

Enhancing Teaching Practices in Translation Subjects: A Case Study at the Banking Academy of Vietnam

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Abstract: *This article presents a case study of the teaching practices in the translation program at the Banking Academy of Vietnam and proposes solutions to address the challenges faced by teachers in this field. The research was employed a qualitative method with in-depth interviews of four translation teachers. The findings revealed that the teaching techniques frequently used in the translation of Translation teachers at the Faculty of Foreign Languages include traditional lecture-based teaching, technology-incorporated teaching and group work discussion. However, the challenges faced by educators in teaching were the lack of diversity in materials, limited opportunities for professional development, and varied learners' language proficiency. Suggestions for improving translation teaching practices were also provided*

Keywords: *Translation, teaching, professional development, language proficiency*

Introduction

Translation is a vital skill in today's interconnected world, particularly in the banking and financial sectors. Recognizing the importance of developing this skill in its students, translation has been made a compulsory subject for English major students of the Faculty of Foreign Languages at Banking Academy of Vietnam. The learning outcomes of this subject are equipping students with the ability to translate effectively from English to Vietnamese and vice versa, enhancing their understanding of financial, and banking concepts and terminology and well preparing them for their translation careers. This study delves into the teaching methods and approaches used at the Banking Academy of Vietnam to impart translation skills to its students, as well as the challenges that teachers encounter in their professional practice.

Literature Review

Despite the abundance and diversity of research on the theoretical and methodological aspects of translation in the domain of professional translation, research on the pedagogy and learning of translation in academic settings has been growing in recent decades. Gharafi's (2020) investigation examined the challenges and opportunities involved in teaching translation to students at the University of Morocco. The findings revealed that students exhibited a lack of interest in translation, as they undervalued its significance and considered it peripheral to their main field of study, resulting in a lack of attention towards translation coursework. Additionally, students'

inadequate language proficiency and limited cultural knowledge of the source and target languages were identified as impediments in the translation process.

Nguyễn Thị Như Ngọc, Nguyễn Thị Kiều Thu, và Lê Thị Ngọc Ánh (2016) conducted a survey with 28 translation lecturers in Vietnam. Their findings indicate that the predominant pedagogical approach to translation instruction involves instructors designating translation assignments to students, whereby learners analyze the vocabulary and grammatical structures of the source text before commencing the translation process. Additionally, group work is a widely utilized instructional method in translation courses. Nevertheless, the researchers identified a fundamental issue in translation pedagogy, namely the absence of a comprehensive and well-established translation methodology. In reality, educators have resorted to applying the skills-based methodology to teaching translation.

To address the issue "The current teaching practices for translation subjects at Banking Academy of Vietnam", this study is guided by two following research questions

1. *What are the teaching techniques that translation teachers are applying?*
2. *What are the challenges encountered by translation lecturers?*
3. *What are the solutions to address the challenges?*

Methodology

Participants

Four translation teachers of the Faculty of Foreign

Languages, Banking Academy of Vietnam were invited to participate in this study. Their qualifications were English Language with translation – oriented approach.

Instrument

This qualitative research employed in-depth interviews as the primary data collection method. According to Vaismoradi, Turunen and Bondas (2013), qualitative methods aim to gain an insight into a specific occurrence from the viewpoint of the individuals who have experienced it. This approach was in line with the purpose of the study, which explored the research issue from personal experiences of translation teachers.

Data Analysis

The data collected from interviews were analyzed using thematic analysis. In this study, the framework for analysing data was based on Braun & Clarke (2006) approach to thematic analysis.

Ethical Considerations

Informed consents were obtained from all participants, which were assured of their anonymity and confidentiality. All data were stored securely and only accessed by the research team.

Findings and discussion

Translation teaching techniques

Analyzing interview transcripts, the most emerging theme regarding the translation method was traditional lecture-based teaching. All of the participants stated that among the techniques employed in translation lessons, this technique was the dominant one. The lecture-based teaching component of the program is focused on three steps: firstly, providing students with a theoretical understanding of key concepts and terminology related to banking and finance, as well as translation techniques and strategies; secondly assigning tasks for students to do in a set time; lastly, correcting the tasks in class.

According to two participants, this approach was effective in providing students with a solid foundation of knowledge.

The other two lecturers also agreed with this technique although they recognized that the majority of students found the translation classes were less motivated than other skills ones, which frequently had various dynamic activities.

The study also found that the translation teachers placed a strong emphasis on the use of technology in translation. Four participants shared the same idea of instructing students to use online resources

as translation assistance tools. The resources recommended were Google search, Google Translate, Online dictionaries, Free collocation dictionaries, online thesaurus dictionaries,

In addition to using online resources assisting translation processes, all of the teachers integrated online tools such as Nearpod, Google Classroom, Google form,... into their teaching practices.

Teacher TH said that online tools were highly effective in online learning. However, when students went back to physical classrooms, teachers had to stop using activities integrated with online applications due to the unstable internet connection.

Aside from traditional lecture-based instruction and integration of technology in pedagogical approaches, all the participants underscore the significance of using authentic materials. These materials were intentionally crafted to furnish students with hands-on experience to translate diverse financial and banking documents. Through the application of translation techniques on authentic materials, students are empowered to hone their translation aptitude and attain practical exposure that can be beneficial for their future careers as translators. Nevertheless, two teachers expressed their concerns over the use of authentic texts. Authentic texts can also be linguistically complex, with advanced vocabulary, syntax, and discourse structures. This can make it difficult for students to grasp the meaning of the text and accurately translate it into the target language. As a result, selecting materials that are appropriate to students' language proficiency levels can be seen as a daunting task to teachers.

Finally, another common technique applied in translation pedagogy was group work discussion. Teachers agreed that by engaging in group work discussions, students could learn to work effectively in teams, negotiate meanings, and develop effective translation strategies, which well prepares them for real-world translation work. However, the major problem of group work discussion was time-consuming, potentially resulting in a shortage of time for other activities.

Challenges encountered by translation lecturers

Data from the interview revealed several challenges faced by educators in teaching translation, including opportunities for professional development, the language proficiency of students, and a lack of diversity in the translation materials used in the program.

One of the major challenges that all participants faced when teaching translation is limited opportunities for professional development. This is particularly significant in the field of finance and banking, where rapid changes in technology and industry trends require ongoing training and development for both students and faculty.

In terms of learners' varied language proficiency, teachers had difficulty in providing support or scaffolding. For students with weaker language skills, instructors may need to spend more time on basic grammar and vocabulary, while students with stronger language skills may require more advanced instruction focused on nuances of language and cultural context. Moreover, students who are less proficient in the target language may struggle with understanding the intended meaning of the source text, which can hinder their ability to produce an accurate translation. Consequently, they would feel demotivated in learning.

Finally, a lack of diversity in the translation materials is another challenge put forward by all participants. They only relied on textbooks with a limited range of text types or genres, topics, or sources, which might not reflect the real-world translation needs of learners. Although authentic materials were recommended to be added, the shortage of appropriate sources for learners was still a matter.

Solutions to address problems

According to the teachers, to address these challenges, institutions can take several steps to provide opportunities for professional development for both teachers and students. One approach is to offer regular workshops and training sessions on the latest translation technologies and techniques. These sessions can be led by industry professionals or internal faculty with expertise in the field. Similarly, Malmkjær and Windle (2011) emphasize the importance of diversifying faculty expertise and hiring professionals with experience in the field.

Another approach is to create favorable conditions for teachers to attend conferences and other industry events where they can network with other professionals and stay up-to-date on the latest trends and practices. Institutions can provide financial support for these events, such as travel grants or registration fees, to help make them more accessible for teachers.

Finally, institutions can invest in technology and other resources that support ongoing professional

development. This may include access to industry-standard software, online training modules, and other resources, which not only facilitate teaching and learning in class but also keep teachers and students to stay current with the latest technology in the translation industry. In the same vein, Garcia (2016) suggested that institutions could offer regular professional development opportunities for faculty and invest in technology and other resources that support ongoing learning and development.

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diConclusion

Overall, this study identified the teaching techniques frequently used in the translation of Translation teachers at the Faculty of Foreign Languages including traditional lecture-based teaching, technology-incorporated teaching and group work discussion. The challenges faced by educators in teaching, such as the lack of diversity in materials used, limited opportunities for professional development, and varied learners' language proficiency were revealed. The solutions proposed in this study, such as investing in technology and resources, and providing regular professional development opportunities offer a roadmap to overcome these challenges and improve teaching practices.

One of the limitations of this study is that it focuses solely on the teaching practices of the Banking Academy of Vietnam, which may not be representative of other institutions or contexts. The study also relies on self-report data from educators, which may be subject to bias or social desirability effects. Future research could address the limitations of this study by examining teaching practices in other institutions and contexts or exploring the potential benefits of incorporating emerging technologies, such as machine translation and artificial intelligence into translation training.

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