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GRADUATION PAPER

**AN ANALYSIS ON TRANSLATION PROCEDURES
FROM VIETNAMESE TO ENGLISH FOR NAMES OF
HIGHER EDUCATION INSTITUTIONS IN VIETNAM**

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ABSTRACT

During the integration into global education, higher education institutions (HEIs) constantly pursue better worldwide reputations reflected in their branding. In the context of Vietnam, most HEIs have been independently translating their names into English without following any standard directives, which causes inconsistency in administrative procedures as well as misunderstanding of their prestige. Since there has been little research on this problem, the researcher is motivated to conduct a study titled “An analysis on translation procedures from Vietnamese to English for names of higher education institutions in Vietnam”.

This research aims to identify and analyze procedures employed for translating English names of HEIs in Vietnam based on the theoretical framework of translation procedures by Newmark (1988). Besides, a further comparison with names of HEIs in the U.S. has been developed to draw out the implications from the research findings. The major methods adopted throughout the study consist of both qualitative and quantitative approaches. 120 representatives of Vietnamese HEIs have been selected using purposive sampling method with their names collected from their official websites as primary data. The findings reveal the trend of four main procedures, dominated by literal translation. Grounded on the findings, the implications were finally drawn out, concerning name structures and concepts of HEI type as well as variations in the translation of descriptive elements.

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LIST OF ABBREVIATIONS

V-E	Vietnamese to English
E-V	English to Vietnamese
HEIs	Higher Education Institutions
MOET	Ministry of Education and Training
SL	Source language
TL	Target language
ST	Source text
TT	Target text

PART A: INTRODUCTION

In this section, central problems and fundamental objectives of the study are identified. Research questions, significance, scope and structure of the study are also clearly presented in this part.

I. Statement of the problem and rationale for the study

Globalization has blurred the intangible barrier in the relations between countries from all over the world and generated an expanding network connecting these countries universally. As a dynamically developing country, Vietnam regards this phenomenon as an opportunity to participate in the international integration with a view to raise national education status in global education. Education of the country has been uplifted to a higher level especially after Vietnam has become an official member of the World Trade Organization in 2007. The document of the 11th Congress of the Communist Party of Vietnam states that education development is the national top policy with the direction to reform Vietnam's education towards standardization, modernization, socialization, democratization and international integration (Nguyen, 2013).

At present, Ministry of Education and Training (MOET) is organizing and implementing a comprehensive management plan for the system of third-level education in the period from 2006 to 2020. According to Deputy Prime Minister Vu Duc Dam (2014), even minor changes in neglected issues including the standardization of English names of tertiary education institutions will help enhance education and training situation in Vietnam. With reference to this issue, previously at the 2012-2013 end-of-school-year conference, the Deputy Prime Minister described the English naming of higher education institutions (HEIs) in Vietnam at present as ambiguous since almost every HEI has been called “university” (Vu, 2013). He also admitted the tough challenge of our country when integrating into global education if the names of HEIs remained questionable.

Hitherto, HEIs have independently decided on their English names without following any directives. Due to the lack of instructive naming policy, English-version names of most of these institutions induce inconvenience in educational management and administration, and influence their reputation as a consequence of ambiguity or mistranslation of their English names. Currently, MOET is conducting the review and assessment of these names in English to achieve consistency in the foreign-language names of HEIs in accordance with international practice so as to meet the requirements of educational standardization and integration. The motivation for this movement is to expand cooperative training programs with prestigious foreign training institutions, mainly for higher education and vocational education. Added to that, domestic and international students are encouraged to participate in academic exchanges in training, research, application and transfer between Vietnam and other nations, forming a foundation for sustainable and vigorous educational and cultural relations.

In the context of international integration, the lack of consistency in the translations of HEIs' names would confuse international colleagues and show a sense of disrespect for the "brand" of those institutions. This shortcoming poses challenges for both Vietnamese and foreigners in identifying and distinguishing tertiary education institutions in English names, which affects university rankings made by overseas study groups. This confusion derives from the considerable differences between the education systems of Vietnam and other countries as well as insufficient background knowledge of translators in the naming structure of the international education institutions in third-level.

Accordingly, the researcher is motivated to identify the translation procedures for names of HEIs in Vietnam and draw out implications from the research findings for translating institutional names by conducting a study entitled "An analysis on translation procedures from English to Vietnamese for names of higher education institutions in Vietnam".

II. Research objectives and research questions

This research aims to identify the procedures in translating the current names of Vietnam HEIs into English. Thereupon, analysis and discussion of translation procedures are conducted to draw out several implications in translating of names of HEIs in Vietnam.

In order to achieve the aforementioned research objectives, this paper concentrates on addressing the following research question:

- ✓ What translation procedures are currently used in translating names of higher education institutes of Vietnam into English?

Besides the findings from the aforementioned question, a further comparison with names of HEIs in the U.S has been developed. It is hoped that the research findings and the implications made from the research findings makes valuable and practical contribution to the field of translating institutional names.

III. Significance of the study

The urgency of the problem presented in the Introduction highlights that this is a critical issue relating to various stakeholders, from students and parents to the educational institutions, from translators to educators, authorities and the Government. The problem has been posed in speeches and dialogues in educational meetings and forums, yet there have been no official solutions. Scientific articles also propose the problem of HEIs' name translation since the recognition and reputation of universities are directly affected by this issue, for example, the discursive essay of Huynh (2007) in the First Conference on "Translation-Interpretation and Translator-Interpreter Training", College of Foreign Languages, Hue University. In addition, there has been research that studies the name translations of organizations including educational institutions such as studies by Dam (2005) or Bui (2009) but limited in analyzing the name itself instead of investigating into the nature of the problem.

For that reason, the researcher conducts this study to identify the translation procedures of names of HEIs in Vietnam as well as propose the implications for the translation of HEI names via the research findings.

IV. Scope of the study

The scope of this study includes HEIs in Vietnam and the United States of America as a representative of English-speaking countries with developed educational systems. The United States has been chosen because of a large number of prestigious HEIs and this country is one of the preeminent in the field of higher education.

In this paper, the researcher focuses on the representatives of HEIs which offer full-time four-year programs granting bachelor degree due to their proliferate necessity in academic integration with the world education. According to statistics by MOET, in the school year 2016-2017, the total population of this type of HEIs is 235 in which 170 institutions are public (the statistics is exclusive of military academies and educational institutions of National Security and Defense). In this study, the scope is limited within an analysis of the name translation of typical and large-scale HEIs as follows:

- Five multidisciplinary universities
 - Vietnam National University, Hanoi
 - Vietnam National University, Ho Chi Minh City
 - Hue University
 - University of Da Nang
 - Thai Nguyen University
- Four-year colleges in five centrally-administered municipalities
 - Hanoi
 - Ho Chi Minh City
 - Hai Phong
 - Da Nang
 - Can Tho
- Institutes and academies

It should be noted that military academies and educational institutions of National Security and Defense are excluded in this study because of the dissimilarities in the military organizations between Vietnam and the U.S.

V. Research methodology

In order to achieve the research objectives, the researcher employs both qualitative and quantitative approach based on the theoretical framework of translation procedures proposed by Newmark (1988). The research was conducted in the following order:

Phase 1: ST from the collected data is analyzed according to Newmark's frame (1988) to identify translation procedures.

Phase 2: A comprehensive table of translation procedures was made to generate the trend and the distribution of name translation of HEIs.

Phase 3: Discussion on the trend of translation procedures and the comparison with names of HEIs in the U.S. is made to draw out the implications of the findings.

VI. Structure of the study

The Development section of the study presented in Part B will address the research question in the following structure of four chapters.

Chapter 1: Theoretical Background – In this chapter, key concepts of translation, translation methods, equivalence in translation and translation procedures of institutional names will be discussed.

Chapter 2: Methodology - The researcher introduces methods for sampling, data collection and analysis of English names of HEIs in Vietnam to facilitate the research progress.

Chapter 3: Findings and Discussion – This chapter includes the presentation and analysis of the collected data.

Chapter 4: Conclusion – In this chapter, the researcher proposes critical conclusions, implications and offers suggestions for further research.

PART B: DEVELOPMENT

CHAPTER ONE: THEORETICAL BACKGROUND

This chapter is designed to lay the foundation of theoretical background for the whole research. This chapter, therefore, accommodates a comprehensive, systematic and critical review on the related concepts, including translation, translation methods, equivalence in translation and translation procedures of institutional name. The final part summarizes the chapter and highlights the research gaps in which this study locates itself.

I. Translation

Since the present study focuses on the analysis of translation procedures of HEIs names, it is of importance to clearly define the notion of translation. Translation is generally perceived as conveying messages or meanings in written form from one language to another. Upon discussing this issue, many scholars and theorists have proposed various perspectives on defining the concept “translation”.

Catford (1965:20) defined translation as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”. Concurring with this statement, Newmark (1988) construed translation as “rendering the meaning of a text into another language in the same way that the author intended the text” (1988:5). Larson (1984:3) and Nababan (2008) agreed on the view that translation means converting messages from SL to TL based on the semantic structure in a consistent way to guarantee the accuracy of the messages.

Additionally, a French theorist Dubois (1973) offered another definition by presenting that “translation is the expression in another language (or TL) of what has been expressed in another, SL, preserving semantic and stylistic equivalences” (in Bell, 1991: 5). From the similar perspective, Nida and Taber (1982:12) implied that the significant characteristic of translation is the precise equivalence of semantic and stylistic feature of the text in TL translated from SL. Wills as cited in Cholimudin

(2007: 3) developed the viewpoint to a broader extent when explaining “translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text”. The scope of the concept of translation has been elaborated further, which requires intricate rendering of text in a more complicated and diverse categories of language units.

Overall, despite the differences among the aforementioned definitions, academics agree on the similarities of those concepts that translation involves two languages: the SL and the TL, and that translation is the process of reproducing the meaning of the SL text into that of the TL text by finding the equivalent meaning of expression in the two languages.

II. Equivalence in translation

1. Concept of equivalence

Equivalence is considered one of the core concentrations in translation studies. Therefore, the notion of “equivalence” is elaborated from many perspectives of different theorists. In this paper, the researcher discusses some significant viewpoints to identify a proper approach to the scope as well as the objectives of the present study.

Generally, Hornby (1974) defines “equivalent” in Oxford Advanced Learner's Dictionary of Current English as “equal in value, amount, meaning, important, etc.” The notion of “equal in value” implies that various languages are able to express similar value. This idea presumes that a ST and its translation in the TL share the same value to a certain extent, which presents the relation between the two texts in SL and TL.

Despite the ambition of translators for absolute equivalence in different languages in both content and form, this approach still remains insurmountable because of numerous factors such as the differences in language or culture. Bassnett (2013:39) believes that sameness should not be considered a standard for equivalence

since “sameness cannot even exist between two TL versions of the same text, let alone between the SL and the TL version”. In agreement with this opinion, Baker (1992) and Newmark (1988), two renowned translation theorists, both share the same viewpoint that the concept “equivalence” in translation appeared to be questionable. Added to this, Jakobson (1959) supposes that no translation can achieve complete equivalence between two languages, which appears as a perplexing problem in translation studies.

Although absolute equivalence is out of the question of contemporary research, proximate similarity in meaning of ST and TT may present as a demonstration of the concept of equivalence. This result is obtainable once translators develop an exhaustive comprehension of the meanings conveyed by the words of the ST and faithfully deliver the message in the TT to assure the criterion of semantics. Vinay and Darbelnet (1995) assert that the situation that “cannot be translated by the habitual methods of translation” is what determines the creation of equivalence. In addition, numerous translation scholars such as Catford (1965), Baker (1992), concur that equivalence should be taken into consideration as the relation between two texts in terms of pragmatics instead of two languages.

There have been a myriad of well-known arguments on the classification of the concept “equivalence”, most of which distinguishes between two contradict categories such as Catford (1965) between formal correspondence and textual equivalence, Pym (2010) between natural and directional equivalence and Nida (1964) between formal and dynamic equivalence, which correlating with Newmark’s production of methods of semantic and communicative translation as mentioned above. According to Nida (1964:159), formal equivalence “focuses attention on the message itself, in both form and content”, contributing to the concise of the content; on the other hand, dynamic equivalence lays its foundation on “the principle of equivalent effect”, concerning the ST context and effects on the TL readers. The former inclines towards the closest equivalent between linguistic units of language pairs though the author of this viewpoint emphasizes that definite equivalence cannot

always be achieved. On the contrary, the latter concentrates on the readability of the text for the ST audience. The similarity between these approaches of two translation theorists Nida and Newmark is that one access is linguistic-oriented which allows translators to render the ST prioritizing the linguistic features of SL while the other is target-oriented which preserves the intention of the author and avoids distortion of the original meaning.

2. Problem of non-equivalence

Concerning the cases of proper nouns, Newmark (1993) also asserts that proper nouns appear a hindrance in translation studies since proper nouns refer to words in SL language that reflect unique entities. With regard to this, Baker (1992) considers non-equivalence option for culture-specific words that do not appear in the dictionaries. In the same manner as Newmark (1988), non-equivalence at word level indicates that TL has no direct equivalent when a culture-bounded item is translated from one language into another (Baker, 1992). In this case, the translator has to analyze the meaning of the SL text and reproduce the text in an understandable and adequate manner. What is more, the types of non-equivalence vary in nature and depend on different factors.

In the scope of this study, the concept of non-equivalence is limited within the translation of proper names which have no available one-to-one equivalent in the TL. Detailed review on the translation of proper names in problem of non-equivalence is present in the subsequent section.

III. Translation of names of HEIs

The translation of proper names has become trendy as a number of strategies have been put into practice in the field of translation studies. In discussing the procedures of proper name translation, Newmark (1993:15) consider the subject “a translation difficulty in any text” with the agreement of Pour (2009) believing that it can be problematic in the act of translation.

1. Proper names and institutional names

Broadly, *The Oxford Advanced Learner's Dictionary* defines proper noun (or proper name) as “a word that is the name of a person, a place, an institution, etc. and is written with a capital letter” (p.1016). More specifically, proper names signify a particular referent which present as the distinctive features of an individual from others. The attribute which differentiate proper names from other nouns is the capitalization of the initial letters. Greenbaum and Quirk (1990) asserts that “names reflect their uniqueness of reference in writing by our use of initial capitals.” In the same line, Egamberdiyev (2016) has listed out some significant characteristics as to establish a touchstone to identify proper names:

- 1) *It will be capitalized, no matter where it occurs in a sentence.*
- 2) *A proper name is a mono-referential name, i.e., it refers to a particular person, thing, or place.*
- 3) *It is not regularly preceded by a definite or indefinite article.*
- 4) *It is not used with limiting modifiers, like a lot of or any.*

Giving a more detailed viewpoint, Marshall (2008) categorizes proper names into eleven types including holidays, geographical areas, people and pets, books, newspapers, and magazines, companies and organizations, religious terms, places, buildings, titles, languages, brand names, possessive proper nouns. On the other hand, Davies (2003) distinguishes only two kinds: proper names which are common in different cultures and do not convey any significant meaning and meaningful proper names which have special connotations.

Within the scope of this research, the names of HEIs are institutional names which belong to the group of proper names since they possess all the traits that proper names own. For instance, “Đại học Quốc gia Hà Nội” singularly refers to a university in Vietnam with capitalized names whose meaning is reflected in the components of the name. Other elements, which is included in name of HEIs are geographical names and names of people, are also associated with the concept of proper names.

Therefore, the translation procedures for the mentioned types of proper names are merged into the discussion of names of HEIs in Vietnam in the subsequent chapters.

2. Translation of institutional names

There has been a growing number in studies regarding proper names as one of the most challenging tasks in translation process (Zarei & Norouzi, 2014). The rendering of proper names should not be taken for granted as it appears to be relatively problematic in practice which requires sophisticate decision of translators in handling the case.

Accordingly, numerous approaches of translating proper names which are universally adopted by translators have been developed by renowned translation scholars. One major factor in the decision whether to translate or not to translate a name is the readers of TL (Davies, 2003).

As for institutional names, they typically consist of components with informative content relating to the function of the institution. Newmark (1981) asserts that names of universities are related to the SL culture; thus, they may be translated if they “shine through” (if they have “transparent meaning”). The purpose of translating these names is identifying instead of describing the institution because identification is the essence of names.

Sharing the same opinion with Newmark (1981), Anderman & Rogers (1999) assume that the translation of institutional names is feasible because they contain descriptive elements which convey meanings. In the case of formal equivalence, descriptions may be utilized with a view to maintaining the identity of the institutional names. The researcher agrees with Newmark (1981) and Anderman & Rogers (1999) in terms of translating institutional names because descriptive elements possess denotative functions or messages of the institutions.

3. Translation procedures for institutional names

Translation procedures are procedures that translators employ in searching for equivalence when rendering ST to TT according to the author's purposes, possibly "the closest translation of an SL term into the TL while respecting its syntactic functions at the same time" (Newmark, 1981). A number of studies on translation procedures for proper names have been proposed such as Hervey and Higgins (1992), Hermans (1988), Pym (2004), Coillie (2006), and so forth. Among those Newmark (1988)'s model has proved its reliability and comprehensiveness in the realm of the proper name translation, containing seventeen procedures below.

(1) Literal translation

When referring to translation of institutional terms, Newmark regards literal translation as a coincident if the term in SL is "transparent" (1981). Since the ST is in "standardized" language, the translators are suggested to incorporate other procedures and must be cautious in verifying the literature of the ST.

Eg: SL: Trường Đại học Kinh tế và Luật → TL: University of Economics and Law

(2) Transference (adoption, transfer, "loan-words")

Newmark considers this to be the major procedure for proper name translation which mainly SL-oriented. Sharing the same nature with transference, Lincoln Fernandes (2006) calls it "borrowing" (i.e. reproducing or, where necessary, transliterating the original term). In cases where the readers possess no knowledge of, it is suggested that the SL transcription is accompanied by an explanation or a translator's note (Harvey, 2000:2-6).

Eg: SL: Trường Đại học Hà Nội → TL: Hanoi University

(3) Naturalization

In this translation procedure, SL term is adapted with normal pronunciation and morphology to TL language.

Eg: SL: Saint Paul Hospital → TL: Bệnh viện Xanh-pôn

(4) Cultural equivalent

In this procedure, cultural terms in SL are supposed to be replaced with their equivalents in TL; therefore, cultural correspondence level considerably influences the applicability of cultural equivalent.

Eg: SL: U.S. Secretary of State → TL: Bộ trưởng Bộ Ngoại giao Mỹ

(5) Functional equivalent

When translators encounter cultural words with no TL equivalent, they need to use a culture-free word or a new word with a view to neutralizing the word of SL.

Eg: SL: The Pentagon → TL: Trụ sở Bộ Quốc phòng Mỹ

(6) Descriptive equivalent

When translating a term of SL, translator gives a description in different words of TL to clarify the meaning of the term.

Eg: SL: Ca trù → TL: An ancient genre of chamber music featuring female vocalists, with origins in northern Vietnam.

(7) Synonymy

Since culture-specific items do not always possess corresponding one-to-one equivalent in TL, a synonymous equivalent to an SL word in a context is used to when literal translation is not possible.

(8) Through-translation

Also known as “calque” or “loan”, this procedure should be merely used when they are already recognized terms. Instead of being initiated by the translator, through-translation is mostly used in the case of international organizations with “universal words” which maybe transparent for certain languages.

Eg: SL: National Assembly → TL: Assemblée nationale (French)

(9) Shift or transposition

The use of this translation procedure involves the modification of grammatical

structure in the SL with one of the different grammar in the TL which produces the same effect with the TT

(10) Modulation

Modulation requires a change in lexical elements or viewpoints in the translation. This procedure is not popular in the translation of institutional names.

(11) Recognized translation

In administrative documents, if official translations of institutional terms are available, the translator is advised to accept those. Footnotes are requisite in case the translator disagrees with the established version.

Eg: SL: World Trade Organization → TL: Tổ chức Thương mại Thế giới

(12) Translation label

When the ST includes characteristics which particularly belong to the SL culture, translation label is applied to find an approximate equivalent or a new term, usually a collocation which should be put in inverted commas.

Eg: SL: promotion sociale → TL: “social promotion”

(13) Compensation

This procedure is employed when there is a loss of semantic or pragmatic effects in one part of sentence.

(14) Componential analysis

If the words of ST has connote more specific meanings than the TL word, and the translator needs to supply other TL components to the corresponding TL word with a view to producing a more approximate meaning.

(15) Reduction and expansion

Terms which are not significant to the TL may be neglected and excluded from the translation if it is marginal to the text and a remark of function where necessary. Substitute or additional information may be provided within the text, as a footnote or as a glossary.

(16) Paraphrase

This procedure allows supplement of detailed information to explain the meaning of a segment of a text. It is usually applied in a poorly written text with important implications that cannot be omitted.

(17) Translation couplets/ triplets

This usually a combination of transcription and another procedure such as literal translation, cultural equivalent or translation label as adherent note. Translation couplets are used when the TL terms are not of universal recognition.

Eg: SL: Hội đồng Nhân dân → TL: “Hội đồng Nhân dân” (People’s Committee)

Translation triplets are usually used for “politically colored terms” and combine three different translation procedures such as literal translation, transcription and denotation.

Eg: SL: Hồ Hoàn Kiếm → TL: Ho Hoan Kiem (Hoan Kiem Lake, "Lake of the Returned Sword")

Although the theoretical framework of Newmark (1988b) offers various different translation procedures, not all of them are applicable in the field of translation institutional names for this study. Further discussion on procedures used in current translation of names of HEIs in Vietnam is reviewed in the Findings section in this study.

IV. Types of HEIs

According to Anderson (2006), Higher Education Institutions refers to complex institutions which play an essential role to cultural life, economic condition, social relations and national identity. The demand for more prestigious institutions has been surging for the last few decades since higher education has become integrated with nations’ economic plans for future human resources.

In this section, the researcher compiles definitions of types of HEIs in articles from International School VNU, U.S. News (Narayan, 2011), Professor Tuan Nguyen

and concept of HEIs by Tran (2012) to provide background knowledge for further analysis in later chapter of this paper. The sources of these articles are presented in the References.

1. Types of HEIs in Vietnam

(1) “Đại học”

In Vietnamese, “đại học” refers to higher education institutions consisting of “trường đại học thành viên” (member colleges), “cao đẳng” (community college), academic and functional divisions, faculties, departments and scientific research institutes of different professions. This is also a high-quality human resource training center which prioritize postgraduate education (Master and Doctor of Philosophy). The nature of research should be considered preeminent principle in the entire educational organization process.

Eg: Đại học Quốc gia Hà Nội (Vietnam National University, Hanoi); Đại học Huế (Hue University)

(2) “Trường đại học”

This type of HEI is oriented towards training of human resources with bachelor degree for economic-technical application and practice. This model focuses less on research and post-graduate education than “đại học”.

Eg: Trường Đại học Xây dựng (University of Civil Engineering); Trường Đại học Ngoại thương (Foreign Trade University)

(3) “Cao đẳng”

In Vietnamese, “cao đẳng” is defined as a type of HEIs in Vietnam. These institutions provide three-year education and offer associate’s degree for graduates from secondary education. Afterwards, graduates can transfer to higher education in some four-year colleges.

Eg: Trường Cao đẳng Y tế Hà Nội (Hanoi Medical College)

(4) “Học viện”

“Học viện” in Vietnamese is a term for higher education institution emphasizing on both education and research purposes. This type of HEIs offers undergraduate as well as graduate education specialized in fundamental domains of the nation. “Học viện” commonly belongs to a ministry, concentrating on specialized education and research while “trường đại học” focuses on educating and is more occupation-oriented.

Eg: Học viện Ngoại giao Việt nam (Diplomatic Academy of Vietnam)

2. Types of HEIs in the U.S.

In the scope of this paper, the U.S. is selected as a representative for English-speaking countries because of its reputation in educational system with numerous prestigious long-established HEIs.

(1) University

University is a multidisciplinary academic and research institution postsecondary that typically offers both undergraduate and graduate degree programs with research-orientation. University consists of member colleges with a particular academic focus such as finance or technology. Public universities are some of the most sizable schools, sometimes enrolling tens of thousands of students. These schools are also highly committed to producing research by professors.

Eg: Harvard University; University of California

SCHOOL:

In the USA, “school” can refer to any institution of learning, from preschool to elementary school to middle school to college. “School” also refers to a particular program or even college as a constituent part within a parent university for education, research and scholarship award. “School” seems to hold more prestige than “college” in many higher education circles, especially in reference to professional training in faculties of Law, Medicine, or Business

Eg: School of Law - University of California

FACULTY:

Faculty in the USA refers entirely to teachers and professors, in any college, university or even high school. According to Oxford Dictionary, Faculty is a subdivision department or group of related departments in a college or university.

Eg: Faculty and Staff Directory - University of South Alabama

(2) Four-year college

Four-year College (hereafter referred to as “college”) is a postsecondary institution that typically provides four-year programs that lead to a bachelor's degree for undergraduate education, but in some cases, also graduate degrees. Number of students, departments, class size and class ratio in college are smaller compared to those of university. Some colleges, known as liberal arts colleges, give students an education in a broad range of academic areas as opposed to having them specialize early in one particular subject. These colleges can prepare you for a variety of careers or for graduate study.

Eg: Hampshire College; College of Charleston

Separately, “college” can also refer to an academic division of a university, such as College of Business.

Another type of school in the U.S. with “college” in its name is a community college. Community colleges grant two-year associate degrees that prepare you to transfer to a four-year college or university to complete a bachelor's degree. They also offer related-certificates that preparing students for a particular career. Community colleges are often an affordable option with relatively low tuition.

Eg: North Central Kansas Technical College

Because of the differences between the two education systems, there are no absolute equivalents for the term “cao đẳng” in English language. However, as described above, “cao đẳng” and “community college” bare several similarities in the characteristics of the educational level. Therefore, within the scope of this research, “cao đẳng” is excluded from the sampling.

(3) Institute/Academy

Institute

This title refers to a narrowly focused community or society, usually sharing a common goal or focus in regard to science, education, or social matters. An institute offers courses focused at professional and management development, particularly in the sciences. In some countries institutes can be part of a university or other institutions of higher education, either as a group of departments or an autonomous educational institution without a traditional university status such as a “university Institute”.

Eg: Massachusetts Institute of Technology

Academy

An academy offers courses relate to increased technical abilities. Though we see schools and colleges including the word academy in their names, the term today is being used more for establishments and settings for specialized training in a particular field, also for various associations and bodies of likeminded people such as academy of scientists, writers, or artists.

In brief, institutes teach how to manage individuals or teams doing the work and academies teach how to do the specialized functions relating to public works. While institutes are more common in the sphere of education and research, academies are used more to refer to bodies or associations of likeminded people such as academies of writers and scientist. Academy is also prominently used for armed forces and defense institutions.

Eg: Academy of Motion Picture Arts and Sciences

V. Related studies and literature gaps

Prior to the present research, there are several studies relevant to the topic, namely the following two remarkable works:

- A Study on the Equivalence between English and Vietnamese Translation of Name of Places, Organizations and Titles. Đàm Thị Thu Dung, 2005.

- A study of the Vietnamese-English translation of names of organizations including state agencies, companies and education institutions. Bùi Ánh Dương, 2009.

Both papers focus on the translations of institutional names including educational institutions. The former research concentrates on the confusion of current translation using a combination of descriptive and exploratory research. Findings show that the translation of institutional names is literal and conclude that errors in translation versions result from SL orientation. The latter paper also reviews the causes for name variables, mistakes and confusions among English-translated versions. In both studies, findings on educational institutions are limited within the problems in translating type of HEIs and random sampling of objects of the study.

In this study, the research focuses merely on the translation of names of HEIs in Vietnam by thoroughly examining their trend of translation procedures. Added to that, scope of the study is inclusive of representatives from different groups of HEIs. Thirdly, different from previous studies, this study addresses the research question from both qualitative and quantitative approach by a comparison of names of Vietnamese HEIs to the U.S. in order to finally draw out the implications from the research findings. The exhaustive elaboration for the approach of the study will be discussed in Chapter 3: Methodology.

This chapter demonstrates a conceptual framework of previous studies pertaining to translation and its equivalence. More significantly, a detailed discussion of gaps, contributions as well as theoretical background for this study, particularly the comprehensive list of HEIs, which can be considered as the foundation for the analysis of this study, is also displayed.

CHAPTER TWO: METHODOLOGY

This chapter was proposed to illustrate the methodology employed by the researcher. Critical discussion on choosing research sampling would be thoroughly presented. Moreover, data collection and analysis method would be introduced.

I. Sampling

The purposive sampling strategy is adopted in the present study. Regarding strategy, Oliver (2006) notifies that the strategy is “based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research.” Concerning purposive sampling, Sugiyono (2007) stated that purposive sampling allows the researcher to collect the data or deliberately choose the data source due to certain considerations, which fits the research objectives of the present study.

The research employs this method of sampling for the purpose of choosing typical educational institutions in the Vietnamese education system based on the following classification criteria:

- Type of selected HEIs

Vietnamese Government Decree (Decree No. 43/2000/ND-CP, dated August 30, 2000) identified four types of HEIs which are university, four-year college, institute and academy. The population of 235 institutes consists of public, private and foreign universities. In accordance with the situation presented in the statement of the research problem, this study particularly concentrates on public HEIs since private and foreign ones are independent from the operation of the Government.

Added to that, HEIs granting bachelor degree are chosen as representatives for HEIs as they are becoming increasingly dynamic in the academic integration on a global scale. HEIs which offer associate degree possibly follow the suggestions in this study to adopt their own directions in translating their institutional names.

For these reasons, representatives of type of HEIs are public university and four-year colleges, institutes and academies.

- Location of selected HEIs

The sample of HEIs is opted within five centrally-administered municipalities which are Hanoi, Ho Chi Minh City, Hai Phong, Da Nang, Can Tho, according to data in 2017 by The General Statistics Office of Vietnam. A centrally-administered city is an administrative unit under the control of the Central Government equivalent to the provincial level of Vietnam. These are large cities with developed economies, which are important areas of military, political, cultural, economic and social development for the whole country where many institutions of higher education are located. Therefore, HEIs in these cities enjoy better opportunities for academic exchange with international education.

- Major

The sample covers the institutions of almost all majors to provide a comprehensive examination on their naming practice. However, military academies and educational institutions of National Security and Defense are not involved in the sampling of the present study. The reason is that those institutions are monitored by the Ministry of Defence (Vietnam), whose structure is different from that of the U.S. because of the differences in the political systems (one-party system in Vietnam two-party system in the U.S.); thus, the analysis and comparison of institution's name require further detailed discussion on the organization of the Vietnam Ministry of Defense and the United States Department of Defense.

Although the sample does not cover all the attributes of the population, it owns the fundamental characteristics of typical tertiary education institutions. This choice of sampling method enables the researcher to guarantee the validity and reliability for the study. Based on the research findings, it is of usefulness for smaller institutions to utilize the research implications in deciding on translation procedures to apply on their institutions' names.

II. Data collection procedure

The data collection procedure was carried out according to the following flow chart (See Figure 1).



Figure 1. Data collection procedure

Three stages are followed during the data collection procedure. The researcher firstly makes a list of sample by the classification criteria described in the aforementioned Sampling section I. Subsequently, the researcher collects English names of those institutions from their official websites via internet browsers. Institutions with no published English names available on their websites are removed from the sample of this study. The source of data includes a comprehensive collection of original names and English-translated versions of HEIs in Vietnamese.

According to this criteria set, there are 5 multidisciplinary universities and their members, 55 four-year colleges, 1 institute, 17 and academies selected as the subject of this research. The collected names are stored in Appendix A – Current English translations of names of Vietnamese HEIs. This is an excel file of three sheets; each sheet contains a table with five columns namely number, Vietnamese names, current translations of name, source of data and number of HEIs as shown in three tables below

Table 1

This table consists of five groups; each group presents one multidisciplinary university with its members, including

1. Đại học Quốc gia Thành phố Hồ Chí Minh (Vietnam National University, Ho Chi Minh City) with 7 members
2. Đại học Quốc gia Hà Nội (Vietnam National University, Hanoi) with 11 members

3. Đại học Huế (Hue University) with 10 members
4. Đại học Thái Nguyên (Thai Nguyen University) with 7 members
5. Đại học Đà Nẵng (University of Da Nang) with 7 members

Table 1. Current English translations of names of universities and members

Appendix A. List of current English translations of names of Vietnamese HEIs				
Table 1. Current English translations of names of universities and members				
No	Vietnamese	English	Sources	Number of HEIs
1	Đại học Quốc gia Thành phố Hồ Chí Minh	Viet Nam National University Ho Chi Minh City	http://en.vnuhcm.edu.vn/	7
1.1	Trường Đại học Bách khoa	University of Technology	http://www.hcmut.edu.vn/en	
1.2	Trường Đại học Công nghệ Thông Tin	University of Information Technology	https://en.uit.edu.vn/introduction	
1.3	Trường Đại học Khoa học Tự nhiên	University of Science	http://web.hcmus.edu.vn/en/	
1.4	Trường Đại học Khoa học Xã hội và Nhân văn	University of Social Sciences and Humanities	http://en.hcmussh.edu.vn/	
1.5	Trường Đại học Kinh Tế và Luật	University of Economics and Law	http://en.uel.edu.vn/	
1.6	Trường Đại học Quốc tế	International University	https://www.hcmiu.edu.vn/language/en-US/Dai-hoc-Quoc-te-International-University	
1.7	Khoa Y	School of Medicine	http://www.medvnu.edu.vn/en-us/home.aspx	
2	Đại học Quốc gia Hà Nội	Vietnam National University, Hanoi	http://vnu.edu.vn/home/	11
2.1	Trường Đại học Công nghệ	VNU University of Engineering and Technology	http://e.uet.vnu.edu.vn/about-uet/	
2.2	Trường Đại học Giáo dục	VNU University of Education	http://www.education.vnu.edu.vn/	
2.3	Trường Đại học Khoa học Tự nhiên	VNU University of Science	http://hus.vnu.edu.vn/en	
2.4	Trường Đại học Khoa học Xã hội và Nhân văn	VNU University of Social Sciences and Humanities	http://ussh.vnu.edu.vn/en-US	
2.5	Trường Đại học Kinh tế	University of Economics and Business	http://ueb.edu.vn/default.aspx	
2.6	Trường Đại học Ngoại ngữ	VNU University of Languages and International Studies	http://en.ulis.vnu.edu.vn/	
2.7	Trường Đại học Việt Nhật	Vietnam Japan University	http://vju.vnu.edu.vn/en	
2.8	Khoa Luật	VNU School of Law	http://law.vnu.edu.vn/	
2.9	Khoa Quản trị và Kinh doanh	Hanoi School of Business and Management	http://www.hsb.edu.vn/index.php?lang=en	
2.10	Khoa Quốc tế	VNU International School	http://www.is.vnu.edu.vn/index.aspx	
2.11	Khoa Y Dược	VNU School of Medicine and Pharmacy	http://smp.vnu.edu.vn/	
3	Đại học Huế	Hue University	http://hueuni.edu.vn/portal/vi/	10
3.1	Trường Đại học Khoa học	University of Sciences	http://husc.hueuni.edu.vn/	
3.2	Trường Đại học Kinh tế	College of Economics	http://hce.hueuni.edu.vn/	
3.3	Trường Đại học Luật	University of Law	http://hul.hueuni.edu.vn/	
3.4	Trường Đại học Nghệ thuật	College of Arts	http://hufa.hueuni.edu.vn/	
3.5	Trường Đại học Ngoại ngữ	University of Foreign Languages	http://hucfl.hueuni.edu.vn/	
3.6	Trường Đại học Nông lâm	University of Agriculture and Forestry	http://huaf.hueuni.edu.vn/	
3.7	Trường Đại học Sư phạm	University of Education	http://dhsphue.hueuni.edu.vn/	
3.8	Trường Đại học Y Dược	University of Medicine and Pharmacy	http://huemed.hueuni.edu.vn/	
3.9	Khoa Du lịch	School of Hospitality and Tourism	http://hat.hueuni.edu.vn/en/	
3.10	Khoa Giáo dục thể chất	Faculty of Physical Education	http://khoaagtc.hueuni.edu.vn/index.php/vi	
4	Đại học Thái Nguyên	Thai Nguyen University	http://en.tnu.edu.vn/	7
4.1	Trường Đại học Công nghệ Thông tin và Truyền thông	University of Information and Communication Technology	http://en.ictu.edu.vn/	
4.2	Trường Đại học Khoa học	University of Sciences	http://en.tnus.edu.vn/	
4.3	Trường Đại học Kinh tế và Quản trị Kinh doanh	University of Economics and Business Administration	http://en.tueba.edu.vn/	
4.4	Trường Đại học Kỹ thuật Công nghiệp	University of Technology	http://en.tnut.edu.vn/	
4.5	Trường Đại học Nông lâm	University of Agriculture and Forestry	http://tuaf.edu.vn/en-US	
4.6	Trường Đại học Sư phạm	University of Education	http://dhsptn.edu.vn/	
4.7	Trường Đại học Y Dược	University of Medicine and Pharmacy	http://en.tump.edu.vn/	
5	Đại học Đà Nẵng	The University of Danang	http://www.udn.vn/english	7
5.1	Trường Đại học Bách Khoa	University of Science and Technology	http://dut.udn.vn/en	
5.2	Trường Đại học Kinh tế	University of Economics	http://due.udn.vn/en-us	
5.3	Trường Đại học Ngoại ngữ	University of Foreign Language Studies	http://www.cfl.udn.vn/	
5.4	Trường Đại học Sư phạm	University of Education	http://en.ued.udn.vn/	
5.5	Trường Đại học Sư phạm Kỹ thuật	University of Technology and Education	http://ute.udn.vn/default.aspx	
5.6	Khoa Đào tạo Quốc tế	School of International Education	http://ts.sie.udn.vn/	
5.7	Khoa Y Dược	School of Medicine and Pharmacy	http://smp.udn.vn/	

In total, there are 5 multidisciplinary universities and 42 member institutions.

Table 2

This table consists of three groups; two groups present two largest centrally-administered municipalities Hanoi and Ho Chi Minh City, one group presents three other municipalities Hai Phong, Da Nang and Can Tho.

Table 2. Current English translations of names of four-year colleges

Appendix A. List of current English translations of names of Vietnamese HEIs				
Table 2. Current English translations of names of four-year colleges				
No	Vietnamese	English	Sources	Number of HEIs
1	Hanoi			32
1.1	Trường Đại học Bách Khoa Hà Nội	Hanoi University of Science and Technology	https://www.hust.edu.vn/	
1.2	Trường Đại học Công Đoàn	Trade Union University	http://www.dhcd.edu.vn/	
1.3	Trường Đại học Công Nghiệp Hà Nội	Hanoi University of Industry	https://www.hau.edu.vn/vn	
1.4	Trường Đại học Công nghiệp Việt Hung	Viet Nam - Hungary Industrial University	http://viu.edu.vn/	
1.5	Trường Đại học Điện lực	Electric Power University	http://epu.edu.vn/en/	
1.6	Trường Đại học Dược Hà Nội	Hanoi University of Pharmacy	http://www.hup.edu.vn/en/Pages/Home.aspx	
1.7	Trường Đại học Giao thông Vận tải	University of Transport and Communications	http://www.utc.edu.vn/	
1.8	Trường Đại học Hà Nội	Hanoi University	http://www.hanu.vn/vn/	
1.9	Trường Đại học Hàng hải	Vietnam Maritime University	http://www.vimaru.edu.vn/	
1.10	Trường Đại học Khoa học và Công nghệ Hà Nội	University of Science and Technology of Hanoi	https://www.usth.edu.vn/en/	
1.11	Trường Đại học Kiến trúc Hà Nội	Hanoi Architectural University	http://www.hau.edu.vn/	
1.12	Trường Đại học Kinh tế Quốc dân	National Economics University	https://www.neu.edu.vn/	
1.13	Trường Đại học Lâm nghiệp	Vietnam National University of Forestry	http://vnuf.edu.vn/gioi-thieu	
1.14	Trường Đại học Lao động - Xã hội	University of Labour and Social Affairs	http://ulsa.edu.vn/	
1.15	Trường Đại học Luật Hà Nội	Hanoi Law University	http://hlu.edu.vn/	
1.16	Trường Đại học Mỏ - Địa chất	Hanoi University of Mining and Geology	http://hung.edu.vn/Pages/home.aspx	
1.17	Trường Đại học Mỹ thuật Công nghiệp	University of Industrial Fine Art	http://mythuatacongnghep.edu.vn/	
1.18	Trường Đại học Ngoại Thương Hà Nội	Hanoi Foreign Trade University	http://www.ftu.edu.vn/	
1.19	Trường Đại học Nội vụ Hà Nội	Hanoi University of Home Affairs	http://truongnoivuv.edu.vn/	
1.20	Trường Đại học Sư Phạm Hà Nội	Hanoi National University of Education	http://hnue.edu.vn/	
1.21	Trường Đại học Sư Phạm Hà Nội 2	Hanoi Pedagogical University	http://www.hpu2.edu.vn/	
1.22	Trường Đại học Sư phạm Nghệ thuật Trung ương Hà Nội	National University of Art Education	http://www.spntw.edu.vn/	
1.23	Trường Đại học Tài chính Kế toán	University of Finance and Accountancy	http://tckt.edu.vn/	
1.24	Trường Đại học Tài nguyên và Môi trường Hà Nội	Hanoi University of Natural Resources and Environment	http://hunre.edu.vn/hre/trang-chu	
1.25	Trường Đại học Thủ đô Hà Nội	Hanoi Metropolitan University	https://daihocthudo.edu.vn/en/home	
1.26	Trường Đại học Thương mại	Thuongmai University	https://tmu.edu.vn/en/	
1.27	Trường Đại học Thủy lợi	Thuyloi University	http://en.tlu.edu.vn/	
1.28	Trường Đại học văn hóa Hà Nội	Ha Noi University of Culture	http://huc.edu.vn/	
1.29	Trường Đại học Xây Dựng	National University of Civil Engineering	http://nuce.edu.vn/	
1.30	Trường Đại học Y Hà Nội	Hanoi Medical University	http://www.hmu.edu.vn/	
1.31	Trường Đại học Y tế Công cộng	Hanoi University of Public Health	http://www.huph.edu.vn/	
1.32	Viện Đại học Mở Hà Nội	Hanoi Open University	https://www.hou.edu.vn/	

2	Ho Chi Minh City			18
2.1	Trường Đại học Công nghiệp TP.HCM	Industrial University of Ho Chi Minh City	http://www.hui.edu.vn/en	
2.2	Trường Đại học Giao Thông Vận Tải TP.HCM	Ho Chi Minh City University of Transportation	https://ut.edu.vn/	
2.3	Trường Đại học Kiến trúc TP.HCM	University of Architecture Ho Chi Minh City	http://www.uah.edu.vn/	
2.4	Trường Đại học Kinh tế TP.HCM	University of Economics Ho Chi Minh City	http://www.uieh.edu.vn/	
2.5	Trường Đại học Luật TP.HCM	Ho Chi Minh University of Law	http://www.hcmulaw.edu.vn/	
2.6	Trường Đại học Mở TP.HCM	Open University Ho Chi Minh City	http://oude.edu.vn/	
2.7	Trường Đại học Ngân hàng TP.HCM	Banking University Ho Chi Minh City	http://buh.edu.vn/	
2.8	Trường Đại học Nông lâm TP.HCM	Nong Lam University - Ho Chi Minh City	http://en.hcmuaf.edu.vn/	
2.9	Trường Đại học Sài Gòn	Saigon University	https://sgu.edu.vn/?lang=en	
2.10	Trường Đại học Sư phạm Kỹ thuật TP.HCM	HCMC University of Technology and Education	https://hcmute.edu.vn/	
2.11	Trường Đại học Sư phạm TDTT TP. HCM	Ho Chi Minh City University of Physical Education and Sport	http://www.upes.edu.vn/	
2.12	Trường Đại học Tài chính - Marketing	University of Finance - Marketing	http://ufm.edu.vn/	
2.13	Trường Đại học Thể dục Thể thao TP.HCM	Hochiminh City University of Sport	http://ush.edu.vn/	
2.14	Trường Đại học Tôn Đức Thắng	Ton Duc Thang University	http://www.tdtu.edu.vn/en	
2.15	Trường Đại học Văn hóa TP.HCM	Ho Chi Minh City University of Culture	http://www.hcmuc.edu.vn/	
2.16	Trường Đại học Việt Đức	Vietnamese - German University	http://www.vgu.edu.vn/en	
2.17	Trường Đại học Y Dược TP.HCM	University of Medicine and Pharmacy at Ho Chi Minh City	http://www.yds.edu.vn/yds2/?menu=448	
2.18	Trường Đại học Y Khoa Phạm Ngọc Thạch	Pham Ngoc Thach University of Medical	https://www.pnt.edu.vn/en	
3	Other cities			5
3.1	Đại học Cần Thơ	Can Tho University	https://www.ctu.edu.vn/en/	
3.2	Trường Đại học Y dược Hải Phòng	Hai Phong University of Medicine and Pharmacy	http://hpmu.edu.vn/hpmu/	
3.3	Trường Đại học Hải Phòng	Haiphong University	http://dhp.edu.vn/en/home/	
3.4	Trường Đại học Kỹ thuật Y - Dược Đà Nẵng	Da Nang University of Medical Technology and Pharmacy	http://dhktyduocdn.edu.vn/	
3.5	Trường đại học Thể Dục Thể Thao Đà Nẵng	Danang Sport University	http://www.upes3.edu.vn/	

After data collection procedure, the researcher has chosen 32 representatives in Hanoi, 18 in HCMC and 5 in other cities.

Table 3. Current English translations of names of institutes and academies

Appendix A. List of current English translations of names of Vietnamese HEIs				
Table 3. Current English translations of names of institutes and academies				
No	Vietnamese	English	Sources	Number of HEIs
1	Institutes			1
1.1	Học viện Công nghệ Bưu chính Viễn thông	Posts and Telecommunications Institute of Technology	http://portal.ptit.edu.vn/eng/	
2	Academies			17
2.1	Đại học Sân Khấu Điện Ảnh Hà Nội	Hanoi Academy of Theatre and Cinema	http://skda.edu.vn/gioi-thieu/lich-su/	
2.2	Học viện Báo chí và Tuyên truyền	Academy of Journalism and Communication	http://ajc.edu.vn/	
2.3	Học viện Chính sách và Phát triển	Academy of Policy and Development	http://e.apd.edu.vn/	
2.4	Học viện Chính trị Quốc gia Hồ Chí Minh	Ho Chi Minh National Academy of Politics	http://english.hcma.vn/	
2.5	Học viện Hàng không Việt Nam	Vietnam Aviation Academy	http://vaa.edu.vn/en	
2.6	Học viện Hành chính Quốc gia	National Academy of Public Administration	http://www1.napa.vn/	
2.7	Học viện Khoa học Công nghệ Việt Nam	Graduate University of Science and Technology	http://gust.edu.vn/vn	
2.8	Học viện Khoa học Xã hội Việt Nam	Graduate Academy of Social Sciences	http://gass.edu.vn/	
2.9	Học viện Kỹ thuật mật mã	Academy of Cryptography Techniques	http://actvn.edu.vn/	
2.10	Học viện Ngân hàng	Banking Academy	http://www.hvnh.edu.vn/hvnh/vi/home.html	
2.11	Học viện Ngoại giao Việt Nam	Diplomatic Academy of Vietnam	https://www.dav.edu.vn/en/	
2.12	Học viện Nông nghiệp Việt Nam	Vietnam National University of Agriculture	http://www.mua.edu.vn/	
2.13	Học viện Phụ nữ Việt Nam	Vietnam's Women Academy	http://www.hvnpvn.edu.vn/	
2.14	Học viện Quản lý Giáo dục	National Academy of Education Management	http://www.niem.edu.vn/	
2.15	Học viện Tài chính	Academy of Finance	https://www.hvfc.edu.vn/	
2.16	Học viện Thanh thiếu niên Việt Nam	Vietnam Youth Academy	http://yya.edu.vn/	
2.17	Học viện Y dược học cổ truyền Việt Nam	Viet Nam University of Traditional Medicine	http://vutm.edu.vn/	

This table consists of three groups; each group relatively presents institute and academy.

After the researcher classifies the names of these institutions in alphabetical order, an exhaustive list of names of HEIs is synthesized in Appendix A. The process of categorization of the names is thereafter followed by the analysis of their translations.

III. Data analysis method

The researcher determines to address the research question from both quantitative and qualitative methods. According to Creswell (2009), quantitative research examines a phenomenon using statistics which is analyzed by mathematics-related method while qualitative research bases its ground on the analysis of textual or visual documents and materials. Therefore, an employment of quantitative and qualitative approach is adopted in this study to produce sufficient outcomes.

In order to address the research question for the identification of translation procedures for names of HEIs in Vietnam, the researcher employs both qualitative and quantitative methods to develop logical description and interpretation of the data. Based on the scrutiny of the data collected from the sample, original names are structured into meaningful units, whose translation procedures are analyzed individually. Qualitative method is applied to discuss typical examples in-depth; then similar approach is adopted to generate a comprehensive table of translation procedures of the entire sample.

Thereafter, the analysis of the material depicts a more exhaustive understanding of translation procedures for elements of proper nouns through quantitative method. After systematical analysis of source data, numerical synthesis is conducted to generate final statistics indicating distribution of translation procedures for objectives of the study. The quantitative approach provides general picture of the distribution and frequency of translation procedures for HEI names.

Last but not least, qualitative approach is utilized another time to elaborate explanation of the translation distribution and critical discussion of the implications from the collected data. The statistical method provides supplement and extension of viewpoint for the qualitative analysis.

All in all, this chapter presents justifications of the researcher for the purposive sampling, data collection procedure with three primary stages and data analysis method that this paper employed.

CHAPTER THREE: FINDINGS AND DISCUSSION

This chapter aims at presenting the research findings and the discussion on findings to answer research question. Therefore, this section is devoted to two primary issues, namely Translation procedures for translating names of Vietnamese HEIs and Implications drawn from the research findings.

I. Translation procedures for names of Vietnamese HEIs

This section aims to seek the answer for the research question: “What translation procedures are currently used in translating names of higher education institutes of Vietnam into English?”

Through observation of the collected data, the researcher attributes original names of Vietnamese HEIs to the name structure in Figure 2:



Figure 2. Structure of original names of Vietnamese HEIs

Commonly, a Vietnamese name of HEI is comprised of two components, at the first place is **Type of HEI** followed by one or more **Descriptive element(s)**. Three primary descriptive elements are **Field of Science**, **Name of a Place** and **Name of a Person**. In accordance with Vogel (2008), **Field of Science** includes common nouns and adjectives (Eg: Architectural, Technology, etc.). On the other hand, **Name of a Place** (geographical name) and **Name of a Person** (person’s name) are proper name, indicating singular references. The examples of names of HEIs in Vietnam divided in the aforementioned pattern are presented in Table 4.

Table 4. Examples of names of HEIs in Vietnam

Type of HEI	Descriptive elements		
	Field of Science	Name of a Place	Name of a Person
Trường đại học	Công nghệ Thông tin	-	-
Học viện	Ngoại giao	Việt Nam	-
Trường đại học	-	-	Tôn Đức Thắng
Trường đại học	Y Khoa		Phạm Ngọc Thạch
Đại học		Huế	

Among 122 collected names, there are 110 names of HEIs with descriptive elements including common nouns and adjectives of Field of Science. In contrast, the minority of 12 institutions possess contain only proper names as demonstration of Name of a place and Name of a person. Statistics is shown in Table 5 below.

Table 5. HEIs with Descriptive elements in Original Names

HEIs	With Field of Science	Without Field of Science (only Name of a place/person)
1. Universities	0	5
2. Members of Universities	41	1
3. Four-year college	49	6
4. Institutes and Academies	18	0
120	108	12

Based on the ground of this structure, the translation of names of HEIs of Vietnam into English is analyzed by examining the translation of separate units of a name including **type of HEI** and **descriptive elements**. The translation of **descriptive elements** is subdivided into two categories: **field of science and name of a place/person**. Translation procedures for these components are discussed in detailed in the following sections.

1. Translation procedures for Type of HEI

Type of HEI contributes to the classification of name of institutions since it includes common noun to describe the categories of the HEI. On the grounds that **type of HEI** is characterized by its descriptiveness, literal translation is adopted to render all items in this name unit.

Following literal translation, the SL terms are converted into their closest equivalents in TL based on their characteristics of transparency and standardization. In condition that the translator succeeds to present an institutional name in TL which faithfully conveys meanings and effects of the name for readers of TL, this can be considered a demonstration of the concept of equivalence, for example, “university” is equivalent to “đại học”, “academy” is equivalent to “học viện”.

As reviewed in the literature, a problem for the translation of type of HEI lies in the option of accurate equivalents for literal translation. However, there rarely are exact equivalents (Nida, 1964) as the notion of institutions is partially corresponding. According to Nida, the concept of formal equivalence requires the translator to guarantee both form and content of the original terms. This viewpoint leads to the fundamental criterion for English version of names of HEI naming accuracy. In order to achieve accuracy in translation of institutional names, it is essential that translators resort to an apparently defined type of institution by a standard term.

In certain cases, Kade (cited in Pym 2010) believes the translation involves a decision process for directions when translators have to opt between substitutes which is called one-to-several equivalent. For instance, the term “khoa” in Vietnamese can be rendered as “school”, “faculty” or “department” based on the specific terms of different institutions. Thus, absolute equivalence in this language pair appears to be impractical along the lines of Baker (1992) and Newmark (1988)’s idea in Chapter 2 Part III. Having said that, proximate equivalent can be utilized for the translation of the text due to the level of similarity between terms of two languages.

On the other hand, according to Nida, the concept of dynamic equivalence concentrates on the semantic effect that TT generates to guarantee the readability for

readers of TL. This translation orientation inclines towards readership’s linguistic level in order that the content is effectively comprehensible to the reader. Nevertheless, target readers of translation of names of HEI vary over wide range. Regarding the translation of names of HEIs, the readership can be categorized into two groups based on the scope of the translation for practical use: worldwide and nationwide. For worldwide readers of TL, English names of HEIs represent the international prestige that the institutions possess through different instruments such as university rankings or articles in scientific journal. For nationwide readers of TL, the English versions appear mostly in documents for administrative formalities, academic research or occupation purposes.

Obviously, readers of TL exert profound influence on the term choice of HEI type in literal translation. However, the target reader of HEI name translation remains undefined, causing confusion in decision of terminologies, especially in the translation of “đại học” and “trường đại học”. In Table 6 which presents Equivalent effects of term choice in Literal translation for Type of HEI, all “đại học” are translated as “university”, giving functional equivalence. With regards to the translation of 88 “trường đại học”, a majority of 86 HEI type are translated with the label “university”, constituting for nearly 98% for dynamic equivalence. On the other hand, only two institutions adopt the title “college” in their English names, which are “College of Economics” and “College of Arts” as members of Hue University.

HEIs	Functional equivalence	Dynamic equivalence
Đại học	5 (100%)	-
Trường đại học	2 (2.3%)	86 (97.7%)
Học viện	18 (100%)	-
Khoa	8 (100%)	-
Total: 120	34 (29.4%)	86 (71.6%)

Remarkably, it can be seen that the literal translation of “trường đại học” to “university” utilizes dynamic equivalence whereas other translations adopts functional equivalence. This dominant trend of dynamic equivalence reflects the purposive effect that these HEIs pursue to achieve more significant reputation. The phenomenon derives from the Vietnamese common notion that the term “university” enjoys higher level of prestige than “college”. Noticeably, two rare institutions having their names referring to the latter term are “Trường Đại học Kinh tế” (College of Economics) and “Trường Đại học Nghệ thuật” (College of Arts), members of Hue University. The other six “trường đại học” in this university are faithful in choosing dynamic equivalence for their translation, which reflects the inconsistency in name translation of HEIs in one distinctive university.

For the translation of “khoa”, another type of member institution in multidisciplinary university, 7 over 8 units are translated as “school”; only one case of “Faculty of Physical Education” in Hue University refers to the term “faculty” based on the function of this division. Regarding the translation of “học viện”, 17 institutions have the term translated as “academy”, “Học viện Công nghệ Bưu chính Viễn thông” is specially rendered using title “Institute of Technology”. Despite the use of different terminology in Vietnamese type of HEI, these translations of member institutions, institute and academies achieve functional equivalence because these terms are literally translated with accurate form and content.

In general, type of equivalence substantially affects the outcomes of literal translation because readerships of the SL and TL maintain different viewpoints in of **type of HEI**. From the research findings, it can be clearly seen that this decision is contingent upon individual institutions considering their own objectives and target audience. Currently, the preference of dynamic equivalence concentrates mostly on the translation of “trường đại học” as “university”, while the translation of other HEI types favors functional equivalence. This inclination results in the lack of uniformity in literal translation of **type of HEI**.

2. Translation procedures for Descriptive elements

A decisive feature determining the specialization of HEIs is descriptive element so the translation is perplexed due to the aim of expressing the identity of such establishments. Through the researcher's observation of Table 1 and Table 4, Vietnamese names of institutions are generally more descriptive and structural than English ones; the former frequently include geographical or personal proper names while there are mostly proper nouns in the latter. Accordingly, different translation procedures are employed for translating each element of this segment. Referring to Diagram 1, the translation of **descriptive elements** is divided into two parts: translation procedures for **Field of science** and for **Name of a place/person**

2.1. Translation procedures for Field of science

In terms of **Field of science**, four major translation procedures are adopted, namely literal translation, functional equivalent, reduction of information, and transference. Statistics of translation procedures for **field of science** is presented in Table 7.

Translation procedures	Number of cases
Literal translation	93
Functional Equivalent	9
Reduction of Information	3
Transference	3
Total	108

(1) Literal translation

According to Davies (2003:75), if “a name contains clearly recognizable descriptive elements, translators often opt to preserve the descriptive meaning of a name rather than its form, and use a literal translation”, thus the TT can yield direct demonstrations of the ST. By this procedure, original names of HEIs are translated faithfully to generate an English version which conveys precise meaning and follows

TL grammatical structures. The vocabulary chosen for translation usually are closest equivalents creating denotative effect of the ST.

Eg:

1. SL: Trường Đại học Luật Hà Nội

TL: Hanoi Law University

2. SL: Trường Đại học Y Hà Nội

TL: Hanoi Medical University

This is the most significant procedure being adopted by a dramatically large number of 93 over 108 institutions, accounting for 86% of the whole sample.

(2) Functional equivalent

When functional equivalent is applicable in translation of institutional names, culture-free words are utilized to demonstrate the function of the institutions in TL. Although this procedure is used on a regular basis “when a SL technical word has no TL equivalent”, it is still applied in several translations of names of Vietnamese HEIs with common terms in order to indicate the operational function and responsibility of the establishment.

Eg:

1. SL: Trường Đại học Bách khoa

TL: University of Science and Technology

2. SL: Trường Đại học Ngoại Ngữ

TL: University of Languages and International Studies

Following literal translation, functional equivalent comes as the second most popular procedure despite being employed by only 9 institutions, comprising 8% of total number of translations.

(3) Reduction of Information

Following this procedure, demonstrative information is reduced in the TT after translation process. Some words considered marginal to the ST are neglected in the TT for certain purposes such as shortening the translations for more concise

acronyms. However, this procedure may undermine the particular identification of the institutional names as a proper name which requires singular reference.

Eg:

1. SL: Trường Đại học Khoa học Tự nhiên

TL: University of Science

2. SL: Trường Đại học Kỹ thuật Công nghiệp

TL: University of Technology

Reduction of Information is a less preferable translation procedure because of the limitations this procedure poses, chosen by 3 of total representative institutions.

(4) Transcription

As presented in the analysis of name structure, **Field of science** is a descriptive element which contains common nouns and adjectives; consequently, names of HEIs constructed with this component are rendered through literal translation procedure. Nonetheless, some HEIs employ transcription as translation procedure of their names for a certain particular purposes by word transference. Since **Field of science** refer to non-cultural terms with informative content of function of the institution, transference of these terms results in “loan words” in TL which sounds foreign to both languages.

Newmark (1981:73) agrees with this procedure as name of HEI is related to the SL culture. He also supports the idea because “the purpose of these names is to identify rather than describe the firm or institution”. Thus, in these cases, a culture-neutral term becomes a proper name representing a specific entity.

Eg:

1. ST: Trường Đại học Thủy lợi

TT: Thuyloi University

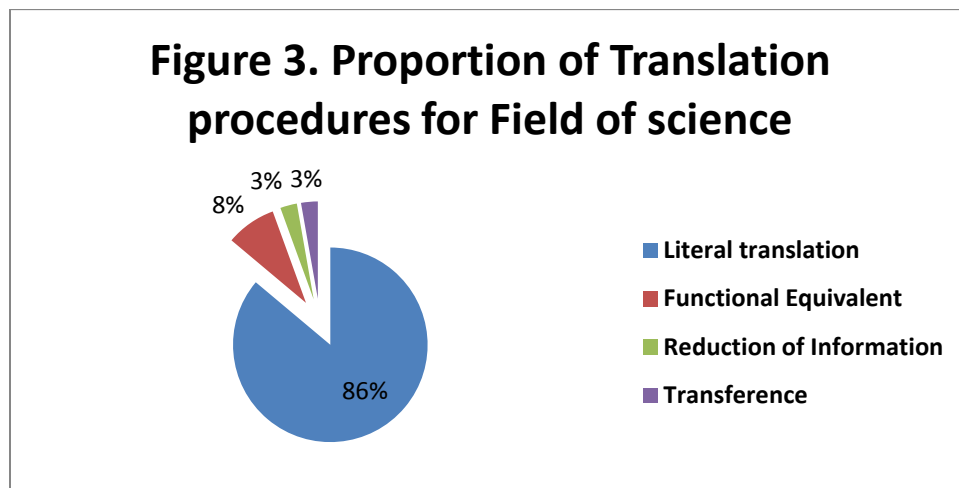
2. ST: Trường Đại học Nông lâm Thành phố Hồ Chí Minh

TT: Nong Lam University - Ho Chi Minh City

Similar to the reduction of information, this procedure shares equal proportion of translation cases, making up for only 3% of the trend.

From data analysis, merely four translation procedures were found in being applied to the English translation of names of HEIs in Vietnam. Only examples of analysis are presented to demonstrate the applied procedures; the remaining data is fully presented in the table of the findings in Appendix B.

Figure 3 shows the proportion for the use of translation procedures in translating **Field of science**. Among 108 names tagged with **Field of science**, 93 cases apply Literal Translation, constituting 86% of total. This is the most dominant procedure of translation for names of HEIs in Vietnam since **Field of science** as a descriptive element is demonstrative and denotative. The other three translation procedures are of less preference; however, statistics still reflects the translation orientation that Vietnamese HEIs follow as 8% for Functional equivalent, 3% for each of the rest.



While Literal translation requires the use of formal equivalent in translating common terms to maintain semantic accuracy of TT, both Functional equivalent and Reduction of Information utilize dynamic equivalent to generate the purposive effects that institutions anticipate to pose on readers of TL. What is more, although

Transference only accounts for 3% of the distribution but this preference realizes the demand of some individual institutions for branding recognition.

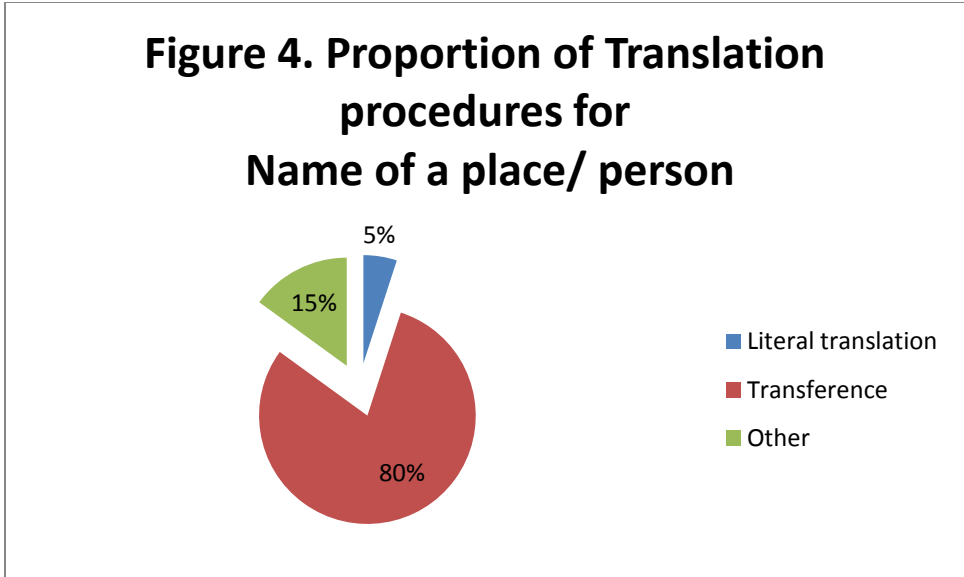
Overall, it seems reasonable to conclude that literal translation has reached its peak in translating **Field of science** while other procedures only constitute a small proportion. Nonetheless, English translation of names of Vietnamese HEIs remains inconsistent, which incidentally causes significant confusion for the readers of TL.

2.2. Translation procedures for Name of a place/person

Name of a place (geographical name) and **Name of a person** (proper name) can be considered to possess non-equivalence, which belongs to the encyclopaedia, not the dictionary, which means it has no meaning or connotations (Newmark, 1981). As can be seen in Appendix D, three prevailing translation procedures for these proper names are literal translation, transference and reduction. Table 8 displays statistics on the preference of translation procedures.

Table 8. Translation procedures for Name of a place/ person	
Translation procedures	Number of cases
Literal translation	3
Transference	48
Other	9
Total	60

Overall, there are 60 tags of Name of a place and a person, in which 48 cases adopt transference as translation procedure. This preference accounts for 80% of total, meanwhile literal translation makes up a proportion of 5% in the trend. HEIs translation with other procedures accounts for 15%. The distribution of translation procedures for Name of a place/ person is demonstrated in Figure 4.



Name of a place in the field of institutional translation of this study includes names of countries, regions and cities. It is suggested that translators check in the up-to-date atlas for confirmation of reliability. In terms of names of cities, all are transferred or transcribed to TL; in other words, the names are preserved in the TT. In the transference process, several variations may occur to adapt with the standard form of TL such as space variation or capitalization variation, leading to phenomenon of modification in form of words. For instance:

Table 9. Form variations in name translations

Name of a place	Translations	Name of a place	Translations
Hà Nội	Hanoi Ha Noi	Hải Phòng	Haiphong Hai Phong
TP. Hồ Chí Minh	Hochiminh City Ho Chi Minh City	Đà Nẵng	Danang Da Nang
Sài Gòn	Saigon	Thái Nguyên	Thai Nguyen
Huế	Hue		

In the collected data, 9 HEIs have justifications in their name translations into English. These adjustments include reduction (Eg: Học viện Khoa học Xã hội Việt Nam → Graduate Academy of Social Sciences), expansion (Eg: Trường Đại học Xây Dựng → National University of Civil Engineering).

Names of countries are normally rendered using literal translation, for example:

1. ST: Trường Đại học Việt Đức

TT: Vietnamese - German University

2. ST: Trường Đại học Việt Nhật

TT: Vietnam Japan University

Generally, the word “Việt Nam” is transferred into English as both “Vietnam” and “Viet Nam”; however, in the case of “Trường Đại học Việt Đức”, “Việt” in “Việt Nam” is literally translated into “Vietnamese”, creating parallel in sounding effect with “German”.

Name structure including **Name of a person** is not popular in Vietnam: there are merely three HEIs with this tag. Consistently, all proper names of people are transferred into English. Newmark (1988) believes that they should be transferred to the TT if the names have no connotations in ST. People recognized in names of HEIs in Vietnam are usually historical figures; therefore, transference can guarantee the preservation of nationality for the name.

Eg:

ST: Trường Đại học Y Khoa Phạm Ngọc Thạch

TT: Phạm Ngọc Thạch University of Medical

In terms translating proper names such as name of a place or a person, there are three frequent procedures namely literal translation, reduction and the most preferable transference. However, due to significant variations in forms of TT, the problem of inconsistency in translation poses several problems for the comprehensibility of the

translated version. Further discussion on this issue is presented in the implications from the research findings.

II. Implications from the research findings

This section aims to draw out the implications from the findings of translation procedures for names of HEIs in Vietnam based on qualitative analysis approach.

1. Name structure of HEI

In order for the names of Vietnamese HEIs to be internationally recognized and acknowledged, it is of great significance to guarantee grammatical and semantic precision as well as familiar sounding effect to native English speakers. This criterion may encounter one obstacle that the translated versions exert foreign effect to readers of TL due to the difference in constituent elements of name pattern.

Ovcharova (2009) from University of Forestry, Sofia, Bulgaria has compiled a table of common patterns of university names in the UK and the USA in his study on “Translating the names of Bulgarian Universities in English” in Table 10.

In Table 10, it can be obviously seen that most patterns of HEI names in the U.S. and the U.K. contain type of HEI and proper name such as city names or/and saints’ names as pre-modifiers or post-modifier. Typical patterns of name are Proper noun + Type of HEI (Eg: Harvard University) or Type of HEI + “of” + Name of a Place (Eg: University of Chicago). Conversely, only a small minority of institutions has their names post-modified with common nouns or adjectives denoting Field of Science, accompanied by city names in a pre-modified position, as in (Name of a Place/ Person) + Type of HEI + “of” + Field of Science (Eg: California Institute of Technology).

Table 10. Common patterns of university names in the UK and the USA

<i>University Name</i>	<i>Note on the Pattern</i>	<i>Article Use</i>
(1) University of Cambridge (2) University of Chicago (3) University of St Andrew's (4) College of St Elizabeth (5) University of the Arts	A very common pattern in which the headword i.e. university is postmodified by a name of a city. Examples (3), (4) and (5) show a much less common variant with postmodifiers of saints' names or of other types /cf examples (10), (11) and (12)/.	definite article (because of the postmodifying prepositional phrase)
(6) University of California, Berkeley (7) University of California, Santa Barbara (8) University of Texas at Austin (9) University of Texas at Arligton	This pattern is similar to the one in the above examples and is used for universities with several campuses. The location of the campus is shown after a comma or with a prepositional phrase. The campus name may be droppable.	definite article
(10) Massachusetts Institute of Technology (11) California Institute of Technology (12) London College of Communication	Postmodifiers other than city names are common when the city names are in a pre-modifying position. These are always part of the university abbreviation.	definite article
(13) Brunel University (14) Harvard University (15) Yale University (16) St John's University (17) St George's, University of London	A very common pattern in which the headword i.e. university is premodified by a proper name. Examples (16) and (17) show a variant with saints' names. In example (17) the comma indicates that St George's School is part of the University of London.	∅ article
(18) University College London (19) University College Dublin	A pattern with a city name in a non-prepositional post-modifier. The city name is included in the abbreviation of the respective name.	∅ article
(20) Washington University in Saint Louis	A rare pattern with a city name in a post-modifying position with an in-phrase. The city name is included in the abbreviation of the university name.	∅ article

In contrast, original name structure of Vietnamese HEIs is dissimilar from names of HEIs in the U.S. because of the descriptive elements which determine the mono-reference of proper names. As can be observed in Appendix A, most Vietnamese HEI names consist of denotative nouns and adjectives as **Field of Science** like the aforementioned minority group in countries of comparison. The presence of proper nouns such as **Name of a Place** or **Name of a Person** alone in name demonstration present in sparse population (12 institutions). The translation of these HEIs has employed the mainstream pattern of word order with proper names as both pre-modifier and post-modifier as below.

1. ST: Trường Đại học Sài Gòn

TT: Saigon University

2. ST: Đại học Đà Nẵng

TT: The University of Danang

From the collected data in Appendix A, 7 names of HEI possess city names as the only modifier meanwhile there is only one case of the University of Danang employing the structure **Type of HEI + “of” + Name of a Place**. The other six follows the name structure **Proper noun + Type of HEI**, similar to Harvard University or Yale University.

However, the most popular pattern is **(Name of a Place/ Person) + Type of HEI + “of” + Field of Science** with the combination of proper nouns in name. These two examples illustrate the justification of the ST to produce sense of common in TL in terms of element arrangement in name pattern.

1. ST: Trường Đại học văn hóa Hà Nội

TT: Ha Noi University of Culture

2. ST: Trường Đại học Y Khoa Pham Ngoc Thach

TT: Pham Ngoc Thach University of Medical

It is obvious that in SL, a proper name included in an institutional name as a post-modifier; nevertheless, it is relocated in the first position to adapt with TL.

All in all, the difference in the prevalent components of original names of HEIs leads to the difference between translations of names of Vietnamese HEIs and names of HEIs in the U.S. However, translators preferably attempt to produce TT with the most comprehensibility to readers of TL.

2. Concept of HEI type

The difference in concept of HEI type also poses difficulties in the translation of **Type of HEI**, which remains inconsistent due to independent naming decision by individual institutions.

First and foremost, there is a difference between the perception of “university” and “college” status for Vietnamese and English native speakers. Based on definitions of types of HEI in the language pair, “university” is the closest equivalent to “đại học”

in Vietnamese whereas the term “four-year college” shares the same principles of education organization and certificate with “trường đại học”. However, the conception of “four-year college” appears to be foreign to Vietnamese who has developed the deep-rooted notion to translate the term “college” as “trường cao đẳng” which offer a less prestigious degree. Taking the case of Hue University as an example, both member institutions enjoy equality in their status; however, their translations of Type of HEI are different in the use of equivalent.

1. ST: Trường Đại học Kinh tế - Đại học Huế

TT: College of Economics – Hue University

2. ST: Trường Đại học Nông lâm - Đại học Huế

TT: University of Agriculture and Forestry – Hue University

Obviously, reputation related directly with the brand “university” in Vietnamese increases the translation tendency of the term “trường đại học”, making up for 98% of the preference of translating HEI type.

However, in accordance with common perception of college on a global scale, an independent four-year college or a constituent part of a university also enjoys equal status with university at undergraduate level. In the U.S., universities do not entitle “university” to their members because of the fact that they enjoy total different organizational status. Instead, affiliated academic institutions which constitute a university can be translated as college, school, department, faculty or division based upon their structures and functions. Almost all multidisciplinary universities in Vietnam employ this equivalence in translation for the translation of types of HEI for their member units. Nonetheless, the problem is that the system of a university including other affiliated universities appears unfamiliar to the global education. For instance, Harvard College, granting prestigious bachelor degree for undergraduate level, is a constituent part of Harvard University. The University, however, operates as a complex academic institution which not only offers graduate studies but also manages other activities such as research or business.

Overall, tertiary education institution with a well-respected brand has an enormous advantage of student attraction and image marketing in the global academic environment. The integration with international education in the past decades escalates the need for promoting institutions abroad as a result of the above-mentioned tendency towards internationalization. For that reason, prestige serves as an essential feature when one institution considers the branding of their names, resulting in the preference of “university” branding.

3. Field of science

Another difference that leads to the problem in translation is the variation of **Field of science** classification in different countries. This problem results in the inconsistency in determining proper formal equivalent for **Field of science**.

First and foremost, the discrepancy in selecting equivalent terminologies as **Field of science** contributes to the difficulties when one adopts literal translation. For the U.S. with long-established institutions in the field of tertiary education, the taxonomy of majors in **Field of science** is attentively conducted by experts and professors of the field. One reference for the classification of **Field of science** can be searched in Review Field of Science and Technology Classification in Frascati Manual by OECD (2007), which aims at achieving the comparability of data for more systematical administration on a global scale. Nonetheless, the classification of **Field of science** in Vietnamese HEIs remains a troublesome issue which hinders the translation process. The case of the major “sư phạm” is one typical example:

Eg:

1. SL: Trường Đại học Sư Phạm Hà Nội
TL: Hanoi National University of Education
2. SL: Trường Đại học Sư Phạm Hà Nội 2
TL: Hanoi Pedagogical University 2

In this example, the major “sư phạm” are referred to as both “education” and “pedagogy” despite the fact that these terminologies convey different aspects of

meanings. As can be seen in OECD (2007), both Education and Pedagogy belong to category of Educational Sciences, in which Pedagogy is a sub-major of Education. Regardless of the reason for this translation being either by purpose or by change, this lack of uniformity in translation may induce confusion or miscomprehension of the institutions' names. Consequently, the reputation of the institutions is probably downgraded from the perspectives of the readers of TL.

Likewise, translators also probably encounter the problem of deciding parts of speech for terms that display their proper syntactic functions of the TL. In the U.S., **Field of science** is common nouns while the use for this descriptive element in Vietnam can be both common nouns and adjectives. One typical instance is the case of two education institutions with same major in Hanoi and Ho Chi Minh City.

Eg:

1. ST: Trường Đại học Kiến trúc Hà Nội
TT: Hanoi Architectural University
2. ST: Trường Đại học Kiến trúc TP.HCM
TT: University of Architecture Ho Chi Minh City

In the above examples of this name structure, “kiến trúc” as Field of Science in SL is common noun. When being translated in to English, this term has been translated as the noun “architecture” in the institution in Ho Chi Minh City whereas a semantically corresponding adjective “architectural” is employed in “Trường Đại học Kiến trúc Hà Nội”. Nonetheless, the use of adjectives in name structure of HEIs in the U.S. is exceptionally rare. Instead, institutions always utilize noun form of terminologies in any name structure, for example “College of Architecture, University of Nebraska-Lincoln” or “The Illinois School of Architecture”. Therefore, the presence of adjective form of **Field of Science** in English translation of names of Vietnamese HEIs may cause difficulties for TL readers to comprehend.

In summary, both choices of terminology and parts of speech contribute to the problem of inconsistency in translation process of names of HEI.

4. Proper names

As discussed in the preceding section, proper names in names of HEIs, including name of a place and name of a person, are generally rendered using transference. By this translation procedure, the orthographic pattern of the word is preserved; however, the layout of characters may vary. Transference of names of cities is one evident example:

1. ST: Trường Đại học Y dược Hải Phòng

TT: Hai Phong University of Medicine and Pharmacy

2. ST: Trường Đại học Hải Phòng

TT: Haiphong University

Both translations of this geographical name refer singularly to “Hải Phòng” city, where as this space variation results in different forms of word. Although the transferred words are acceptably comprehensible to the readers of TL, the application of different space variants poses complication for information digitization. On the systematical basis, “Hai Phong” and “Haiphong” are deemed as different entries even though both variants are the transference of a single entity.

From the observation and analysis of the research findings, it can be implied that there still exists areas for further enhancement in the application of translation procedures. On one hand, differences in original name structures and concept of HEI type require deliberate consideration of translation to maximize the readability for people of TL. On the other hand, variations for field of science and form of proper names capture the attention for standardization in translation process.

In brief, this chapter has provided a comprehensive analysis on the research findings to identify translation procedures for objects of the study. Added to that, further critical discussions on the findings are also proposed with noteworthy compare and contrast between names in English from countries of the language pair.

CHAPTER FOUR: CONCLUSION

This chapter concentrates on summarizing the key findings of the research process with a view to indicating the implications as well as the contribution of the study to the field. Limitation of the current research is also presented and thus, the researcher proposes some suggestions for further research in this chapter.

1. Summary of the study

In general, this research was conducted to discover the translations of names of Vietnamese HEIs and compare translation products to names of HEIs in English-speaking countries which are represented by the U.S. Several previous viewpoints about this question have been reviewed to set the theoretical background for the whole research.

In this paper, the research question is addressed by both quantitative and qualitative methods through the collected data based on the theoretical framework of translation procedures by Newmark (1988). In terms of the adopted purposive sampling, a total of 122 HEIs are selected as sample for the study according to purposive sampling method. Source data including original names and their current English translations is collected from official websites of the institutions and categorized into three groups by their types of institution.

Names of HEIs are structured based on their name patterns for the convenience of the researcher's analysis, which consists of Type of HEI and Descriptive elements including Field of Science, Name of a Place and Name of a Person. Regarding the findings, it is discovered that four translation procedures have been employed in the translation of names of HEIs in Vietnam, namely Literal translation, Functional equivalent, Reduction of Information and Transcription. With regards to the translation of Field of Science, the indicator of Functional equivalent as highest proportion with 86% dominates the translation tendency. Ranked second in the list is Functional equivalent with only 8% of total number; the other two translation

procedures share equal usage frequency of 3%. These tendencies of translation reveal the decision for individual purposes of HEI; nevertheless, they also show the problem of free decision for institutional translation.

The comparison of names shows various dissimilarities reflected directly in the attributes. First, the overall translation of names of Vietnamese HEIs aims to satisfy the criterion of familiarity to the readers of TL by minimize the distinctions in name structures and concepts of HEI types in countries of the language pair. Furthermore, the researcher also notices two major problems of variation in the translation of field of science and proper name constituent in English version of names of Vietnamese HEIs. The discussion anticipates notifying the room for improvement in the field of institutional translation based on the findings of this study.

2. Implications of the findings

From the research's findings, in accordance with the literature review and also the context of the research to the best of the researchers' understanding, there are a several implications drawn out as contribution to the research field.

First and foremost, the researcher expects the authorities to realize the requirement of formal direction to handle the problem of inconsistency in current translation situation. The researcher also believes that prestige of national education plays as a significant motivation for educators to establish a standardized frame for translation procedures of names of HEIs.

More importantly, the findings of the study serve as a beneficial reference for all translators whether novice or professional ones to improve the translation quality of names of HEIs. Translators are suggested to have a thorough reference from different reliable sources decide on the most appropriate procedure for translating. In addition, all-round understanding of tertiary education in countries of SL and TL as well as knowledge of institutional translation is considerably crucial. Furthermore, it

is essential that translators carefully contemplate the purposes of translation to determine the suitable procedure for expected equivalent effects.

Last but not least, the research findings serve as the reference for the authorities to make proper instructions in the translation of names of HEIs to generally apply on a nation scale in Vietnam. The translation of names of HEIs is not simply a work of translation but it also shows the identity of the nation's education in international exchange of education. For the best outcome, the establishment of this framework should involve the collaboration of professional translators, linguists as well as educators. This standardization of institutional names will create reputable image of HEIs in line with international practice to meet the integration requirements.

3. Limitations of the study

In spite of the researcher's considerable effort to guarantee the reliable outcomes of the study, there maintain a number of inevitable shortcomings, namely the scale of the research and the researcher's bias.

First of all, the scale of the research is a major problem since sample of the study is limited within the set of criteria proposed by the researcher adopting purposive sampling. Therefore, generalization of data from representatives must be practiced to handle other translations of exclusive HEIs. In addition, due to limited time and human resources, the researcher only investigates HEIs in the U.S. and generalizes the implications for other English-speaking countries. However, educational system of countries may be different, leading to the differences in their name structures.

Another limitation has emerged in relation to the researchers' bias in the analysis procedure of the translations. On the whole, the translation of proper names appears as a permanent challenge; therefore, it is impossible to achieve absolute equivalence because of subtle allusions hidden in proper names or specific aspects in the languages. Despite the large amount of reviewed theoretical background,

Newmark (1988)'s set of translation procedures has been chosen as criteria for the examination and investigation of the research. Although the framework provides clear classification of translation procedures, qualitative discussion on the findings of the study relies upon subjective analysis of the researcher.

4. Suggestions for further study

In accordance with those limitations of the research, it is recommended for later researchers to consider these following options.

First, further research could investigate similar problems with the same by the comparison to other countries with English as first language, second language and foreign language. A comprehensive viewpoint from different perspectives may be developed to discover the suitable translation procedures for names of Vietnamese HEIs. Furthermore, although the study is descriptive and data-driven, further qualitative research could survey and consult readers of TL from other countries in different contexts for personal opinions and suggestions for the translations.

In the long run, it would be more reliable if the research on the same issue being done involving a larger scope of research with more HEIs from non-English speaking countries. Thanks to this large research scale, a standard framework of translation procedures applicable for HEIs on a global scale may be developed, which internationalizes the principle of institutional translation.

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APPENDIX A. Current English translations of names of Vietnamese HEIs

APPENDIX A. Current English translations of names of Vietnamese HEIs				
Table 1. Current English translations of names of universities and members				
No	Vietnamese	English	Sources	Number of Institutions
1	Đại học Quốc gia Thành phố Hồ Chí Minh	Viet Nam National University Ho Chi Minh City	http://en.vnuhcm.edu.vn/	7
1.1	Trường Đại học Bách khoa	University of Technology	http://www.hcmut.edu.vn/en	
1.2	Trường Đại học Công Nghệ Thông Tin	University of Information Technology	https://en.uit.edu.vn/introduction	
1.3	Trường Đại học Khoa học Tự nhiên	University of Science	http://web.hcmus.edu.vn/en/	
1.4	Trường Đại học Khoa học Xã hội và Nhân văn	University of Social Sciences and Humanities	http://en.hcmussh.edu.vn/	
1.5	Trường Đại Học Kinh Tế và Luật	University of Economics and Law	http://en.uel.edu.vn/	
1.6	Trường Đại học Quốc tế	International University	https://www.hcmiu.edu.vn/language/en-US/Dai-hoc-Quoc-te-International-University	
1.7	Khoa Y	School of Medicine	http://www.medvnu.edu.vn/en-us/home.aspx	
2	Đại học Quốc gia Hà Nội	Vietnam National University, Hanoi	http://vnu.edu.vn/home/	11
2.1	Trường Đại học Công nghệ	VNU University of Engineering and Technology	http://e.uet.vnu.edu.vn/about-uet/	
2.2	Trường Đại học Giáo dục	VNU University of Education	http://www.education.vnu.edu.vn/	
2.3	Trường Đại học Khoa học Tự nhiên	VNU University of Science	http://hus.vnu.edu.vn/en	
2.4	Trường Đại học Khoa học Xã hội và Nhân văn	VNU University of Social Sciences and Humanities	http://ussh.vnu.edu.vn/en-US	
2.5	Trường Đại học Kinh tế	University of Economics and Business	http://ueb.edu.vn/default.aspx	
2.6	Trường Đại học Ngoại ngữ	VNU University of Languages and International Studies	http://en.ulis.vnu.edu.vn/	
2.7	Trường Đại học Việt Nhật	Vietnam Japan University	http://vju.vnu.edu.vn/en	
2.8	Khoa Luật	VNU School of Law	http://law.vnu.edu.vn/	
2.9	Khoa Quản trị và Kinh doanh	Hanoi School of Business and Management	http://www.hsb.edu.vn/index.php?lang=en	
2.10	Khoa Quốc tế	VNU International School	http://www.is.vnu.edu.vn/index.aspx	
2.11	Khoa Y Dược	VNU School of Medicine and Pharmacy	http://smp.vnu.edu.vn/	

3	Đại học Huế	Hue University	http://hueuni.edu.vn/portal/vi/	10
3.1	Trường Đại học Khoa học	University of Sciences	http://husc.hueuni.edu.vn/	
3.2	Trường Đại học Kinh tế	College of Economics	http://hce.hueuni.edu.vn/	
3.3	Trường Đại học Luật	University of Law	http://hul.hueuni.edu.vn/	
3.4	Trường Đại học Nghệ thuật	College of Arts	http://hufa.hueuni.edu.vn/	
3.5	Trường Đại học Ngoại ngữ	University of Foreign Languages	http://hucfl.hueuni.edu.vn/	
3.6	Trường Đại học Nông lâm	University of Agriculture and Forestry	http://huaf.hueuni.edu.vn/	
3.7	Trường Đại học Sư phạm	University of Education	http://dhsphue.hueuni.edu.vn/	
3.8	Trường Đại học Y Dược	University of Medicine and Pharmacy	http://huemed.hueuni.edu.vn/	
3.9	Khoa Du lịch	School of Hospitality and Tourism	http://hat.hueuni.edu.vn/en/	
3.10	Khoa Giáo dục thể chất	Faculty of Physical Education	http://khoagdtc.hueuni.edu.vn/index.php/vi	
4	Đại học Thái Nguyên	Thai Nguyen University	http://en.tnu.edu.vn/	7
4.1	Trường Đại học Công nghệ Thông tin và Truyền thông	University of Information and Communication Technology	http://en.ictu.edu.vn/	
4.2	Trường Đại học Khoa học	University of Sciences	http://en.tnus.edu.vn/	
4.3	Trường Đại học Kinh tế và Quản trị Kinh doanh	University of Economics and Business Administration	http://en.tueba.edu.vn/	
4.4	Trường Đại học Kỹ thuật Công nghiệp	University of Technology	http://en.tnut.edu.vn/	
4.5	Trường Đại học Nông lâm	University of Agriculture and Forestry	http://tuaf.edu.vn/en-US	
4.6	Trường Đại học Sư phạm	University of Education	http://dhsptn.edu.vn/	
4.7	Trường Đại học Y Dược	University of Medicine and Pharmacy	http://en.tump.edu.vn/	
5	Đại học Đà Nẵng	The University of Danang	http://www.udn.vn/english	7
5.1	Trường Đại học Bách Khoa	University of Science and Technology	http://dut.udn.vn/en	
5.2	Trường Đại học Kinh tế	University of Economics	http://due.udn.vn/en-us	
5.3	Trường Đại học Ngoại ngữ	University of Foreign Language Studies	http://www.cfl.udn.vn/	
5.4	Trường Đại học Sư phạm	University of Education	http://en.ued.udn.vn/	
5.5	Trường Đại học Sư phạm Kỹ thuật	University of Technology and Education	http://ute.udn.vn/default.aspx	
5.6	Khoa Đào tạo Quốc tế	School of International Education	http://ts.sie.udn.vn/	
5.7	Khoa Y Dược	School of Medicine and Pharmacy	http://smp.udn.vn/	

Table 2. Current English translations of names of four-year colleges				
No	Vietnamese	English	Sources	Number of HEIs
1	Hanoi			32
1.1	Trường Đại học Bách Khoa Hà Nội	Hanoi University of Science and Technology	https://www.hust.edu.vn/	
1.2	Trường Đại học Công Đoàn	Trade Union University	http://www.dhcd.edu.vn/	
1.3	Trường Đại học Công Nghiệp Hà Nội	Hanoi University of Industry	https://www.haii.edu.vn/vn	
1.4	Trường Đại học Công nghiệp Việt Hung	Viet Nam - Hungary Industrial University	http://viu.edu.vn/	
1.5	Trường Đại học Điện lực	Electric Power University	http://epu.edu.vn/en/	
1.6	Trường Đại học Dược Hà Nội	Hanoi University of Pharmacy	http://www.hup.edu.vn/en/Pages/Home.as	
1.7	Trường Đại học Giao thông Vận tải	University of Transport and Communications	http://www.utc.edu.vn/	
1.8	Trường Đại học Hà Nội	Hanoi University	http://www.hanu.vn/vn/	
1.9	Trường Đại học Hàng hải	Vietnam Maritime University	http://www.vimaru.edu.vn/	
1.10	Trường Đại học Khoa học và Công nghệ Hà Nội	University of Science and Technology of Hanoi	https://www.usth.edu.vn/en/	
1.11	Trường Đại học Kiến trúc Hà Nội	Hanoi Architectural University	http://www.hau.edu.vn/	
1.12	Trường Đại học Kinh tế Quốc dân	National Economics University	https://www.neu.edu.vn/	
1.13	Trường Đại học Lâm nghiệp	Vietnam National University of Forestry	http://vnuf.edu.vn/gioi-thieu	
1.14	Trường Đại học Lao động - Xã hội	University of Labour and Social Affairs	http://ulsa.edu.vn/	
1.15	Trường Đại học Luật Hà Nội	Hanoi Law University	http://hlu.edu.vn/	
1.16	Trường Đại học Mỏ - Địa chất	Hanoi University of Mining and Geology	http://hung.edu.vn/Pages/home.aspx	
1.17	Trường Đại học Mỹ thuật Công nghiệp	University of Industrial Fine Art	http://mythuatcongnghiep.edu.vn/	
1.18	Trường Đại học Ngoại Thương Hà Nội	Hanoi Foreign Trade University	http://www.ftu.edu.vn/	
1.19	Trường Đại học Nội vụ Hà Nội	Hanoi University of Home Affairs	http://truongnoi.vu.edu.vn/	
1.20	Trường Đại học Sư Phạm Hà Nội	Hanoi National University of Education	http://hmue.edu.vn/	
1.21	Trường Đại học Sư Phạm Hà Nội 2	Hanoi Pedagogical University	http://www.hpu2.edu.vn/	
1.22	Trường Đại học Sư phạm Nghệ thuật Trung ương Hà Nội	National University of Art Education	http://www.spnttw.edu.vn/	
1.23	Trường Đại học Tài chính Kế toán	University of Finance and Accountancy	http://tckt.edu.vn/	
1.24	Trường Đại học Tài nguyên và Môi trường Hà Nội	Hanoi University of Natural Resources and Environment	http://hunre.edu.vn/hre/trang-chu	
1.25	Trường Đại học Thủ đô Hà Nội	Hanoi Metropolitan University	https://daihocthudo.edu.vn/en/home	
1.26	Trường Đại học Thương mại	Thuongmai University	https://tmu.edu.vn/en/	
1.27	Trường Đại học Thủy lợi	Thuyloi University	http://en.tlu.edu.vn/	
1.28	Trường Đại học Văn hóa Hà Nội	Ha Noi University of Culture	http://huc.edu.vn/	
1.29	Trường Đại học Xây Dựng	National University of Civil Engineering	http://nuce.edu.vn/	
1.30	Trường Đại học Y Hà Nội	Hanoi Medical University	http://www.hmu.edu.vn/	
1.31	Trường Đại học Y tế Công cộng	Hanoi University of Public Health	http://www.huph.edu.vn/	
1.32	Viện Đại học Mở Hà Nội	Hanoi Open University	https://www.hou.edu.vn/	

2	Ho Chi Minh City			18
2.1	Trường Đại học Công nghiệp TP.HCM	Industrial University of Ho Chi Minh City	http://www.hui.edu.vn/en	
2.2	Trường Đại học Giao Thông Vận Tải TP.HCM	Ho Chi Minh City University of Transportation	https://ut.edu.vn/	
2.3	Trường Đại học Kiến trúc TP.HCM	University of Architecture Ho Chi Minh City	http://www.uah.edu.vn/	
2.4	Trường Đại học Kinh tế TP.HCM	University of Economics Ho Chi Minh City	http://www.ueh.edu.vn/	
2.5	Trường Đại học Luật TP.HCM	Ho Chi Minh University of Law	http://www.hcmulaw.edu.vn/	
2.6	Trường Đại học Mở TP.HCM	Open University Ho Chi Minh City	http://oude.edu.vn/	
2.7	Trường Đại học Ngân hàng TP.HCM	Banking University Ho Chi Minh City	http://buh.edu.vn/	
2.8	Trường Đại học Nông lâm TP.HCM	Nong Lam University - Ho Chi Minh City	http://en.hcmuaf.edu.vn/	
2.9	Trường Đại học Sài Gòn	Saigon University	https://sgu.edu.vn/?lang=en	
2.10	Trường Đại học Sư phạm Kỹ thuật TP.HCM	HCMC University of Technology and Education	https://hcmute.edu.vn/	
2.11	Trường Đại học Sư phạm TDTT TP. HCM	Ho Chi Minh City University of Physical Education and Sport	http://www.upes.edu.vn/	
2.12	Trường Đại học Tài chính - Marketing	University of Finance - Marketing	http://ufm.edu.vn/	
2.13	Trường Đại học Thể dục Thể thao TP.HCM	Hochiminh City University of Sport	http://ush.edu.vn/	
2.14	Trường Đại học Tôn Đức Thắng	Ton Duc Thang University	http://www.tdtu.edu.vn/en	
2.15	Trường Đại học Văn hóa TP.HCM	Ho Chi Minh City University of Culture	http://www.hcmuc.edu.vn/	
2.16	Trường Đại học Việt Đức	Vietnamese - German University	http://www.vgu.edu.vn/en	
2.17	Trường Đại học Y Dược TP.HCM	University of Medicine and Pharmacy at Ho Chi Minh City	http://www.yds.edu.vn/yds2/?menu=448	
2.18	Trường Đại học Y Khoa Phạm Ngọc Thạch	Pham Ngoc Thach University of Medical	https://www.pnt.edu.vn/en	
3	Other cities			5
3.1	Đại học Cần Thơ	Can Tho University	https://www.ctu.edu.vn/en/	
3.2	Trường Đại học Y dược Hải Phòng	Hai Phong University of Medicine and Pharmacy	http://hpmu.edu.vn/hpmu/	
3.3	Trường Đại học Hải Phòng	Haiphong University	http://dhhp.edu.vn/en/home/	
3.4	Trường Đại học Kỹ thuật Y - Dược Đà Nẵng	Da Nang University of Medical Technology and Pharmacy	http://dhktyduocdn.edu.vn/	
3.5	Trường đại học Thể Dục Thể Thao Đà Nẵng	Danang Sport University	http://www.upes3.edu.vn/	

Table 3. Current English translations of names of institutes and academies

No	Vietnamese	English	Sources	Sources
1 Institutes				1
1.1	Học viện Công nghệ Bưu chính Viễn thông	Posts and Telecommunications Institute of Technology	http://portal.ptit.edu.vn/eng/	
2 Academies				17
2.1	Đại học Sân Khấu Điện Ảnh Hà Nội	Hanoi Academy of Theatre and Cinema	http://skda.edu.vn/gioi-thieu/lich-su/	
2.2	Học viện Báo chí và Tuyên truyền	Academy of Journalism and Communication	http://ajc.edu.vn/	
2.3	Học viện Chính sách và Phát triển	Academy of Policy and Development	http://e.apd.edu.vn/	
2.4	Học viện Chính trị Quốc gia Hồ Chí Minh	Ho Chi Minh National Academy of Politics	http://english.hcma.vn/	
2.5	Học viện Hàng không Việt Nam	Vietnam Aviation Academy	http://vaa.edu.vn/en	
2.6	Học viện Hành chính Quốc gia	National Academy of Public Administration	http://www1.napa.vn/	
2.7	Học viện Khoa học Công nghệ Việt Nam	Graduate Academy of Science and Technology	http://gust.edu.vn/vn	
2.8	Học viện Khoa học Xã hội Việt Nam	Graduate Academy of Social Sciences	http://gass.edu.vn/	
2.9	Học viện Kỹ thuật mật mã	Academy of Cryptography Techniques	http://actvn.edu.vn/	
2.10	Học viện Ngân hàng	Banking Academy	http://www.hvnh.edu.vn/hvnh/vi/home.html	
2.11	Học viện Ngoại giao Việt Nam	Diplomatic Academy of Vietnam	https://www.dav.edu.vn/en/	
2.12	Học viện Nông nghiệp Việt Nam	Vietnam National University of Agriculture	http://www.vnua.edu.vn/	
2.13	Học viện Phụ nữ Việt Nam	Vietnam's Women Academy	http://www.hvpngv.edu.vn/	
2.14	Học viện Quản lý Giáo dục	National Academy of Education Management	http://www.niem.edu.vn/	
2.15	Học viện Tài chính	Academy of Finance	https://www.hvtc.edu.vn/	
2.16	Học viện Thanh thiếu niên Việt Nam	Vietnam Youth Academy	http://vya.edu.vn/	
2.17	Học viện Y dược học cổ truyền Việt Nam	Viet Nam University of Traditional Medicine	http://vuttm.edu.vn/	

APPENDIX B. Translation procedures for Field of Science

Translation procedures for Field of Science in names of universities and members				
No	Vietnamese	Field of Science	Current translation of Field of Science	Translation procedures for Field of Science
1	Đại học Quốc gia Thành phố Hồ Chí Minh			
1.1	Trường Đại học Bách khoa	Bách khoa	Technology	Functional equivalent
1.2	Trường Đại học Công Nghệ Thông Tin	Công Nghệ Thông Tin	Information Technology	Literal translation
1.3	Trường Đại học Khoa học Tự nhiên	Khoa học Tự nhiên	Science	Reduction of Information
1.4	Trường Đại học Khoa học Xã hội và Nhân văn	Khoa học Xã hội và Nhân văn	Social Sciences and Humanities	Literal translation
1.5	Trường Đại học Kinh Tế và Luật	Kinh tế và Luật	Economics and Law	Literal translation
1.6	Trường Đại học Quốc tế	Quốc tế	International	Literal translation
1.7	Khoa Y	Y	Medicine	Literal translation
2	Đại học Quốc gia Hà Nội			
2.1	Trường Đại học Công nghệ	Công Nghệ	Engineering and Technology	Functional equivalent
2.2	Trường Đại học Giáo dục	Giáo dục	Education	Literal translation
2.3	Trường Đại học Khoa học Tự nhiên	Khoa học Tự nhiên	Science	Reduction of Information
2.4	Trường Đại học Khoa học Xã hội và Nhân văn	Khoa học Xã hội và Nhân văn	Social Sciences and Humanities	Literal translation
2.5	Trường Đại học Kinh tế	Kinh tế	Economics and Business	Functional equivalent
2.6	Trường Đại học Ngoại ngữ	Ngoại ngữ	Languages and International Studies	Functional equivalent
2.7	Trường Đại học Việt Nhật	-	-	-
2.8	Khoa Luật	Luật	Law	Literal translation
2.9	Khoa Quản trị và Kinh doanh	Quản trị và Kinh doanh	Business and Management	Literal translation
2.10	Khoa Quốc tế	Quốc tế	International	Literal translation
2.11	Khoa Y Dược	Y Dược	Medicine and Pharmacy	Literal translation

3	Đại học Huế			
3.1	Trường Đại học Khoa học	Khoa học	Sciences	Literal translation
3.2	Trường Đại học Kinh tế	Kinh tế	Economics	Literal translation
3.3	Trường Đại học Luật	Luật	Law	Literal translation
3.4	Trường Đại học Nghệ thuật	Nghệ thuật	Arts	Literal translation
3.5	Trường Đại học Ngoại ngữ	Ngoại ngữ	Foreign Languages	Literal translation
3.6	Trường Đại học Nông lâm	Nông lâm	Agriculture and Forestry	Literal translation
3.7	Trường Đại học Sư phạm	Sư phạm	Education	Literal translation
3.8	Trường Đại học Y Dược	Y Dược	Medicine and Pharmacy	Literal translation
3.9	Khoa Du lịch	Du lịch	Hospitality and Tourism	Functional equivalent
3.10	Khoa Giáo dục thể chất	Giáo dục thể chất	Physical Education	Literal translation
4	Đại học Thái Nguyên			
4.1	Trường Đại học Công nghệ Thông tin và Truyền thông	Công nghệ Thông tin và Truyền thông	Information and Communication Technology	Literal translation
4.2	Trường Đại học Khoa học	Khoa học	Sciences	Literal translation
4.3	Trường Đại học Kinh tế và Quản trị Kinh doanh	Kinh tế và Quản trị Kinh doanh	Economics and Business Administration	Literal translation
4.4	Trường Đại học Kỹ thuật Công nghiệp	Kỹ thuật Công nghiệp	Technology	Reduction of Information
4.5	Trường Đại học Nông lâm	Nông lâm	Agriculture and Forestry	Literal translation
4.6	Trường Đại học Sư phạm	Sư phạm	Education	Literal translation
4.7	Trường Đại học Y Dược	Y Dược	Medicine and Pharmacy	Literal translation
5	Đại học Đà Nẵng			
5.1	Trường Đại học Bách Khoa	Bách khoa	Science and Technology	Functional equivalent
5.2	Trường Đại học Kinh tế	Kinh tế	Economics	Literal translation
5.3	Trường Đại học Ngoại ngữ	Ngoại ngữ	Foreign Language Studies	Functional equivalent
5.4	Trường Đại học Sư phạm	Sư phạm	Education	Literal translation
5.5	Trường Đại học Sư phạm Kỹ thuật	Sư phạm Kỹ thuật	Technology and Education	Literal translation
5.6	Khoa Đào tạo Quốc tế	Đào tạo Quốc tế	International Education	Literal translation
5.7	Khoa Y Dược	Y Dược	Medicine and Pharmacy	Literal translation
			Literal translation	31
			Functional equivalent	7
			Reduction of Information	3
			Transference	0

Translation procedures for Field of Science in names of four-year colleges

No	Vietnamese	Field of Science	Current translation of Field of Science	Translation procedures for Field of Science
1	Hanoi			
1.1	Trường Đại học Bách Khoa Hà Nội	Bách Khoa	Science and Technology	Functional equivalent
1.2	Trường Đại học Công Đoàn	Công Đoàn	Trade Union	Literal Translation
1.3	Trường Đại học Công nghiệp Hà Nội	Công nghiệp	Industry	Literal Translation
1.4	Trường Đại học Công nghiệp Việt Hưng	Công nghiệp	Industrial	Literal Translation
1.5	Trường Đại học Điện lực	Điện lực	Electric Power	Literal Translation
1.6	Trường Đại học Dược Hà Nội	Dược	Pharmacy	Literal Translation
1.7	Trường Đại học Giao thông Vận tải	Giao thông Vận tải	Transport and Communications	Functional equivalent
1.8	Trường Đại học Hà Nội	-	-	-
1.9	Trường Đại học Hàng hải	Hàng hải	Maritime	Literal Translation
1.10	Trường Đại học Khoa học và Công nghệ Hà Nội	Khoa học và Công nghệ	Science and Technology	Literal Translation
1.11	Trường Đại học Kiến trúc Hà Nội	Kiến trúc	Architectural	Literal Translation
1.12	Trường Đại học Kinh tế Quốc dân	Kinh tế Quốc dân	Economics	Literal Translation
1.13	Trường Đại học Lâm nghiệp	Lâm nghiệp	Forestry	Literal Translation
1.14	Trường Đại học Lao động - Xã hội	Lao động - Xã hội	Labour and Social Affairs	Literal Translation
1.15	Trường Đại học Luật Hà Nội	Luật	Law	Literal Translation
1.16	Trường Đại học Mỏ - Địa chất	Mỏ - Địa chất	Mining and Geology	Literal Translation
1.17	Trường Đại học Mỹ thuật Công nghiệp	Mỹ thuật Công nghiệp	Industrial Fine Art	Literal Translation
1.18	Trường Đại học Ngoại Thương Hà Nội	Ngoại Thương	Foreign Trade	Literal Translation
1.19	Trường Đại học Nội vụ Hà Nội	Nội vụ	Home Affairs	Literal Translation
1.20	Trường Đại học Sư Phạm Hà Nội	Sư Phạm	Education	Literal Translation
1.21	Trường Đại học Sư Phạm Hà Nội 2	Sư Phạm 2	Pedagogical	Literal Translation
1.22	Trường Đại học Sư phạm Nghệ thuật Trung ương Hà Nội	Sư phạm Nghệ thuật	Art Education	Literal Translation
1.23	Trường Đại học Tài chính Kế toán	Tài chính Kế toán	Finance and Accountancy	Literal Translation
1.24	Trường Đại học Tài nguyên và Môi trường Hà Nội	Tài nguyên và Môi trường	Natural Resources and Environment	Literal Translation
1.25	Trường Đại học Thủ đô Hà Nội	Thủ đô	Metropolitan	Literal Translation
1.26	Trường Đại học Thương mại	Thương mại	Thuongmai	Transference
1.27	Trường Đại học Thủy lợi	Thủy lợi	Thuyloi	Transference
1.28	Trường Đại học văn hóa Hà Nội	Văn hóa	Culture	Literal Translation
1.29	Trường Đại học Xây Dựng	Xây Dựng	Civil Engineering	Literal Translation
1.30	Trường Đại học Y Hà Nội	Y	Medical	Literal Translation
1.31	Trường Đại học Y tế Công cộng	Y tế Công cộng	Public Health	Literal Translation
1.32	Viện Đại học Mở Hà Nội	Mở	Open	Literal Translation

2 Ho Chi Minh City				
2.1	Trường Đại học Công nghiệp TP.HCM	Công nghiệp	Industrial	Literal Translation
2.2	Trường Đại học Giao Thông Vận Tải TP.HCM	Giao Thông Vận Tải	Transportation	Literal Translation
2.3	Trường Đại học Kiến trúc TP.HCM	Kiến trúc	Architecture	Literal Translation
2.4	Trường Đại học Kinh tế TP.HCM	Kinh tế	Economics	Literal Translation
2.5	Trường Đại học Luật TP.HCM	Luật	Law	Literal Translation
2.6	Trường Đại học Mở TP.HCM	Mở	Open	Literal Translation
2.7	Trường Đại học Ngân hàng TP.HCM	Ngân hàng	Banking	Literal Translation
2.8	Trường Đại học Nông lâm TP.HCM	Nông lâm	Nong Lam	Transference
2.9	Trường Đại học Sài Gòn	-	-	-
2.10	Trường Đại học Sư phạm Kỹ thuật TP.HCM	Sư phạm Kỹ thuật	Technology and Education	Literal Translation
2.11	Trường Đại học Sư phạm TĐTT TP. HCM	Sư phạm TĐTT	Physical Education and Sport	Literal Translation
2.12	Trường Đại học Tài chính - Marketing	Tài chính - Marketing	Finance - Marketing	Literal Translation
2.13	Trường Đại học Thể dục Thể thao TP.HCM	Thể dục Thể thao	Sport	Literal Translation
2.14	Trường Đại học Tôn Đức Thắng	-	-	-
2.15	Trường Đại học Văn hóa TP.HCM	Văn hóa	Culture	Literal Translation
2.16	Trường Đại học Việt Đức	-	-	-
2.17	Trường Đại học Y Dược TP.HCM	Y Dược	Medicine and Pharmacy	Literal Translation
2.18	Trường Đại học Y Khoa Phạm Ngọc Thạch	Y Khoa	Medical	Literal Translation
3 Other cities				
3.1	Đại học Cần Thơ	-	-	-
3.2	Trường Đại học Y dược Hải Phòng	Y Dược	Medicine and Pharmacy	Literal Translation
3.3	Trường Đại học Hải Phòng	-	-	-
3.4	Trường Đại học Kỹ thuật Y - Dược Đà Nẵng	Kỹ thuật Y-Dược	Medical Technology and Pharmacy	Literal Translation
3.5	Trường đại học Thể Dục Thể Thao Đà Nẵng	Thể dục Thể thao	Sport	Literal Translation
			Literal translation	44
			Functional Equivalent	2
			Reduction of Information	0
			Transference	3

APPENDIX B. Translation procedures for Field of Science				
Translation procedures for Field of Science in names of institutes and academies				
No	Vietnamese	Field of Science	Current translation for Field of Science	Translation procedures for Field of Science
1 Institutes				
1.1	Học viện Công nghệ Bưu chính Viễn thông	Công nghệ Bưu chính Viễn thông	Posts and Telecommunications - Technology	Literal Translation
2 Academies				
2.1	Đại học Sân Khấu Điện Ảnh Hà Nội	Sân Khấu Điện Ảnh	Theatre and Cinema	Literal Translation
2.2	Học viện Báo chí và Tuyên truyền	Báo chí và Tuyên truyền	Journalism and Communication	Literal Translation
2.3	Học viện Chính sách và Phát triển	Chính sách và Phát triển	Policy and Development	Literal Translation
2.4	Học viện Chính trị Quốc gia Hồ Chí Minh	Chính trị Quốc gia	Politics	Literal Translation
2.5	Học viện Hàng không Việt Nam	Hàng không	Aviation	Literal Translation
2.6	Học viện Hành chính Quốc gia	Hành chính Quốc gia	Public Administration	Literal Translation
2.7	Học viện Khoa học Công nghệ Việt Nam	Khoa học Công nghệ	Science and Technology	Literal Translation
2.8	Học viện Khoa học Xã hội Việt Nam	Khoa học Xã hội	Social Sciences	Literal Translation
2.9	Học viện Kỹ thuật mật mã	Kỹ thuật mật mã	Cryptography Techniques	Literal Translation
2.10	Học viện Ngân hàng	Ngân hàng	Banking	Literal Translation
2.11	Học viện Ngoại giao Việt Nam	Ngoại giao	Diplomatic	Literal Translation
2.12	Học viện Nông nghiệp Việt Nam	Nông nghiệp	Agriculture	Literal Translation
2.13	Học viện Phụ nữ Việt Nam	Phụ nữ	Women	Literal Translation
2.14	Học viện Quản lý Giáo dục	Quản lý Giáo dục	Education Management	Literal Translation
2.15	Học viện Tài chính	Tài chính	Finance	Literal Translation
2.16	Học viện Thanh thiếu niên Việt Nam	Thanh thiếu niên	Youth	Literal Translation
2.17	Học viện Y dược học cổ truyền Việt Nam	Y dược học cổ truyền	Traditional Medicine	Literal Translation
			Literal translation	18
			Functional Equivalent	0
			Reduction of Information	0
			Transference	0

APPENDIX C. Translation procedures for Name of a Place/Person

Translation procedures for Name of a place/person in names of universities and members				
No	Vietnamese	Name of a place/person	Current translation of Name of a place/person	Translation procedures for Name of a place/person
1	Đại học Quốc gia Thành phố Hồ Chí Minh	Thành phố Hồ Chí Minh	Ho Chi Minh City	Transference
1.1	Trường Đại học Bách khoa	-	-	-
1.2	Trường Đại học Công Nghệ Thông Tin	-	-	-
1.3	Trường Đại học Khoa học Tự nhiên	-	-	-
1.4	Trường Đại học Khoa học Xã hội và Nhân văn	-	-	-
1.5	Trường Đại học Kinh Tế và Luật	-	-	-
1.6	Trường Đại học Quốc tế	-	-	-
1.7	Khoa Y	-	-	-
2	Đại học Quốc gia Hà Nội	Hà Nội	Hanoi	Transference
2.1	Trường Đại học Công nghệ	-	-	-
2.2	Trường Đại học Giáo dục	-	-	-
2.3	Trường Đại học Khoa học Tự nhiên	-	-	-
2.4	Trường Đại học Khoa học Xã hội và Nhân văn	-	-	-
2.5	Trường Đại học Kinh tế	-	-	-
2.6	Trường Đại học Ngoại ngữ	-	-	-
2.7	Trường Đại học Việt Nhật	Việt / Nhật	Vietnam/ Japan	Transference/ Literal translation
2.8	Khoa Luật	-	-	-
2.9	Khoa Quản trị và Kinh doanh	-	-	-
2.10	Khoa Quốc tế	-	-	-
2.11	Khoa Y Dược	-	-	-

3	Đại học Huế	Huế	Hue	Transference
3.1	Trường Đại học Khoa học	-	-	-
3.2	Trường Đại học Kinh tế	-	-	-
3.3	Trường Đại học Luật	-	-	-
3.4	Trường Đại học Nghệ thuật	-	-	-
3.5	Trường Đại học Ngoại ngữ	-	-	-
3.6	Trường Đại học Nông lâm	-	-	-
3.7	Trường Đại học Sư phạm	-	-	-
3.8	Trường Đại học Y Dược	-	-	-
3.9	Khoa Du lịch	-	-	-
3.10	Khoa Giáo dục thể chất	-	-	-
4	Đại học Thái Nguyên	Thái Nguyên	Thai Nguyen	Transference
4.1	Trường Đại học Công nghệ Thông tin và Truyền thông	-	-	-
4.2	Trường Đại học Khoa học	-	-	-
4.3	Trường Đại học Kinh tế và Quản trị Kinh doanh	-	-	-
4.4	Trường Đại học Kỹ thuật Công nghiệp	-	-	-
4.5	Trường Đại học Nông lâm	-	-	-
4.6	Trường Đại học Sư phạm	-	-	-
4.7	Trường Đại học Y Dược	-	-	-
5	Đại học Đà Nẵng	Đà Nẵng	Danang	Transference
5.1	Trường Đại học Bách Khoa	-	-	-
5.2	Trường Đại học Kinh tế	-	-	-
5.3	Trường Đại học Ngoại ngữ	-	-	-
5.4	Trường Đại học Sư phạm	-	-	-
5.5	Trường Đại học Sư phạm Kỹ thuật	-	-	-
5.6	Khoa Đào tạo Quốc tế	-	-	-
5.7	Khoa Y Dược	-	-	-
			Literal translation	1
			Transference	6
			Other	0

Translation procedures for Name of a place/person in names of four-year colleges

No	Vietnamese	Name of a place/person	Current translation of Name of a place/person	Translation procedures for Name of a place/person
1	Hanoi			
1.1	Trường Đại học Bách Khoa Hà Nội	Hà Nội	Hanoi	Transference
1.2	Trường Đại học Công Đoàn	-	-	-
1.3	Trường Đại học Công nghiệp Hà Nội	Hà Nội	Hanoi	Transference
1.4	Trường Đại học Công nghiệp Việt Hung	Việt Hung	Viet Nam - Hungary	Transference/ Literal translation
1.5	Trường Đại học Điện lực	-	-	-
1.6	Trường Đại học Dược Hà Nội	Hà Nội	Hanoi	Transference
1.7	Trường Đại học Giao thông Vận tải	-	-	-
1.8	Trường Đại học Hà Nội	Hà Nội	Hanoi	Transference
1.9	Trường Đại học Hàng hải	-	Vietnam	Other
1.10	Trường Đại học Khoa học và Công nghệ Hà Nội	Hà Nội	Hanoi	Transference
1.11	Trường Đại học Kiến trúc Hà Nội	Hà Nội	Hanoi	Transference
1.12	Trường Đại học Kinh tế Quốc dân	-	-	-
1.13	Trường Đại học Lâm nghiệp	-	Vietnam National	Other
1.14	Trường Đại học Lao động - Xã hội	-	-	-
1.15	Trường Đại học Luật Hà Nội	Hà Nội	Hanoi	Transference
1.16	Trường Đại học Mỏ - Địa chất	-	Hanoi	Other
1.17	Trường Đại học Mỹ thuật Công nghiệp	-	-	-
1.18	Trường Đại học Ngoại Thương Hà Nội	Hà Nội	Hanoi	Transference
1.19	Trường Đại học Nội vụ Hà Nội	Hà Nội	Hanoi	Transference
1.20	Trường Đại học Sư Phạm Hà Nội	Hà Nội	Hanoi	Transference
1.21	Trường Đại học Sư Phạm Hà Nội 2	Hà Nội	Hanoi	Transference
1.22	Trường Đại học Sư phạm Nghệ thuật Trung ương Hà	Trung ương Hà Nội	National	Other
1.23	Trường Đại học Tài chính Kế toán	-	-	-
1.24	Trường Đại học Tài nguyên và Môi trường Hà Nội	Hà Nội	Hanoi	Transference
1.25	Trường Đại học Thủ đô Hà Nội	Hà Nội	Hanoi	Transference
1.26	Trường Đại học Thương mại	-	-	-
1.27	Trường Đại học Thủy lợi	-	-	-
1.28	Trường Đại học văn hóa Hà Nội	Hà Nội	Ha Noi	Transference
1.29	Trường Đại học Xây Dựng	-	National	Other
1.30	Trường Đại học Y Hà Nội	Hà Nội	Hanoi	Transference
1.31	Trường Đại học Y tế Công cộng	-	Hanoi	Other
1.32	Viện Đại học Mở Hà Nội	Hà Nội	Hanoi	Transference

2	Ho Chi Minh City			
2.1	Trường Đại học Công nghiệp TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.2	Trường Đại học Giao Thông Vận Tải TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.3	Trường Đại học Kiến trúc TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.4	Trường Đại học Kinh tế TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.5	Trường Đại học Luật TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.6	Trường Đại học Mở TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.7	Trường Đại học Ngân hàng TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.8	Trường Đại học Nông lâm TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.9	Trường Đại học Sài Gòn	Sài Gòn	Saigon	Transference
2.10	Trường Đại học Sư phạm Kỹ thuật TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.11	Trường Đại học Sư phạm TĐTT TP. HCM	TP.HCM	Ho Chi Minh City	Transference
2.12	Trường Đại học Tài chính - Marketing	-	-	-
2.13	Trường Đại học Thể dục Thể thao TP.HCM	TP.HCM	Hochiminh City	Transference
2.14	Trường Đại học Tôn Đức Thắng	Tôn Đức Thắng	Ton Duc Thang	Transference
2.15	Trường Đại học Văn hóa TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.16	Trường Đại học Việt Đức	Việt Đức	Vietnamese - German	Literal translation
2.17	Trường Đại học Y Dược TP.HCM	TP.HCM	Ho Chi Minh City	Transference
2.18	Trường Đại học Y Khoa Phạm Ngọc Thạch	Phạm Ngọc Thạch	Pham Ngoc Thach	Transference
3	Other cities			
3.1	Đại học Cần Thơ	Cần Thơ	Can Tho	Transference
3.2	Trường Đại học Y dược Hải Phòng	Hải Phòng	Hai Phong	Transference
3.3	Trường Đại học Hải Phòng	Hải Phòng	Haiphong	Transference
3.4	Trường Đại học Kỹ thuật Y - Dược Đà Nẵng	Đà Nẵng	Da Nang	Transference
3.5	Trường đại học Thể Dục Thể Thao Đà Nẵng	Đà Nẵng	Danang	Transference
			Literal translation	2
			Transference	34
			Other	6

Translation procedures for Name of a place/person in names of institutions and academies				
No	Vietnamese	Name of a place/person	Current translation of Name of a place/person	Translation procedures for Name of a place/person
1	Institutes			
1.1	Học viện Công nghệ Bru chính Viễn thông	-	-	-
	Academies			
2.1	Đại học Sân Khấu Điện Ảnh Hà Nội	Hà Nội	Hanoi	Transference
2.2	Học viện Báo chí và Tuyên truyền	-	-	-
2.3	Học viện Chính sách và Phát triển	-	-	-
2.4	Học viện Chính trị Quốc gia Hồ Chí Minh	Ho Chi Minh	Ho Chi Minh	Transference
2.5	Học viện Hàng không Việt Nam	Việt Nam	Vietnam	Transference
2.6	Học viện Hành chính Quốc gia	-	-	-
2.7	Học viện Khoa học Công nghệ Việt Nam	Việt Nam	-	Other
2.8	Học viện Khoa học Xã hội Việt Nam	Việt Nam	-	Other
2.9	Học viện Kỹ thuật mật mã	-	-	-
2.10	Học viện Ngân hàng	-	-	-
2.11	Học viện Ngoại giao Việt Nam	Việt Nam	Vietnam	Transference
2.12	Học viện Nông nghiệp Việt Nam	Việt Nam	Vietnam	Transference
2.13	Học viện Phụ nữ Việt Nam	Việt Nam	Vietnam	Transference
2.14	Học viện Quản lý Giáo dục	-	National	Other
2.15	Học viện Tài chính	-	-	-
2.16	Học viện Thanh thiếu niên Việt Nam	Việt Nam	Vietnam	Transference
2.17	Học viện Y dược học cổ truyền Việt Nam	Việt Nam	Viet Nam	Transference
			Literal translation	0
			Transference	8
			Other	3