AN EVALUATION OF THE ENGLISH TRANSLATIONAL VERSION IN THE VIETNAMESE BILINGUAL MATH TEXTBOOK SET “TOÁN 5”

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- The University of Da Nang

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Chapter One

INTRODUCTION

1.1 RATIONALE

English is one of subjects that students have to pass if they want to get the Secondary School Education Certificate and is an important subject for both undergraduates and graduates at tertiary level. According to Thanh Nien newspaper (2016), the 2020 foreign language project is that by 2020, the majority of young Vietnamese graduating from colleges and universities will have had enough foreign language ability to use English independently, felt confident in communication, learning and working in an integrative, multilingual and multicultural environment. Because of its importance, it is really necessary to integrate English into other subjects. Bilingual books allow such students the opportunity to become acquainted with the concepts first in their own language and then in the predominant language of the country, English.

In Viet Nam, the fifth grade is the final grade of elementary school which is a bridge between the elementary school and primary school. The grade five is regarded as a foundation of knowledge; therefore, all things taught in the fifth grade are necessary to take a special care, especially Math because it is the most important subject and always appears in almost all curriculums as well as examinations. According to “Thanh Nien” newspaper, in 2016, more than 40 departments of education and training voluntarily applied bilingual textbooks registered and piloted bilingual textbooks as well as have considered them as a source of reference.
When considering grade 5 Math textbook set, we are not difficult to realize that there is a failure to preserve the subordinate clauses of purpose, of condition, of time before the main clause.

In the Math textbook (2015), there are an example:

In SLT:  *Khi thời gian gấp lên bao nhiêu lần thì quảng đường đi đường cũng gấp lên bấy nhiêu lần.*  \( (p19) \)

In TLT: *The multiples that travelling time increases by are equal to those which the distance increased by.*  \( (p19) \)

For these points, it is essential to carry out “**An Evaluation of the English Translational Version in the Vietnamese Bilingual Math Textbook Set "Toán 5"**”. The study focuses on evaluating the quality of English Translation, help teachers exploit the problems occurring in the English translational version (ETV) in the Vietnamese bilingual Math textbook set “Toán 5” (G5MTS).

### 1.2. AIMS AND OBJECTIVES

#### 1.2.1. Aims

The study is aimed at making the evaluation of the English translational version in the Vietnamese bilingual Math textbook set “Toán 5” and suggesting some implications

#### 1.2.2. Objectives

This study is intended to:
- To find out equivalents and mismatches between the source language texts (SLT) and the target language texts (TLT)
- To evaluate the quality of the English translational version
- To suggest some implications
1.3. RESEARCH QUESTIONS

The study will find the answers to the following questions:
1. What equivalents are there between the English translational
   version and its Vietnamese source texts in the G5MTS?
2. What mismatches are there between the English translational
   version and its Vietnamese source texts in the G5MTS?
3. How can the quality of the ETV in the G5MTS be evaluated?

1.4. SCOPE OF THE STUDY

The study only focuses on the Vietnamese bilingual Math
textbook set “Toán 5” and only focused on the part of exercises
(1146 exercises). The study makes an evaluation of the ETV based
on House’s model (House, 2015), views of Nida and Taber (2003)
and Catford (1965) to find out both equivalents and mismatches.

1.5. SIGNIFICANCE OF THE STUDY

The thesis helps to point out equivalents and mismatches
occurring in the ETV and evaluate the quality of the ETV. It is a
notice for teachers to help pupils avoid mismatches. It is hoped to
help translators and publishers restrict the errors and publish other
translational versions with better quality.

1.6. ORGANIZATION OF THE STUDY

Chapter 1: Introduction
Chapter 2: Literature Review and Theoretical Background
Chapter 3: Methodology
Chapter 4: Findings and Discussions
Chapter 5: Conclusions and Implications
Chapter Two

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

There are only a few scholars focusing on evaluating the quality in translation. Different studies of translation by linguists and theorists in both English and Vietnamese are reviewed.

J. House is the author of the book “Translation Quality Assessment: Past and present” (2015), The book includes a newly revised and presented model of translation quality assessment

Catford in “A Linguistic Theory of Translation” (1965). Catford built and developed the methods to analyze the linguistic features between two languages to find out the differences and similarities between them.

The book “The Theory and Practice of Translation” (2003) by Nida and Taber treats the problems of translating primarily in terms of a scientific orientation to linguistic structures, semantic analysis, and information theory.

Newmark in “A Textbook of Translation” (1988). This book deals with all aspects of translation from theory to practice and gave problems of translations and then proposed solutions.

In Viet Nam, some authors are also interested in studying the evaluation of translation such as Lê Hùng Tiến (2001) with the book “Phê bình và đánh giá dịch thuật Anh – Việt”, Phạm Thị Thủy “Thử nghiệm phân tích đánh giá bản dịch một truyện ngắn theo mô hình của Newmark” (2009).

In Viet Nam, there have been a number of master theses dealing with translation evaluation.


2.2. THEORETICAL BACKGROUND

2.2.1. Definition of “Translation Evaluation”

Translation evaluation is defined briefly as a process of:
- Pointing out the mismatches occurring in translation texts which are not pragmatically and semantically equivalent with source texts.
- Evaluating the quality of the English translational version.

2.2.2. Definition of “Equivalents”

With reference to the views of three above authors: Nida and Taber (2003) and Catford (1965) on equivalents along with the thesis’s content, I reached the conclusion of equivalents as follows:

1. **Syntactic equivalents**
   The SL grammar is replaced by equivalent in the TL grammar.

2. **Lexical equivalents**
- The SL lexis is replaced by equivalent in the TL lexis.
- Equivalents are constantly concerned with information in both form and content in the target language.
- Equivalents have to be fit for elements to allow readers to understand the SL context as much as possible.

3. **Textual equivalents**
- Equivalents have the same stress as messages in ST on the effect on writers and readers as well as its meaning.
- There are equivalent formats as well as brackets between ST and TT.

2.2.3. **Definition of “Mismatches”**

The notion that a mismatch on a particular situational dimension constitutes a covert error or an overt error presupposes:
- That the socio-cultural norms, or more specifically the norm-conditioned expectations generated by the texts, are essentially comparable.
- That the differences between the two languages are such that they can largely be overcome in translation
- That no special secondary function is added to TT
- That there appears a case of ungrammatically
- That there happens case of dubious acceptability
- That a selection of phrases, clauses or sentences is wrong
- That it is wrong to omit words, phrases, clauses or sentences.
- That it causes ambiguities in translation.
-
2.2.4. House’s model of translation quality assessment

2.2.4.1. The author of the model

Juliane House (born 1942) is a German linguist and Translation Studies scholar. Currently, she is the head of the Applied Linguistics Department at the Hellenic American University in Athens, Greece and coordinates a number of translation projects as a senior member of the German Science's Foundation Center on Multilingualism at Hamburg University.


2.2.4.2. The model of translation quality assessment

The author gave a model of dimensions of language use that serve as a point of reference for the situational analysis. The textual profile is defined on the basis of the following dimensions: medium, participation, social role relationship, social attitude and province. All of them are analyzed in three aspects: syntactic, lexical and textual.

2.2.5. Introduction to the Vietnamese Bilingual Math Textbook Set “Toán 5”

The source text examined in this study is the Vietnamese Bilingual Math Textbook set “Toán 5”. The target language texts are the translation published by Vietnam Education Publishing House. The Vietnamese bilingual Math textbook set “Toán 5” includes three
books, namely a grade 5 Math textbook (2015) and two grade 5 Math workbooks 1 and 2 (2016).

The language of mathematics consists of a substrate of some natural language using technical terms and grammatical conventions that are peculiar to mathematical discourse supplemented by a highly specialized symbolic notation for mathematical formulas. Mathematical vocabulary has assimilated symbols from many different alphabets and typefaces. It also includes symbols that are specific to mathematics. Mathematics used for formulas has its own grammar, not dependent on a specific natural language.

2.3. SUMMARY

This chapter reviews the literature review as well as theoretical background relevant to the study. The focus of the study is the evaluation of the English translational version in the Vietnamese bilingual Math textbook set “Toán 5”. Thus, the definitions relating to my study are given. Finding out mismatches occurring the ETV is only based on House’s model (2015). Additionally, when it comes to an evaluation, the theory of equivalents also is presented based on views of three authors: Nida and Taber (2003) and Catford (1965). At the same time, there are many books and theses are presented. Besides, there is an introduction to the textbook set as well as House’s model including the introduction to the author of the model and the application of the model in translation quality evaluation.
Chapter Three

METHODODOLOGY

3.1. RESEARCH DESIGN

The design of both the qualitative approach and quantitative approach were used to carry out this study.

3.2. RESEARCH METHODS

At the start, the descriptive method was used to give a detailed description of syntactic, lexical and textual features of the ETV.

The next step is that comparative method was used in making a comparison of features between the ETV and its Vietnamese source text in order to then point out equivalents and mismatches occurring in the ETV and finally categorize them into aspects.

By using the analytic method, it is possible to clarify and justify features of equivalents and mismatches on three aspects: *syntactic, lexical and textual*.

Moreover, thanks to inductive method, the researcher can synthesize the findings and draw out the conclusions.

Translation method used to figure out mismatches is mainly word for word translation to preserve the most common meaning, specially mathematic language which is mostly not related to cultural words.

Evaluation method is used to point out weak points of the English translational version compared to its original Vietnamese texts.
3.3. DATA COLLECTION

In order to build up the data of the study, I proceeded to collect data based on two following criteria.

1. In terms of sources, samples must be collected from 1146 exercises of G5MTS.
2. Samples must be mismatches based on the criteria to realize mismatches.

3.4. DATA ANALYSIS

In the study, the data selected for the analysis are in 1146 exercises in the Vietnamese bilingual Math textbook set “Toán 5”, which are published by Vietnam Education Publishing House including three books.

Firstly, I carried out the description, analysis and comparison between the source language text and the target language text to point out equivalents and mismatches in the part of exercises of the G5MTS and then categorized them into three aspects, namely syntactic, lexical and textual.

Next, the result of each aspect of mismatches, namely syntactic, lexical and textual was displayed in the tables. From that the frequency of mismatches occurring in the part of exercises of the G5MTS was determined.

Last but not least, the findings were used to give some suggestions and implications in teaching and learning grade 5 Math as well as for the revision of Vietnamese-English translation.
3.5. RESEARCH PROCEDURE

The followings are procedure for the data analysis:
- Describing and comparing the data which was in 1146 exercises to find out equivalents and mismatches occurring in the English translational version based on the criteria given.
- Categorizing equivalents and mismatches mainly in three aspects, namely syntactic, lexical and textual aspects and then displaying each aspect of mismatches in tables in numbers.
- Giving an evaluation of quality in translation based on the result.
- Synthesizing the findings and drawing out conclusions.
- Putting forward some implications.

3.6. RELIABILITY AND VALIDITY

The samples were selected from the data with the name of authors, the time, the place of publication and the page numbers, specifically from the Vietnamese bilingual Math textbook set “Toán 5”. The textbook was published in 2015 and the workbooks were published in 2016 by Vietnam Education Publishing House.

In term of validity, the results of study provide some theoretical background for studying one type of translation evaluation. In addition, it makes a certain contribution to the learning and teaching of English as well as translating.
Chapter Four

FINDINGS AND DISCUSSIONS

4.1. MISMATCHES BETWEEN SOURCE LANGUAGE TEXTS AND TARGET LANGUAGE TEXTS IN G5MTS

4.1.1. Syntactic mismatches

Group 1. The translation texts (TT) fail to preserve the subordinate clauses of purpose, of condition, of time before the main clause. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khi thời gian gấp lên bao nhiêu lần thì quảng đường đi được cũng gấp lên bấy nhiêu lần. (p19)</td>
<td>The multiples that travelling time increases by are equal to those which the distance increased by. (p19)</td>
</tr>
</tbody>
</table>

Group 2. The active sentences in the source texts (ST) are transferred into passive sentences in the translation texts (TT) and vice versa. In the Math workbook semester 1, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Người ta để ( \frac{1}{24} ) diện tích vườn hoa làm lối đi. (p20)</td>
<td>( \frac{1}{24} ) of the area of the flower garden is reserved for paths. (p20)</td>
</tr>
</tbody>
</table>

Group 3. The translation texts change the interrogative sentences with questions words into imperative sentences and vice versa. In the Math textbook, there are an example:
Group 4. The translation texts (TT) add the subject to the sentences without the subject in the source texts (ST). In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Có thể viết hỗn số thành một phân số có: (p13)</td>
<td>We can write a mixed number as a fraction with: (p13)</td>
</tr>
</tbody>
</table>

Group 5. The translation texts (TT) use different sentence structures from the source texts (ST) when translating. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mua 4m vải phải trả 60 000 đồng. (p62)</td>
<td>It costs 60 000 VND to buy 4m of cloth. (p62)</td>
</tr>
</tbody>
</table>

Group 6. The translation texts (TT) change the number of clauses in a sentence. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hỏi với vận tốc đó báo gấm chạy trong $\frac{1}{25}$ giờ được bao nhiêu ki-lô-mét? (p146)</td>
<td>If it runs for $\frac{1}{25}$ hour at the same speed, how many kilometers can it cover? (p146)</td>
</tr>
</tbody>
</table>
### 4.1.2. Lexical mismatches

Group 1. Removing the words, the phrases or the clause in the sentences. In the Math workbook 2, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Đo chiều cao một cái cây được 4m75 cm. Như vậy, chiều cao của cây đó là:</td>
<td>The height of a tree is measured as 4m75 cm, or:</td>
</tr>
<tr>
<td>(p15)</td>
<td>(p15)</td>
</tr>
</tbody>
</table>

Group 2. The stylistic device is mentioned in TT, specifically metonymy. TT uses things to refer to people. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Một người đi xe đạp từ B đến với vận tốc 12 km/giờ, cùng lúc đó một người đi xe máy từ A cách B là 48 km với vận tốc 36 km/giờ và đuổi theo xe đạp (xem hình dưới đây).</td>
<td>A bicycle travels, from B to C at a speed of 12 km/h. At the same time, a motorbike travels the distance AB of 48km at a speed of 36 km/h to catch up with the bicycle (as shown in the figure).</td>
</tr>
<tr>
<td>(p145)</td>
<td>(p145)</td>
</tr>
</tbody>
</table>

**Group 3.** TT adds the modal verbs to the sentences and TT also makes use of modal verbs more than ST. In the Math workbook 1, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hỏi trong 21 ngày đội đó trồng được bao cây?</td>
<td>How many trees can this team plant in 21 days?</td>
</tr>
<tr>
<td>(p21)</td>
<td>(p21)</td>
</tr>
</tbody>
</table>
**Group 4.** TT fails to preserve the repetition of words in a sentence. In the Math workbook 1, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hỏi trong thúng có <strong>bao nhiêu</strong> quả trứng gà, <strong>bao nhiêu</strong> quả trứng vịt?</td>
<td>How many chicken eggs and duck eggs does the basket have?</td>
</tr>
</tbody>
</table>

**Group 5.** TT adds or omits the demonstrative adjectives. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Đọc các phân số:</td>
<td>Read out these fractions:</td>
</tr>
</tbody>
</table>

**4.1.3. Textual mismatches**

**Group 1.** TT fails to keep the numbers in words as in ST. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Một cửa hàng trong ba ngày bán được 1 tấn đường.</td>
<td>A store sold 1 ton of sugar in 3 days.</td>
</tr>
</tbody>
</table>

**Group 2.** TT transfers parts of speech in sentences. Specifically, a noun is transferred into a verb or a noun is transferred into an adjective…In the Math workbook 1, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tìm số dư của phép chia 218:3,7 nếu chỉ lấy đến hai chữ số ở phần thập phân của thương.</td>
<td>Find the remainder when dividing 218 by 3.7, if we stop dividing at the second decimal place of the quotient.</td>
</tr>
</tbody>
</table>
Group 3. TT replaces nouns with pronouns. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hỏi ô tô đó cho bao nhiêu tấn gạo?</td>
<td>How many tons of rice is it carrying?</td>
</tr>
<tr>
<td>(p57)</td>
<td>(p57)</td>
</tr>
</tbody>
</table>

Group 4. TT adds brackets providing extra information which is considered as main information in ST. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hỏi căn phòng đó có diện tích bao nhiêu mét vuông, biết diện tích phần mạch vữa không đáng kể?</td>
<td>What is the area of the floor (the area of mortar joints is negligible)?</td>
</tr>
<tr>
<td>(p29)</td>
<td>(p29)</td>
</tr>
</tbody>
</table>

In addition to the above mismatches in three aspects, I found out some sentences which contain mismatches in meaning. In the Math textbook, there are an example:

<table>
<thead>
<tr>
<th>Source language text</th>
<th>Target language text</th>
</tr>
</thead>
<tbody>
<tr>
<td>[3a] Hỏi mua 6,8m vải cùng loại phải trả nhiều hơn bao nhiêu tiền? (p62)</td>
<td>[93b] How much does do 6.8m of the same cloth cost? (p62)</td>
</tr>
</tbody>
</table>

4.2. FREQUENCY OF MISMATCHES OCCURRING IN THE VIETNAMESE BILINGUAL MATH TEXTBOOK SET “TOÁN 5”

4.2.1. Frequency of Mismatches in Groups of Three Aspects

Frequency of syntactic mismatches in the Vietnamese bilingual Math textbook set “Toán 5” is shown as follows:
Table 4.22. Frequency of Syntactic Mismatches Occurring in Vietnamese Bilingual Math Textbook Set “Toán 5”

<table>
<thead>
<tr>
<th>Syntactic mismatches</th>
<th>Occurrence (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>42</td>
</tr>
<tr>
<td>Group 2</td>
<td>49</td>
</tr>
<tr>
<td>Group 3</td>
<td>34</td>
</tr>
<tr>
<td>Group 4</td>
<td>14</td>
</tr>
<tr>
<td>Group 5</td>
<td>79</td>
</tr>
<tr>
<td>Group 6</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
</tr>
</tbody>
</table>

Frequency of lexical mismatches in books of Vietnamese bilingual Math textbook set “Toán 5” is shown as follows:

Table 4.23. Frequency of Lexical Mismatches Occurring in Vietnamese Bilingual Math Textbook Set “Toán 5”

<table>
<thead>
<tr>
<th>Lexical mismatches</th>
<th>Occurrence (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>42</td>
</tr>
<tr>
<td>Group 2</td>
<td>2</td>
</tr>
<tr>
<td>Group 3</td>
<td>25</td>
</tr>
<tr>
<td>Group 4</td>
<td>8</td>
</tr>
<tr>
<td>Group 5</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
</tr>
</tbody>
</table>

Frequency of textual mismatches in three books of Vietnamese bilingual Math textbook set “Toán 5” is shown as follows:
Table 4.24. Frequency of Textual Mismatches Occurring in Vietnamese Bilingual Math Textbook Set “Toán 5”

<table>
<thead>
<tr>
<th>Textual mismatches</th>
<th>Occurrence (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>5</td>
</tr>
<tr>
<td>Group 2</td>
<td>3</td>
</tr>
<tr>
<td>Group 3</td>
<td>37</td>
</tr>
<tr>
<td>Group 4</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
</tr>
</tbody>
</table>

4.2.2. Frequency of Mismatches in Three Books of the Vietnamese Bilingual Math Textbook Set “Toán 5”

To evaluate the quality of the English translational version in each book, I gave a following summary which shows the occurrence and percentage of mismatches in each book of the G5MTS.

Table 4.25. Frequency of Mismatches Occurring in Three Books of Vietnamese Bilingual Math Textbook Set “Toán 5”

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Textbook</th>
<th>Workbook 1</th>
<th>Workbook 2</th>
<th>Textbook set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntactic</td>
<td>103</td>
<td>54</td>
<td>70</td>
<td>227</td>
</tr>
<tr>
<td>Lexical</td>
<td>33</td>
<td>22</td>
<td>36</td>
<td>91</td>
</tr>
<tr>
<td>Textual</td>
<td>26</td>
<td>30</td>
<td>46</td>
<td>102</td>
</tr>
<tr>
<td>Meaning</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td><strong>163</strong></td>
<td><strong>108</strong></td>
<td><strong>152</strong></td>
<td><strong>425</strong></td>
</tr>
</tbody>
</table>

I also analyzed to find out how many exercises containing mismatches there are in order that then I could give the percentage of exercises containing mismatches occurring in the G5MTS. The following table shows the number exercises containing mismatches.
Table 4.26. Exercises in Three Books of Vietnamese Bilingual Math Textbook Set “Toán 5” Containing Mismatches

<table>
<thead>
<tr>
<th></th>
<th>Textbook</th>
<th>Workbook 1</th>
<th>Workbook 2</th>
<th>Textbook set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises</td>
<td>591</td>
<td>324</td>
<td>231</td>
<td>1146</td>
</tr>
<tr>
<td>Exercises (mismatches)</td>
<td>140</td>
<td>105</td>
<td>123</td>
<td>368</td>
</tr>
</tbody>
</table>

Figure 4.1. Percentage of Exercises Containing Mismatches Occurring in Three Books of Vietnamese Bilingual Math Textbook Set “Toán 5”

4.3. EVALUATION OF THE TRANSLATION QUALITY

The comparison between ST and TT shows that there are mismatches through three aspects, namely *syntactic, lexical and textual* ones based on the theory of House (2015) and another aspect I found out while analyzing: *meaning aspect*. 
In syntactic aspect, TT appear more ambiguous. In addition, TT appears to be more addressee-involving which clearly detracts from the interpersonal functional component. TT is more formal than ST because using passive voice instead of active voice.

In lexical aspect, TT becomes to be less emphasizing. In addition, TT also makes TT more ambiguous. At the same time, TT violates the interpersonal functions by adding the modal verb. TT makes addressees less compulsory.

In textual aspect, TT tends to become more ambiguous. In addition, noun phrases in ST are replaced with verb phrases, which the sentences in TT are longer and less formal. In some cases, TT does not contain the necessary elements. However, by using passive voice, TT becomes to be more formal and more cohesive.

In addition to three aspects based on the theory of House (2015), I pointed out another mismatches aspect which fails to keep the meaning of ST. This aspect is especially important. ST and TT have the total difference in meaning.

4.4. SUMMARY

This chapter has provided some features of mismatches between the English translational version and its Vietnamese source text in the Vietnamese Math bilingual textbook set “Toán 5”.
Chapter 5
CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

Translation takes a special important role; it is a bridge in communicating among humans and transferring knowledge as well as culture in different languages. Translation evaluation is an essential link between translation theory and its practice; it is also an enjoyable and instructive exercise, particularly if we are criticizing someone else's translation or, even better, two or more translations of the same text. It is said that G5MTS is considered as a basement to carry out the aim of the 2020 national foreign language project which is that by 2020, the majority of young Vietnamese graduating from colleges and universities will have had enough foreign language ability to use English independently, felt confident in communication, learning and working in an integrative, multilingual and multicultural environment. At the same time, we can turn foreign languages into the strengths of the Vietnamese people, serving the process of national industrialization and modernization.

With the aim of evaluating the quality of the English translational version in the G5MTS, we set up the major goals for the thesis: compare and find out the equivalents and mismatches between the TT and the ST in three aspects, namely syntactic; lexical and textual. In order to achieve these goals, the approach chosen to apply for the evaluation is mainly based on Juliane House’s model, which is set up on the basis of pragmatic theories of language use. Additionally, I based on the views of equivalents of three authors: Nida and Taber (2003) and Catford (1965) to be able to point out the strength of the ETV.
**Strong points (equivalents)**

In the ST, there is a variety of technical terms and mathematic formulas as well as exercises. TT ensures the same or similar meaning, which writers implied.

The English translational version contains a great majority of equivalent words with its Vietnamese source text, which is very vital to ensure the adequate meanings of sentences.

Many sentences in the TT also keep the similar grammatical structures with ones in ST, therefore, their meanings as well as effects on readers are the same.

TT is successful to keep the format of ST as well as sentence marks or brackets. Therefore, the emphasis and effects of sentences on readers in ST and TT are the similar.

**Weak points (mismatches)**

There exist many mismatches between ST and TT on syntactic, lexical and textual aspects of the two different languages and writing styles. Obviously, on the basis of syntactic, lexical and textual aspect, it leads to not being equivalent in both ideational and interpersonal functions. The findings gained from the analysis of mismatches occurring in the English translational version allow the researcher to come to the following remarks.

a. In terms of syntactic aspect, there are 6 groups of the syntactic mismatches occurring throughout the English translational version, which makes TT become less accurate and more confusing and TT becomes to be less authoritative.

b. With regard to lexical aspect, there are 5 groups of lexical mismatches occurring, which violate the ideational and interpersonal function of ST. TT makes the sentences shorter and simpler. This
also makes sentences more ambiguous and may cause the misunderstandings for pupils. However, in some cases, the difference in using words can respond positively. In other words, some sentences in TT are more specific and clearer than those in ST.

   c. With respect to textual aspect, there are fewer mismatches in textual aspect (4 groups of textual mismatches), which occur partly due to inevitable differences of cultural factors but partly due to translators’ carelessness. In some sentences, TT change the format as well as sentence marks and brackets of ST, which make a change in emphasis and effects on readers.

   d. With regard to meaning aspect, there are only five mismatches in this aspect, which make the complete change in meaning between ST and TT.

   e. TT fails to ensure the consistency in translating because of different expressions of same sentences.

   As a result, many sentences in TT fail to meet the requirements for equivalence of the source text and they have a function consisting of an ideational and interpersonal functional component, which is not equivalent to ST’s function.

   In conclusion, many sentences in TT fails to match the ST’s function in certain instances, which could have been avoided if the translator has been more careful with his work.

5.2. IMPLICATIONS

   Based on the investigation, the thesis hopes to figure out some practical implications for grade 5 pupils and teachers as well as translators.

   As to grade 5 pupils and teachers, following implications may be helpful for teachers to realize mismatches occurring in the G5MTS so
that they can make a clear explanation of exercises for pupils. Thanks to this, pupils are able to avoid the ambiguity of exercises as well as get the requirement of tasks and handle the solutions of problems.

For translators, it is hopeful that implications may make a minor contribution to help translators avoid mismatches as many as possible in order to create better translational versions.

For publishers, this study is hopefully considered as a useful reference for publishers to be able to reprint not only the Vietnamese bilingual Math textbook Set “Toán 5” but also other Vietnamese bilingual textbook sets with better quality.

5.3. LIMITATIONS

Due to the shortage of time, relevant materials as well as the limited knowledge of the researcher, the study has got certain restrictions. The evaluation only focuses on the English translational version of the part of exercises in G5MTS and it is mainly based on House’s model (2015) to figure out mismatch aspects. Moreover, the study has not depth and the results are not as satisfactory as it should have.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

It would also be interesting and helpful to conduct the study based on some other researchers’ approaches for translation assessment like Newmark, Munday etc. Moreover, it would be useful to carry out a survey on ideas of translators, teachers or students about the English translational version. Nonetheless, it is hoped that the study will be a reference for those who take an interest in the problem.