Analyzing Undergraduates' Needs for an Improvement in Translation Training Curriculum in Vietnam

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ABSTRACT

Quality improvement in translation training programs to meet social needs in the context of international integration is an objective necessity, and needs analysis has proved itself a potent device for planning, developing and evaluating programs since it equips the course designers with valuable information to align the course content with learners' needs. Hence, this paper aims to analyze students' needs for an improvement in translation curriculum design, administered among 96 seniors from the Faculty of Foreign Languages at Banking University of Ho Chi Minh City (BUH), Vietnam. It used a questionnaire on learning objectives, course planning, teaching contents, teaching methods, testing and evaluation. The results indicated that the students would like to get good marks in the final exams as well as acquire necessary knowledge and skills of a translator. The findings also revealed that there should be more authentic practice, group-work learning activities, and useful collaborative evaluation. The topic selection and teaching methods need to take learners' interests and effective formal class time into account. Finally, the results showed that the students lacked a confidence in their translation ability; therefore, translation teachers should spend more time on practice and practical implications should be considered for subsequent course curriculum updates.

1. Introduction

1.1 Background

As English has become the lingua franca in many professions worldwide, proficient translation skills have been playing an essential role for workforce of non-English speaking countries which aim to participate in the global economy and want to gain access to the updated information for social, educational, and economic development. As a result, there is an increasing demand for competent translators as well as effective teaching and learning methods of translation discipline. This situation necessitates a reconsideration of contemporary pedagogical practices as a way of increasing the effectiveness of translator training. Vietnam is one such country where the innovations and reform of translation teaching have become an integral part in the development plans of many

English-majored universities. A majority of translation lecturers desire to change their instructional styles from traditional lectures to more active, student-centered methods during the limited formal class time while ensuring content coverage. Those teaching methods have been constructed based on innovative pedagogical theories, requirements of national curriculum updates or practical market needs. For example, Faculty of Foreign Languages at Banking University of Ho Chi Minh City, Vietnam (2015) conducted a questionnaire on the employer's needs for graduates to develop a curriculum for translation undergraduate classes to meet the requirements of CDIO standards. However, no research study has been carried out in this Faculty to investigate students' desires or expectations for translation training. Such needs analysis should be the starting point for any course

updates because it helps equip the course designers with valuable information to align the course content with learners' needs. Therefore, this study aims to fill this gap by conducting an analysis to understand students' needs for an improvement in translation teaching and learning.

Another point is that many Vietnamese translation lecturers continuously struggle to design courses and adopt approaches that can support the development of deep and active learning styles in their students. However, results are not promising. For example, Le Thi Thanh Thu et al. (2012) found that nearly 67% of translation graduates from 8 universities in Ho Chi Minh City assessed that their training programs did not provide sufficient knowledge and skills in this discipline and they did not feel confident about their competency after graduation. This group of researchers maintained that most translation practitioners offered few real-life activities that reflect the true discipline, whereas many students still found little relevance to career orientation. Therefore, this study investigates the learners' needs in a hope to suggest some implications for the current situation of translation teaching and training in Vietnam.

Finally, Vietnamese translation training generally relies on previous course designs and intuition of instructors, as well as sticks closely to traditional methods, i.e. providing grammatical structures as well as vocabulary, lecture-based formats, silent in-class translation practice and lots of homework (Ho, 2016). This tendency, as a result, pays little or no attention to learners' needs, which not only hinders students' performance but also de-motivates them. Therefore, it is also the reason that strongly convinced the researchers to conduct this study to analyse a comprehensive needs from the learners' perspectives towards the whole translation curriculum in 3 semesters so that future delivery of translation programs might be modified for better learners' engagement and better academic performance.

1.2 Research Questions

With a concern for improving the quality of translation instructions, this study tries to answer two following questions:
1) What are BUH senior students' needs for a translation curriculum in terms of learning objectives, course planning, teaching contents, teaching methods, and testing and evaluation?

2) What can be done for an improvement in the current translation curriculum based on the needs analysis?

2. Literature Review

2.1 Defining "Needs Analysis"

A classification of needs has been proposed by Hutchinson & Waters (1987), where "needs" can be divided into "target needs" and "learning needs". There are three types of "target needs": necessities, lacks, and wants. "Necessities" address what learners need to know in order to demonstrate them successfully in certain situations. The differences between the target proficiency and learner's actual proficiency are called "lacks". "Wants" are the desires or proficiency goals that the learners would like achieve after a period of time (pp. 55-59). Meanwhile, "learning needs" consider environmental factors such as institution, learning goals, course planning, teaching and learning styles, learning environment, instructional materials, learning resources, etc. (pp. 60-62). In short, learner's needs cannot only be determined by the requirements of instructors, stakeholders or even the whole society, but also by the learners to determine a curriculum design (Kavaliauskiene & Užpaliene, 2003).

Needs analysis, as Nunan (1988) stated, is "a family of procedures for gathering information about learners and about communication tasks " such as learning goals, learning objectives, styles and learning preferences (p.75). Another definition of needs analysis can be found by Altschuld and Witkin (1995), which is " a set of systematic procedures pursued in order to establish priorities based on identified needs, and make decisions attempting improvement of a program and allocation of resources" (p.20).

2.2 Roles of "Needs Analysis" in Course Design

The history of needs analysis in language teaching and learning is considered to orignate in the 1960s, when there was an increase in demand for specialized language programs (Richards, 2001). Since then, needs analysis has proved its position as a useful tool for planning, developing and evaluating programs. First, needs analysis is useful for instructors who want to identify what learning points their students need to acquire. Information on those learning points can be collected through scores on students' proficiency test, questionnaires about learners' previous training, and interviews about students' abilities (Brown,

2001). Another purpose of the needs analysis is to minimize discrepancies between teacher's goals and learners' goals (Nunan, 1988). More specifically, information about learners' needs may influence the teacher's choice of course content, learning materials, classroom activities, assessments and evaluations. At the same time, learners may appreciate the course better when they feel that their needs are appreciated and considered. Finally, needs analysis provides an insight into the real needs of not only learners but also of stakeholders. This information includes the desired outcomes of stakeholders towards a program, the efficiency of assessment, the status of students' proficiency and the practicality of current curriculum contents. Moreover, it helps minimize the unwanted outcomes of a course, which in many cases is the result of designing a curriculum solely from the perspective of the designers or the market's needs. In short, if we want to improve the quality of teaching, needs analysis is a necessary step in the course design process.

2.3 Approaches to "Needs Analysis"

It might be categorised into five main approaches to needs analysis, including the systemic approach (Richterich & Chancerel, 1977), the Target-Situation-Analysis approach (Munby, 1978), the learning-centred approach (Hutchinson & Waters, 1987), the critical approach (Dudley-Evans & St John, 1998), and the task-based approach (Long, 2005).

The systemic approach of Richterich and Chancerel (1977) is used to determine the needs in terms of the learners' nature, learning context, and a wide range of perspectives. Needs are collected before and during a course with many data collection instruments; however, his method does not pay attention to learners' real-world needs and relies too much on their subjective perceptions (Kaewpet, 2009).

Munby's (1978) Target-Situation-Analysis model, which is also called the sociolinguistic model, addresses the importance of communicative mode and activities, highlighting an abundance of needs required for communication such as communicative events, channel of communication, the relationships between the target and his interlocutors. However, this method has been criticized for being merely a checklist of communicative facets with too many complex and time-consuming activities, whereas learners' voices and

society' needs are not taken into consideration and it did not really inform how to turn these issues into an actual syllabus (West, 1994).

The learning-centred approach proposed by Hutchinson and Waters (1987) investigates learners' needs in the comparison of perceived vs. felt needs, product vs. process oriented interpretations, and objective vs. subjective needs. "Perceived needs" are needs of teachers, parents or experts, while "felt needs" are gathered from learners. The "product-oriented interpretation" means the proficiency required to communicate effectively in the target situations, whereas the "process-oriented interpretation" means how learners are expected to respond satisfactorily to different learning situations. Finally, "objective needs" provide insights about learners' real-life needs, their proficiency, their current difficulties and obstacles while "subjective needs" refer to affective and cognitive factors such as students' desires and expectations (Berwick, 1989).

The critical approach of Duddley-Evans and St. John (1998) aims to display a comprehensive list of viewpoints from students, teachers, stakeholders and policy makers in order to provide suggestions for improvements in course contents, instructional materials, teaching methods and assessments. In other words, this approach tries to incorporate all elements of needs analysis into a course design; therefore, it might be suitable for large and complex projects with multiple of activities and dependency relationships (Dehnad, Bagherzadeh, Bigdeli, Hatami, & Hosseini, 2010).

The task-based approach of Long (2005) states that tasks are the units of analysis and a course should be organized with different task types based on real-life activities that learners might have to perform in their future. Therefore, course designers should conduct needs analysis to find what tasks are necessary to reflect the real world. It can be said that the task-based approach pays much attention to language variables with the claim that learning only takes place during communication, which fails to consider learner's social needs and situations. In additon, it is challenging to put the tasks together to form a coherent programme during the design and implementation process as well as it is

incompatible with traditional testing methods (Townsend-Cartwright, 2014).

2.4 "Needs Analysis" in Translation Training

It is worth stating from the outset that very few research studies have been conducted on the needs analysis in translation discipline around the world. On one hand, some studies mainly focus on the needs of working society, translation theorists, or academic professionals. One example might be the course design for Business English Translation suggested by Hsueh (2009) to meet the market's needs after he had investigated the requirements necessary for professional translators by interviewing social companies and translation agencies, whereas no attention was paid to the learner's needs. On the other hand, studies on needs analyis from learners' perspectives mainly evaluate an existing course rather than the whole curriculum. In other words, many needs analysis studies just work as a mean for methodology recommendations when translation course lasts only in 1 semester, which does not provide a comprehensive picture of the professional translation training. For example, Károly (2011) explored Hungarian English-majored learners' needs of the EU specialized translation course and compared them with the instructors' assumptions as well as the course objectives. Likewise, Shen Hsiu-Tzu (2014) adopted multiple instruments to examine students' and teacher's attitudes towards a translation course as well as learners' final exam results to shed light on whether a course derived from learners' needs could yield benefits to learner's satisfaction and performance. In addition, Shahri and Farimani (2016) conducted a needs analysis for Translation Studies at the Master Programme in Iran from the points of views of M.A. learners, course instructors, graduates and professional translators. Since these studies just focused on one specific course, they could not provide a full picture of the whole translation training process so that suggestions could be made to build a logical and coherent curriculum. Finally, many studies were conducted with non-English majors, whose in these studies just experienced translation training in a short period of time (one semester), did not join in the real working translation community as intership and might not follow translators as their future career. Therefofe, their points of view might not be applicable for an effective improvement in professional translation course design. For instance, Mutlu (2004) investigated the needs of Management learners and course instructors in an English-Turkish Translation Course as part of the Master degree fulfillment, whereas Sun, Ma, and Wang (2010) explored the needs of Chinese students majoring in technology and science in terms of translation competence. In fact, the researchers of this paper have only found 2 studies exploring the needs of English-majored students towards the whole translation program. One is the study of Navid Rahmani (2009) using questionnaire to investigate senior students' attitudes, needs and expectations for the whole translation program. The other study was conducted by Hui-chuan Wang (2014), when 90 juniors at a Taiwanese university were asked to do a questionnaire for the design of a learner-centered translation syllabus and this paper is also under heavy impact by this research of Hui-chuan Wang.

When Vietnam officially joined WTO in 2006, attitudes towards translation training have been undergoing deep transformations in the academia world when university teachers become aware of the future prospects of this discipline. Such short history of translation training and research results in a lack of common consensus among translation instructors on their objectives, teaching methods, instruction materials and assessments whereas the traditional method excessively centered on the accuracy of the translation products is still dominant (Nguyen Thi Nhu Ngoc et al., 2016). As a result, there is a call for innovations and alternative methods in the process of translation curriculum and syllabus design. Unfortunately, an analysis of students' needs seems to be a missing part before the syllabus is designed in many institutions. In fact, no published studies have been carried out related to this issue up to now.

In short, after reviewing the related literature and the documents in the Faculty of Foreign Languages at BUH, as well as interviewing the Dean of this Faculty, the researchers found that the syllabi were determined by the translation instructors and the results from the "BlackBox" survey of the proficiency outputs of BUH's English-majored graduates from the perspectives of employees (2015) whereas no formal research had been conducted to investigate learners' needs. Therefore, it raised a question that the current teaching approaches and curriculum development in

this institution might not bring about expected beneficial learning outcomes when learners' needs were not taken into serious consideration. As a result, this study aimed to explore learners' needs for a quality improvement of translation course design. This study focused on felt needs, process-oriented interpretations, and subjective needs since few studies have been done on these issues. 5 components in language curriculum development stated by Richards (2001) were adopted and modified, including learning objectives, course planning, teaching contents, teaching methods, and testing and evaluation.

3. Methodology
3.1 Participants

The participants were 96 seniors in a 4-year Bachelor programme at the Faculty of Foreign Languages at Banking University of Ho Chi Minh City, Vietnam, and their ages ranged from 21 to 22. All the seniors in this Faculty (11 male, and 85 female) were invited to participate in the study to have a full understanding of their needs and desires. Most of them had studied English for at least seven years, and studied translation subjects within 3 semesters. The participants were fluent in their mother tongue (Vietnamese), at intermediate level in English and proficient in the reading and writing of both English and Vietnamese.

This university was chosen because it is the place where the main researcher is working as a full-time lecturer. The participants studied "English-Vietnamese Translation", "Vietnamese-English Translation", and "Advanced Translation and Interpretation Practice" in their third and final year, each course lasted 45 academic hours for one semester. The subjects (divided into 3 classes) were taught by the researcher in the "Advanced Translation and Interpretation Practice" class as their final course in the translation curriculum. The study took place at the end of the semester (in week 9) so that the participants could express their attitudes toward translation courses based on their experiences.

3.2 Instrument

The study adopted a 46-item questionnaire including 6 multiple-choice questions, 4 dichotomous questions, and 36 rating-scale questions (see Appendix). The questionnaire was tested and modified through a pilot study with two students at the same Faculty in order to identify problems. Based on the students' comments,

the questionnaire was revised and finalized for data collection.

3.3 Procedures

The data collection process occurred in May, 2017. The questionnaire was written in Vietnamese and sent directly to all 103 senior students at Faculty of Foreign Languages, Banking University of Ho Chi Minh City. However, only 96 students submitted their responses to the researcher. The questionnaire was distributed directly to students and administered in class. First, the students were explained about the objectives of the study and encouraged to express their opinions freely. Then, the researcher read each item and gave a brief explanation in Vietnamese so that the participants could understand them correctly and provide reliable responses.

After the data were collected, the questionnaires were analysed quantitatively by descriptive statistics (including mean, median, range, standard deviation, percentage) to examine the assumption of normal distributions; therefore, they could shed light on the learners' needs and requirements for an improvement in translation teaching and learning.

4. Results

The results of this study are described as follows.

4.1 Learning Objectives

Table 1 reveals that "to pass the exams as a requirement of the Bachelor degree" was considered to be the most important goal in a translation course while "to adopt appropriate ethical attitudes towards translation" was the least important one. "To acquire necessary knowledge and skills of a translator" also received a particular attention from the students as it was ranked the second in terms of importance level with a mean of 4.93.

Table 1: Importance level of learning objectives in translation courses

Objectives	Number of participants	Mean	SD	Rank
1. to acquire necessary knowledge and skills of a translator	96	4.93	0.26	2
2. to improve English and Vietnamese proficiency	96	4.8	0.4	3
3. to pass the exams as a requirement of the Bachelor degree	96	4.96	0.2	1
4. to find language strengths and weaknesses	96	4.19	0.39	4
5. to adopt appropriate ethical attitudes towards translation	96	3.95	0.39	6
6. to be able to work in international contexts	96	3.96	0.5	5

4.2 Course Planning

Regarding the course planning, 93% of the participants would like teacher to spend more time of translation practice in the classroom and 83% of them prefer to do translation tasks in class rather than at home.

In addition, Table 2 reveals the skills needed for a translator that the subjects want to have more time to practice in question 10. 3 students chose the "Other" option with team-work skills, research skills and writing skills.

Table 2: Translation skills or knowledge students want to have more time to practice

Translation skills or knowledge	Number of participants	Percentage	Rank
1. Translation skills in both English and Vietnamese	96	94%	1
2. Cultural awareness	96	81%	2
3. Specialist knowledge	96	51%	5
4. Analytical skills	96	67%	3
5. Translation assessment skills	96	58%	4
6. IT skills	96	24%	6

4.3 Teaching Contents

98% of the subjects preferred teacher-generated materials to the current textbook with the reason that the textbook was not updated and some examples were taken from literary texts, which they did not find comprehensible or relevant to them.

Table 3 indicates that among the 9 kinds of content, "translation skills at syntactic level" was regarded as the most important element in the translation course content whereas "translation theories" was considered the least important one. As such, the five most important types of content were "translation skills at syntactic level," "translation skills at word and phrase level," "cultural elements," "journalistic articles", and "business documentation".

Table 3: Importance level of translation contents

Contents	Number of participants	Mean	SD	Rank
1. translation theories	96	3.82	0.62	9
2. translation skills at word and phrase level	96	4.88	0.33	2
3. translation skills at syntactic level	96	4.89	0.32	1
4. translation skills at paragraph level	96	4.31	0.47	8
5. equivalence and non-equivalence in English and Vietnamese	96	4.70	0.46	6
6. cultural elements	96	4.84	0.37	3
7. business documentation	96	4.72	0.45	5
8. journalistic articles	96	4.74	0.44	4
9. contracts	96	4.66	0.48	7

68% of the participants prefer to have 50% of the Business-related topics in their materials. In addition, Table 4 indicates the preference level of additional genres that students are interested in (Question 22) when no "Other" option was chosen. These results can provide more insights into choosing topics for further practice and reference.

Table 4: The preference level of additional genres that students are interested in

Additional genres	Number of participants	Percentage	Rank
1. stories	96	29%	7
2. administrative forms	96	69%	3
3. Media (movies, music, etc.)	96	75%	1
4. advertisements	96	44%	5
5. tourism	96	70%	2
6. education	96	41%	6
7. sports	96	56%	4
8. literary texts	96	23%	9
9. scientific texts	96	28%	8

4.4 Teaching Methods

In terms of grouping, 86% of the subjects expressed a preference for group work, while 58% preferred pair work, 36% whole-class work, and 18% individual work.

Table 5 reveals the learning activities that the students would like to join in a translation classroom. According to this table, the three most preferable activities were "group in-class translation practice", "discussion on translation tasks" and "peer editing/peer review". "Teacher's lectures" and "group presentations" were the least-preferred learning activities. No "Other" option was chosen.

Translation activities	Number of participants	Percentage	Rank
1. revision of previous lessons	96	47%	4
2. discussion on translation tasks	96	62%	2
3. individual in-class translation practice	96	41%	6
4. group in-class translation practice	96	78%	1
5. peer editing/ peer review	96	54%	3
6. group presentations	96	11%	8
7. analysis of translation models	96	48%	5
8. teacher's lectures	96	33%	7

Table 6 shows the importance level of teacher's roles. The top 3 types of roles were to "provide real-life translation practice", "provide jargons, terminology and idioms in both languages", and "inform common translation errors that students usually make". "Provide lessons of translation theories" was ranked as the least important.

Table 6: The importance level of teacher's roles

Teacher's roles	Number of participants	Mean	SD	Rank
1. provide real-life translation practice	96	4.9	0.3	1
2. provide jargons, terminology and idioms in both languages	96	4.79	0.41	2
3. teach you how to use online resources	96	4.19	0.39	11
4. teach you how to use translation software	96	4.34	0.5	9
5. provide lessons of language knowledge	96	4.55	0.52	8
6. provide lessons of translation theories	96	4.18	0.6	12
7. teach you how to apply translation theories into practice	96	4.64	0.48	5
8. inform common translation errors that students usually make	96	4.78	0.42	3
9. provide suggested translation answers	96	4.56	0.5	7
10. interact with students to answer problems	96	4.65	0.48	4
11. review previous lessons	96	4.61	0.49	6
12. teach you how to assess a translation version	96	4.23	0.53	10

4.5 Testing and Evaluation

70% of the students preferred to have quizzes, games and collaborative tests rather than paper-based tests. As far as teacher's evaluations and comments are concerned, 48% of the students would like to choose "peer review and different suggestions from the teacher", whereas that of the students who chose "teacher's comments on the paper only" and "teacher's provision of only one suggested answer and students' self-correction" was 19% and 33% respectively. No "Other" option was chosen.

Finally, Table 7 reveals the confidence level of the subjects as regards their translation ability. Generally speaking, the subjects did not think highly of their translation ability ("less confident" or "confident") with the mean scores ranging from 2.78 to 3.86. It should be noted that their confidence in "translation theories" is the highest at 3.86 whereas the confidence in translating "contracts" is the lowest at 2.78.

Table 7: The confidence level of students' translation ability

Content	Number of participants	Mean	SD
1. translation theories	96	3.86	0.49
2. translation skills at word and phrase level	96	3.77	0.61
3. translation skills at syntactic level	96	3.67	0.54
4. translation skills at paragraph level	96	3.58	0.56
5. equivalence and non-equivalence in English and Vietnamese	96	3.53	0.62
6. cultural elements	96	3.44	0.58
7. business documentation	96	3.28	0.66
8. journalistic articles	96	3.25	0.66
9. contracts	96	2.78	0.65

5. Discussion

This study aimed to explore senior students' needs for a quality improvement in translation course design and the results helped translation teachers know what can be adjusted in a translation course based on this needs analysis. The findings have provided certain insights into how the translation curriculum could be built upon felt needs, process-oriented interpretations, and subjective needs based on learners' perspectives and expectations.

First, in terms of learning objectives, the finding showed that besides getting good marks to pass the exams as a requirement of their Bachelor's program, the students also wanted to acquire necessary knowledge and skills of a translator. This means that they wanted to improve real translation skills in case they might work as a translator in their future career. Therefore, translation courses should be more pragmatic and provide real-life practice for the students to sharpen their translation skills. This result is quite consistent in a performance-based educational setting like Vietnam. If a translation course aims to be effective, it not only arms learners with language proficiency for satisfactory test result but also trains them with professional translation strategies for work performance. Instructors should integrate these elements into their courses, pedagogy should be supported by well-grounded translation theories and research studies to enhance learners' translating proficiency such as ability to assess critically their own strengths and weaknesses, function collaboratively within a team, and work responsibly to complete the tasks. Teachers should also teach the students how to classify translation problems, how to deal with those problems, how to segment the texts, how to monitor their progress and how to conduct translation quality assessment. As Gile (2009) stated, translation teaching should be centered on the translation process with skills and techniques to deal with lexical, syntactic, textual and intertextual problems. He also proposed concepts about translating issues such as communication purposes, quality, intelligibility, faithfulness, and knowledge acquisition. As a result, learners could be somehow exposed to authentic materials and real-life work conditions during the training that can help them continue progressing and learning after they graduate.

Second, in terms of course planning, a majority of the subjects suggested that more class time be devoted to translation practice and that translation tasks be done in class rather than at home in order to promote effective learning and instructions. In addition, translation skills and cultural awareness are two skills that receive most attention from students and they would like to have more time to practice. Therefore, a consideration for more effective use of formal class time should be taken to ensure both content coverage and translation activities. In reality, the differences in practitioners' experience, limitations in training hours, and additional responsibilities to the faculty pose certain challenges in providing a consistent curriculum with educational strategies in this complex setting (Nguyen, et al., 2016). In other words, the breadth and depth of professional knowledge and skills necessary for this practice continue to increase, yet the

hours available for education are limited. Therefore, innovative approaches for translation training, which account for the exponential growth in translating knowledge and time constraints of the curriculum, while adapting to the dynamic environment of this profession and making better use of teacher and learners' time, are needed. Instructors during the course planning should take these issues into serious consideration.

Concerning teaching contents, teacher-generated materials were especially favoured by the students with the reason that these materials with real-life examples were more likely to meet their interests and make them understand the lessons better. As regards translation contents, "translation skills at syntactic level", "translation skills at word and phrase level", "cultural elements", "business documentation", and "journalistic articles" are highly appreciated. Most students also expressed their needs to have 50% of Business-related translation topic in the teaching material because this topic wins the high priority in their final exams. In addition, the results revealed that the students preferred "media", "tourism", and "administrative forms" as additional topics for further practice. In contrast, the least preferred topics were "scientific" and "literary texts", which means the students would like to avoid practice in those fields. These findings provide some implications for the teaching process. First, translation concepts and theories should be taught so that learners might have a comprehensive understanding about the translation discipline. Second, a comparison between linguistic features of the source language and the target language should be made to help learners learn how to analyse differences in as tenses, voices, clauses, and word choice as this helps them develop professional habits to translate words, sentences, and paragraphs effectively. Third, students should be guided to know how to make good translation decisions such as choosing appropriate vocabulary, retaining register of the source text, adopting appropriate reformulation techniques, and assessing the quality of a translation product. Finally. various text types, text genres and text registers should be taught to bring professionalism into the classroom.

As far as the teaching methods are concerned, most students would like to work in pairs and groups to join in a wide range of classroom activities such as "group in-class translation practice", "discussion on translation tasks" and "peer editing/peer review". "Group presentations" as well as "teacher's lectures" were least favorable whereas the teachers were expected to play more roles in providing real-life translation practice, providing jargons, terminology and idioms in both languages, and informing common translation errors that students usually make. This means that instructors should design and foster collaborative learning environments where trainees learn to communicate and negotiate with their peers such as task-based activities, simulation exercises, project assignments and fieldwork. Such exposure to authentic materials and real-life tasks within group work activities could help trainees foster their professional competence and achieve their responsibility.

Concerning testing and evaluation, the students desired to participate in different types of quizzes and collaborative assessments rather than a mere paper-based mid-term test or end-of-term exam so that they might have more chances to monitor their progress. When completing translation tasks, more than half of the students would like to work with groups and discuss to evaluate translation work with peers. This means that after the translation work is completed, they would like the teacher to conduct group discussions before sharing translation errors with the whole class so that possible solutions can be extended for attaining the final translation versions. This also means that interactions between teachers and students should be enhanced and more activities on how to evaluate a translation work should be adopted before teacher provides the answers.

Finally, research results indicated that the students lacked a confidence in their translation ability. Therefore, translation courses need to provide more opportunities for practice and course designers need to find more ways to motivate students to improve their translation skills.

5.1 Implications of the Study

On the outset, the findings have to some extent suggested certain implications for translation curriculum at undergraduate level in English-majored faculties and Vietnamese universities. Within the context that more undergraduate programs in translation come into being and many universities are under the restructuring process to meet the CDIO standards as well as the ASEAN University Network Quality Assurance (AUN-QA), translation curriculum should harmoniously meets the needs of the market, stakeholders,

instructors and learners as well. From the point of view of the students in this study, a suggestion of translation curriculum (generally includes 3 courses) should cover the following contents: basic translation theories, translation skills at word and phrase level (Strategies for simple terms, compounds, slangs and colloquialism, collocations, and proverbs), equivalence and non-equivalence, cultural elements (cultural-specific terms and Strategies for cultural-specific terms), translation skills at syntactic level (Common errors analysis and Reformulation techniques), translation skills at paragraph level (Text types, Text registers, Coherence and Cohesion), business documentation/administrative documentation, journalistic articles (of different text genres), and contracts. The topics may vary based on the specific major and focus of different Faculties. For example, the findings of this study showed that translation courses in BUH should cover an extensive range of topics and text genres with Business and Legal resources winning heavy priority. Within such a curriculum, different classroom activities and teacher's roles are implemented so that students could find the learning process meaningful and it could provide a long-term structured as well as systematic curriculum for undergraduate translation training.

Second, the participants in this study expressed that all the translation contents were important and required for their future work as a translator, which meant that the current syllabi of translation courses met the target needs, also known as "necessities" defined by Hutchinson & Waters (1987). These contents included certain aspects of translation competencies as stated by Gross et al. (2009), such as linguistic competence ("translation skills at syntactic level", "translation skills at word and phrase level"), textual competence ("business documentation", "journalistic articles", "contracts"), cultural competence ("cultural elements"), and transfer competence (taught during the course). However, other soft skills necessary for this profession have not been integrated into the curriculum, such as how to use Computer-Assisted Translation (CAT) tools, how to deal with employers and how to cooperate with other translators for bigger project. Therefore, if an institution would like to improve their quality in translation training, these competencies should be an essential part in the course design and could be taught in a separate course named "Professional Skills in Translation" or "Soft Skills for Professional Translators".

Regarding the "lacks" of students, the students showed their lack of confidence in their translation ability, especially in translating "contracts". Therefore, teachers need to provide more opportunities for real-life practice and to improve their translation ability, particularly with translating "contracts". Some suggestions could be made such as more time for in-class group work to enhance learners' participation and working efficiency, group projects with real practice so that they can indulge in the actual translation world, online discussion forums to foster out-of-class interactions, or digital portfolios to monitor students' progress as well as for further revision.

Finally, a discrepancy between the "lacks" and "wants" of students was found in the research study. More specifically, although students expressed a low level of confidence in using these skills, they expressed a high importance level in learning these skills, which meant they were aware of as well as really motivated to practice these contents. Therefore, course designers as well as instructors should integrate innovative pedagogical approaches with information technology applications which promote active learning with real-life exercises so that they could strongly assist students in achieving academic success and enhancing their positive attitudes. One recommendation is an implementation of flipped classroom model, which could be an effective solution in that it addresses students' diverse learning needs by providing a student-centred classroom environment and it could leverage learners' interest and enthusiasm to improve their translation performance. Hence, further research conducted to explore the effectiveness of this alternative instructional method with respect to facilitating students' academic performance, should be of great significance to tertiary translation education.

6. Conclusions

This research on needs analysis of senior students at the Faculty of Foreign Languages, Banking University of Ho Chi Minh City, Vietnam University has provided valuable and meaningful results for the assessment of the translation courses in this institution. It looked into learners' felt needs, process-oriented interpretations, and subjective needs and some pedagogical implications were drawn from this study to

improve the translation course design. First, translation courses should involve authentic materials and collaborative experiences so that students might have more chances for real-life practice if they would like to pursue translation as their future career. Second, there should be more interactions among students in group work under the guidance of teachers to develop students' practical translation skills. This means that more class time should be spent on translation activities and useful translation activities which raise competence in translation. All of these activities can help students and instructors to identify problematic areas that need consideration as well as strong points that deserve appreciation, thus assisting students to achieve academic success and enhancing their positive attitudes.

Despite some efforts in carrying out research, this study still has some drawbacks. First, due to time and budget constraints, the questionnaire was selected as the only data collection method of the study. If more tools such as interviews or qualitative research had been adopted, it would have further investigated the needs of students and helped cross-examine the results, thereby improving its reliability and validity. Second, the results cannot be generalized to other English-majored students in Vietnam due to its small sample size. Thus, our understanding of translation learners' needs analysis could benefit more from research with larger scale and different populations.

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Appendix: A Questionnaire of Students' Needs for an Improvement in Translation Teaching

This questionnaire is designed to investigate your needs and expectations of the translation courses. Your responses are greatly appreciated as they might suggest some solutions to improve the translation teaching process in this Faculty. All the information on this questionnaire will be confidential.

LEARNING OBJECTIVES

For question 1 - 6, please **CIRCLE** a number from 1 to 5 to rank the importance level of each goal in translation courses. The scale of 1 - 5 represents the following ratings:
1 = not important, 2 = less important, 3 = important, 4 = quite important, 5 = most important

	1	2	3	4	5
1. to acquire necessary knowledge and skills of a translator	1	2	3	4	5
2. to improve English and Vietnamese proficiency	1	2	3	4	5
3. to pass the exams as a requirement of the Bachelor degree	1	2	3	4	5
4. to find language strengths and weaknesses	1	2	3	4	5
5. to adopt appropriate ethical attitudes towards translation	1	2	3	4	5
6. to be able to work in international contexts	1	2	3	4	5

COURSE PLANNING

7.   Which part of the curriculum do you want the teachers to spend more time in the classroom?
☐ translation lectures and theories   ☐ translation practice

8.   Where do you prefer to do translation tasks?
☐ in class   ☐ at home

9.   What translation skills or knowledge do you want to have more time to practice? (You can choose **MORE THAN ONE**)
☐ translation skills in both English and Vietnamese   ☐ cultural awareness
☐ specialist knowledge (subject-matter skills)   ☐ analytical skills
☐ translation assessment skills   ☐ IT skills
☐ Other: ………………………………………………

TEACHING CONTENTS

10. Which one do you prefer? (Please clarify the reason)
☐ the current textbook   ☐ teacher-generated materials
Reasons:
………………………………………………………………………………………………

For question 11 - 19, please **CIRCLE** a number from 1 to 5 to rank the importance level of the translation content. The scale of 1 - 5 represents the following ratings:
1 = not important, 2 = less important, 3 = important, 4 = quite important, 5 = most important

	1	2	3	4	5
11. translation theories	1	2	3	4	5
12. translation skills at word and phrase level	1	2	3	4	5
13. translation skills at syntactic level	1	2	3	4	5
14. translation skills at paragraph level	1	2	3	4	5
15. equivalence and non-equivalence in English and Vietnamese	1	2	3	4	5
16. cultural elements	1	2	3	4	5
17. business documentation	1	2	3	4	5
18. journalistic articles	1	2	3	4	5
19. contracts	1	2	3	4	5

20. What is the percentage of Business-related topic you prefer in the materials?
☐ 30%   ☐ 50%   ☐ 70%

21. What other kind of genres/topics are you interested in? (You can choose **MORE THAN ONE**)
☐ stories   ☐ administrative forms   ☐ media (movies, music, etc.)
☐ advertisements   ☐ tourism   ☐ education
☐ sports   ☐ literary texts   ☐ scientific texts
☐ Other: ………………………………

TEACHING METHODS

22. What kinds of grouping do you prefer in a translation class? (You can choose **MORE THAN ONE**)
☐ individual work   ☐ pair work   ☐ group work   ☐ whole class

23. What kind of activities do you like in a translation class? (You can choose **MORE THAN ONE**)
☐ revision of previous lessons   ☐ discussion on translation tasks
☐ individual in-class translation practice   ☐ group in-class translation practice
☐ peer editing/ peer review   ☐ group presentations
☐ analysis of translation models   ☐ teacher's lectures
☐ Other: ………………………………………………

For question 24 – 35, please **CIRCLE** a number from 1 to 5 to rank the importance level of teacher's role.
What should the teacher do to help you learn translation better?
The scale of 1 - 5 represents the following ratings:
1 = not important, 2 = less important, 3 = important, 4 = quite important, 5 = most important

	1	2	3	4	5
24. provide real-life translation practice	1	2	3	4	5
25. provide jargons, terminology and idioms in both languages	1	2	3	4	5
26. teach you how to use online resources	1	2	3	4	5
27. teach you how to use translation software	1	2	3	4	5
28. provide lessons of language knowledge	1	2	3	4	5
29. provide lessons of translation theories	1	2	3	4	5
30. teach you how to apply translation theories into practice	1	2	3	4	5
31. inform common translation errors that students usually make	1	2	3	4	5
32. provide suggested translation answers	1	2	3	4	5
33. interact with students to answer problems	1	2	3	4	5
34. review previous lessons	1	2	3	4	5
35. teach you how to assess a translation version	1	2	3	4	5

TESTING AND ASSESSMENTS

36.   What kind of test do you prefer?
☐ paper-based tests   ☐ quizzes, games and collaborative tests

37. What kind of evaluation/comments do you prefer?
☐ peer review and different suggestions from the teacher
☐ teacher's comments on the paper only
☐ teacher's provision of only one suggested answer and students' self-correction
☐ Other: ………………………………………………

For question 38 - 46, please **CIRCLE** a number from 1 to 5 to rank the confidence level of your translation ability. The scale of 1 - 5 represents the following ratings:
1 = not confident, 2 = less confident, 3 = confident, 4 = quite confident, 5 = most confident

	1	2	3	4	5
38. translation theories	1	2	3	4	5
39. translation skills at word and phrase level	1	2	3	4	5
40. translation skills at syntactic level	1	2	3	4	5
41. translation skills at paragraph level	1	2	3	4	5
42. equivalence and non-equivalence in English and Vietnamese	1	2	3	4	5
43. translation skills of cultural-specific elements	1	2	3	4	5
44. business documentation	1	2	3	4	5
45. journalistic articles	1	2	3	4	5
46. contracts	1	2	3	4	5