakes and candies company.

Student’s version 2: Sweets company.

Suggested version: Confectionery.

Example 4: The phrase “ Tổ chức Giáo dục, Khoa học và Văn hoá của Liên hợp quốc”.

Student’s version 1: Organization of Education, Science and Culture of United Nations.

Student’s version 2: Organization of United Nations’ Education, Science and Culture.

Suggested version: United Nations Educational, Scientific and Cultural Organization.

Although there hasn’t been a clear way to distinguish between errors – that is, one error isn’t only a pragmatic or comprehension fault. However, the study’s analysis of errors can, for the most part, serve as a foundation for enhancing the study and instruction of translation in a Vietnamese setting.

Compared to previous studies, word choice errors in translation were stated; however, the previous investigation focused on English-Vietnamese and in terms of Comprehension errors, transfer errors, pragmatic errors, cohesion and coherence errors. Although there are some similarities relating to the grammatical term, more specific errors associated with Vietnamese- English

words primarily based on dictionary definitions rather than considering the sentence's context.

Example 1: with the phrase “tiếp thu kiến thức” in the sentence “Khi học sinh tiến bộ trong quá trình học tập, các em phải tiếp thu kiến thức từ nhiều lĩnh vực khác nhau để phát triển sự hiểu biết toàn diện về thế giới.”, some students translated the phrase with incorrect target phrases as “achieve knowledge”, “get knowledge” or “receive knowdge” while the most appropriate answer is “obtain knowledge” or “acquire knowdge”.

Example 2: with the phrase “đánh bại đối thủ” in the sentence “Dù thi đấu tốt nhưng họ đã không thể đánh bại được đối thủ ở vòng đấu cuối cùng dù có lợi thế rõ ràng ở đầu trận”, some students translated the phrase with the target phrases as “win the rivals” or “defeat the rivals”; however, the suggested choice is “beat the rivals”.

4.1.4. Misuse of part of speech

This error happens when students have misunderstanding of the syntactic function of the intended source language. There were 14 cases among the total, which takes 14%.

Example 1: The phrase “ thành công bằng cách liên tục điều chỉnh các

chiến lược của mình” in the sentence “Mặc dù phải đối mặt với nhiều thách thức trong suốt dự án, Sarah vẫn thành công bằng cách liên tục điều chỉnh các chiến lược của mình và hợp tác làm việc với nhóm của mình để vượt qua những trở ngại.” must be the correct one such as “ Despite facing numerous challenges throughout the project, Sarah managed to succeed by consistently adapting her strategies and working collaboratively with her team to overcome obstacles.”. However, some of the incorrect translation extracted from the practice product were “ success by consistently adapting.....” or “ successful by consistently adapting.....”.

Example 2: Students translated “nhiều hệ sinh thái đa dạng” in a number of ways, including “diversity ecosystems” and “variety ecosystems.” Nevertheless, the precise phrase is “diverse natures/ecosystems,”.

4.1.5. Name of organization

In Vietnamese-English translation, students also commonly committed errors related to the “name of organization.” Students in the study committed roughly 13 errors. These mistakes accounted for 13% of the total amount.

The practice exercise contained several proper names of groups,

repairs and renovations, Quốc Tử Giám is still an example of well- maintained traditional Vietnamese architecture.

Suggested version: *After more than 900 years of existence, repairs and renovations, Quốc Tử Giám is still an example of well-preserved traditional Vietnamese architecture.*

4.1.2. Misuse of prepositions

As mentioned above, there were 36 cases (36%) which got problem with “Misuse of preposition”. Misuse of prepositions refers to the mistranslation caused by the misunderstanding of the use of preposition in particular phrase or sentence. In the study, misuse of preposition occurs most with Vietnamese- English translation in which some prepositions are feedbacked as challenging for the students. Here are some examples to illustrate this type of error.

Example 1: in the phrase “của Nghị định thư Kyoto” in the sentence “Có những dấu hiệu cho thấy khó có thể đạt được mục tiêu của Nghị định thư Kyoto là đến năm 2010 cắt giảm được 5% khí gây hiệu ứng nhà kính thải ra từ các nước công nghiệp.”, a considerable figure of subjects made errors with the preposition.

Source text: Có những dấu hiệu cho thấy khó có thể đạt được mục tiêu của Nghị định thư Kyoto là đến năm 2010 cắt giảm được 5% khí gây hiệu ứng nhà kính thải ra từ các nước công nghiệp .

Student’s example translation 1: There were signs that targets to cut greenhouse gases from industrialized countries by 5% by 2010 **of** the Kyoto protocol would not be reached.

Student’s example translation 2: There were signs that could not reach the targets **in** the Kyoto protocol to cut greenhouse gases from industrialized countries by 5% by 2010.

Suggested version: There were signs that targets to cut greenhouse gases from industrialized countries by 5% by 2010 **under** the Kyoto protocol would not be reached.

4.1.3. Misuse of synonyms

It is evident that a single word can have multiple meanings, and that numerous words can convey a same concept. It is inevitable that synonyms will be misused. Additionally, when translating, students in the study overused synonyms. The pupils' practice exercise contained roughly 17 (17%) synonym errors. This kind of mistake happened when pupils chose

Table 1: The errors in the students' translation practice

Number	Kind of word choice errors	Number of cases	Percentage (%)
1	Word collocation	48	48%
2	Misuse of preposition	36	36%
3	Misuse of synonyms	17	17%
4	Misuse of part of speech	14	14%
5	Name of organization	13	13%
Total		100	100%

The data from table 1 shows that errors relating to word collocation account for 48% while misuse of preposition happen more commonly with 36 cases making up 36%. Within the subtypes of errors, there were about 14, 17, 13 cases (14%, 17%, 13%) of synonyms, part of speech and name of organization respectively.

4.1.1. Word collocation errors

Of all errors in word choice made by students, “Word collocation” appeared frequently most (48/100) and occupied the highest proportion (48%).

Example 1: In the phrase “chàng trai mạnh mẽ”, there were still a few of students who translated the phrase to “strong guy” or “powerful guy”, whereas the precise collocation should be “tough guy”.

Example 2: in the sentence “Quốc Tử Giám vẫn là một minh chứng cho kiến trúc truyền thống Việt Nam được bảo tồn tốt sau hơn 900 năm tồn tại, tu sửa và tôn tạo.” a large number of students also made collocation error in translating the phrase “được bảo tồn tốt”.

Source text: Quốc Tử Giám vẫn là một minh chứng cho kiến trúc truyền thống Việt Nam được bảo tồn tốt sau hơn 900 năm tồn tại, tu sửa và tôn tạo

Student's example translation 1: *After more than 900 years of existence, repairs and renovations, Quốc Tử Giám is still an example of **well-conserved** traditional Vietnamese architecture.*

Student's example translation 2: *After more than 900 years of existence,*

author would like to carry out a survey to find out what errors the students may have when translating Vietnamese to English.

3.2. Data collection Instruments

For the purpose of the study is to identify what word choice errors the senior majored students at the Department of Foreign Languages made when they deal with Vietnamese - English translation, the data collection instruments are designed on the basis of the well-established formula of the second language learning process. Quantitative approach is applied in this study. Quantitative methods allow for the systematic identification and categorization of translation errors. By using predefined error types (e.g., lexical, syntactic, semantic errors), researchers can quantify how often each type of error occurs across a large corpus of translations (Creswell, J. W. , 2014). To be more specific, a questionnaire with a set of five questions focuses on the students' knowledge of word choice errors as well as their recognition of the errors. While being asked to answer

questions in the questionnaire, every terminology was carefully explained to the subjects so that their feedback was as accurate as expected.

In addition, a translation practice exercise is presented. It consists of 10 multiple choice questions including traps leading to five common word choice errors in Vietnamese – English translation. All of the questions are extracted from “Biên dịch nâng cao” (Nguyen Thanh Van: 2016), requiring the subjects to give responses to translation practice.

After that, some clarifications, suggestions for the answer of the participants' revision and adjustments to them were made to better serve the study purpose.

4. FINDINGS AND DISCUSSIONS

4.1. Common word choice errors committed by students when translating from Vietnamese to English

The word choice errors committed in Vietnamese – English translation occurred in two types of errors namely word collocation and misuse of reference meaning. The following table presents the error types and the occurrences of the types.

Hatim (1990) focuses on the relationship between discourse and translation, including the challenges of word choice, word collocations, the misuse of synonyms and cultural context in translation.

Kussmaul's book explores the cognitive and linguistic processes involved in translation, highlighting the importance of making correct word choices based on context and meaning.

There have been various researchers conducting studies on this controversial matter. In the world, Nigel Ward (1988) in his paper "Issues in Word Choice" discusses challenges in selecting appropriate words for natural language generation, examining 11 issues and the solutions proposed for them. Also in Viet Nam, Pham Cuc (2024) in her research named "An Analysis of Translation Errors: A Case Study of Vietnamese EFL Students" analyzes translation errors made by Vietnamese English as a Foreign Language (EFL) students, identifying common mistakes related to lexical choice, syntax, and collocations. However, the above researchers have mainly focused on finding out the errors in translation in general, not particular in Vietnamese -

English translation. There have been causes that lead to the errors and they have also proposed some possible solutions to deal with the problems. However, they did not suggest the specific solutions for a certain groups of learners. Hence, the researcher hopes to carry out the study in order to fill in the gaps the previous studies.

3. METHODOLOGY

3.1. Subjects

The subject involved in this study are the 100 senior English majored students at the Department of Foreign Languages - Haiphong University (HPU), who have taken part in various translation courses including Translation Practice, Translation 1, Translation 2 and Advanced Translation at present. Mandatorily, they have to take 2 credits within one term. During the syllabus, the students are required to overcome each of the previous subjects in order to have permission to enrol the upcoming one. Specifically, at the end of each course, they will be well - acquired with the skills and strategies of translation.

Being fully aware of the importance of translation subjects and the errors of word choice normally faced by students due to differences between English and Vietnamese, the

language, which can cause the original message to be misunderstood or misrepresented.

In this study, linguistic, grammatical and vocabulary faults are the categories of translation errors that are discussed.

2.4.1. Linguistic errors

Ahmad (2010) asserts that linguistic translation problems are caused by structural variations between languages in text sentences, structure, and supra-segmental elements. Furthermore, grammatical and vocabulary problems are the two main categories of translation faults based on linguistics, which is the primary criterion used to determine whether a translation is good or bad.

2.4.2. Grammatical errors

Word order, verb and noun systems, modifiers, phrases, clauses, and other aspects of sentence construction are all covered by grammar, which is a system of rules guiding the typical arrangement and connection of words in a sentence. Obviously, grammar is crucial to master (Brown, 1994).

Here are some aspects in terms of grammatical errors which should be taken into consideration for translators

- Lack of subject-object agreement.
- Incorrect verb tense.
- Incorrect declension of noun.
- Incorrect declension of pronouns.
- Use of an adjective where an adverb is needed.
- Misuse of prepositions.

2.4.3. Vocabulary errors

Vocabulary errors in translation are one of the most common types of translation errors, and they occur when a translator makes an incorrect word choice or fails to use the most appropriate term in the target language. These errors can affect the clarity, meaning, and tone of the translated text and often lead to confusion, misinterpretation, or a loss of nuance.

Here are some aspects in terms of vocabulary errors which should be taken into consideration for translators

Mona Baker's work (Baker, 1992) is essential for understanding lexical errors, including false cognates, undertranslation, overtranslation, and context-specific issues in word choice.

Peter Newmark (1988) offers a detailed analysis of translation errors, including linguistic and lexical issues, and emphasizes the importance of accuracy and context in word selection.

errors lead to confusion, misunderstanding, or distortion of the original message.

2.3. Classification of Translation errors

Here are some quoted classifications of translation errors from various scholars, which provide useful frameworks for understanding different types of errors that can occur in translation.

Firstly, Peter Newmark (1988) categorizes translation errors based on their linguistic, cultural, and pragmatic aspects, with a focus on fidelity to the source text. Newmark's focus on fidelity suggests that translators should strive to preserve the meaning, style, and cultural nuances of the original text while adapting it appropriately to the target language and culture. According to him, there are some classifications as follow:

- Linguistic errors.
 - Lexical errors (word choice).
 - Syntactic errors (sentence structure, word order).
 - Morphological errors (word formation, tense).
 - Orthographic errors (spelling, punctuation,...).
- Cultural errors.
- Pragmatic errors.
- Semantic errors.

- Technical errors.
- Strategic or Methodological errors.

Mona Baker (1992) offers a more detailed classification of errors, especially those arising from difficulties in lexical choices, as well as the broader context of cultural and pragmatic issues.

These classifications of translation errors reflect different perspectives on translation theory, ranging from linguistic and cultural factors to functional and communicative concerns.

To sum up, translators need to have a solid understanding of the types of translation errors in order to recognize and avoid making them. Each scholar offers a unique framework for understanding how and why errors occur in translation, as well as strategies for refraining from them.

2.4. Word choice errors in translation

Word choice mistakes are a prevalent kind of translation error called by Peter Newmark (1988) that are widely- made by translators and can have a big influence on the precision and caliber of a translation. These mistakes happen when a translator uses a word that is not proper or correct in the target

complete definition of translation. It can refer to the general subject field, the products (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different languages involves the translator changing an original text (the source text or ST) in the original verbal language (the source language or SL) in a different verbal language (the target language or TL). In a more general way, translation is considered the process of transformation of a message expressed in one language, in the same message, but formulated in another language, provided that there are preserved all (or approximately all) qualities of the original message.

2.2. Translation errors

Translation is the process of converting text or speech from one language into another, with the aim of preserving the meaning, context, tone, and nuances of the original message. However, despite the translator's expertise, errors can occur during the process. These translation errors may arise due to several factors such as linguistic challenges, misinterpretation of context, or cultural differences.

Understanding and identifying these errors is crucial for improving the quality of translation and ensuring the accuracy and appropriateness of the final product.

According to Eugene A. Nida (1964) “Translation errors are deviations from the source language norms that cause the target language rendering to be less precise or less adequate in meaning.”

In the translation field, Neubert & Shreve (1995) describe a translation error as something that is very complicated and difficult to define and identify. Viewed from the standpoint of equivalence, translation errors can be considered as non-equivalence between source text and target text, or non-adequacy of the target text.

Viewed from the causes of errors, Peter Newmark (1988) quoted “Translation errors occur when the translator either over-extends the focus on semantic accuracy, leading to a literal translation that is difficult to understand, or overly prioritizes communicative clarity at the expense of the original meaning.”

In short, translation errors are very common and are easy for translators to make when handling the work. These

It goes without saying that mistake analysis helps syllabus designers choose what should be included in the translation course. Error analysis greatly aids educators in developing robust and successful teaching strategies. This significantly aids the students in recognizing their own shortcomings and challenges during the translation process. To put it briefly, the first step that must be taken to enhance translation instruction and learning is translation mistake analysis.

The goal of the study is to examine the most frequent word choice errors in Vietnamese-English translations made by English seniors at Hai Phong University who may go on to become translators in the future, given the significance of translation mistake analysis and the needs of the students.

Meanwhile, the specific objectives of this study were to (1) analyze the errors commonly committed by students in Vietnamese-Vietnamese translation, (2) inform some pedagogical implications basing on the students' errors.

2. LITERATURE REVIEW

2.1. Translation

Translation is a complex and multifaceted process, and over the years, scholars have offered various definitions

of what it entails. Here are some of the key definitions provided by notable scholars in the field. Firstly, Eugene Nida (1964) emphasized the transfer of meaning from one language to another, focusing on the role of the translator as a mediator between languages and cultures.

The second definition presented by Catford (1965: 20) refers to translation as the “Replacement of textual material in one language by equivalent textual material in another language”.

Newmark's definition about translation was introduced in 1981, with major focus on linguistic aspect: “Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language”.

Baker (1992), one of the leading scholars in translation studies, introduced a pragmatic perspective, focusing on the interaction between language, culture, and context. According to him, translation is the process of transferring a written text from one language to another, ensuring that the meaning is conveyed as accurately as possible.

In brief, it's not easy to give a

1. INTRODUCTION

Translation is a difficult task because it involves more than just changing words from one language to another; it involves transferring the author's meaning and sense in the most organic and possible way. As a result, translation is an art, but it may also be very challenging for those who have been learning it.

Since errors are important because they “form part of the student's learning experience, suggesting that they are actively trying out and experimenting with linguistic structures in the foreign language, being aware of students' mistakes in the language learning process in general and translation instruction in particular can help them avoid making them. This will improve the quality of the translation.” (Dodds, 1999, p.58). Additionally, identifying faults will aid in revealing the translation training procedure (Seguinot, 1990).

The urgent need for research on translation errors is widely recognized in the field of translation studies. As translation is a bridge between different languages, cultures and disciplines, minimizing errors in translation is critical to ensuring accurate and effective

communication. Schäffner (2004): “By analyzing translation errors, educators can provide students with strategies to avoid common pitfalls and enhance their overall translation skills.”. He emphasized the importance of error analysis in translation training, arguing that understanding the types and causes of errors can better prepare students to handle real-world translation challenges.

One of the outcomes of Hai Phong University's English language program is to prepare students for careers in translation, such as becoming interpreters or translators or having their employment demand translation skills.

In order to satisfy the demands of the labor market, graduates' translation skills must be qualified. However, based on the researcher's observations and her own teaching experience, it should be mentioned that English language learners have made certain word choice mistakes in their translations. Any mistakes found throughout the learning process can provide teachers and students with insightful comments on how to improve their translation skills in order to meet the demands of their upcoming careers. These mistakes may serve as evidence to help teachers identify areas in which students are struggling.

WORD CHOICE ERRORS MADE BY THE FOURTH - YEAR ENGLISH MAJORS AT HAIPHONG UNIVERSITY IN VIETNAMESE - ENGLISH TRANSLATION

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Abstract: The study aims to analyze the word choice errors in Vietnamese -English translation committed by English senior students at Hai Phong University, and recommend feasible pedagogical implications to improve their translation ability. Translation errors were analyzed using quantitative approach when 100 Vietnamese students, who at the time of the study were studying English as their major, were subjected to Vietnamese - English translation practice exercises. Findings showed that when translating from Vietnamese to English, students mostly committed two types of errors: word collocation and misuse of preposition. Results were discussed as well as implications for the improvements of translation ability and recommendations for future research were presented.

Keywords: Translation, Vietnamese - English, word choice errors.

LỖI CHỌN TỪ KHI DỊCH VIỆT - ANH CỦA SINH VIÊN CHUYÊN TIẾNG ANH NĂM THỨ TƯ TẠI TRƯỜNG ĐẠI HỌC HẢI PHÒNG

Tóm tắt: Nghiên cứu nhằm phân tích những lỗi chọn từ trong dịch thuật của sinh viên năm cuối ngành Tiếng Anh tại Đại học Hải Phòng trong bản dịch Việt - Anh và đưa ra một số gợi ý nhằm nâng cao khả năng dịch thuật của sinh viên. 100 sinh viên Việt Nam tại thời điểm nghiên cứu đang theo học chuyên ngành tiếng Anh đã tham gia vào nghiên cứu, được thực hành dịch các văn bản từ tiếng Việt sang tiếng Anh. Kết quả cho thấy, khi dịch từ tiếng Việt sang tiếng Anh, sinh viên hầu hết mắc hai loại lỗi: sự kết hợp từ và sử dụng sai giới từ. Các kết quả đã được thảo luận, những gợi ý cho việc cải thiện khả năng dịch thuật cũng như các khuyến nghị cho nghiên cứu trong tương lai đã được trình bày.

Từ khóa: Lỗi chọn từ, dịch thuật, Việt - Anh.