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педагогический университет им. И. Я. Яковлева»

Кафедра педагогики и психологии



**ПРОГРАММА  
VII МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ  
КОНФЕРЕНЦИИ**

**«Актуальные вопросы  
преподавания иностранного языка  
в высшей школе»**

15 мая 2023 г.



г. Чебоксары

## **Порядок работы конференции**

**15 мая 2023 г.**

**09.30–10.00** – регистрация участников конференции

**10.00–11.30** – пленарное заседание

**11.30–12.00** – перерыв

**12.00–14.00** – работа секций

**14.00–14.30** – подведение итогов конференции

## **Регламент конференции**

Пленарные доклады – 15–20 минут

Доклады на секционных заседаниях – 5–8 минут

## **ПЛЕНАРНОЕ ЗАСЕДАНИЕ**

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**Хрисанова Елена Геннадьевна**, д-р пед. наук, профессор, заведующий кафедрой педагогики и психологии Чувашского государственного педагогического университета им. И. Я. Яковлева.

### **Доклады**

**Duong Thuy Huong**, магистр, заведующий кафедрой иностранных языков Ханойского горно-геологического университета, г. Ханой (Вьетнам) – GAPS BETWEEN ESP TEACHING AT A TECHNICAL UNIVERSITY AND WORKPLACE'S REQUIREMENTS

**Грушова Людмила Дмитриевна**, канд. пед. наук, доцент кафедры мировых языков Витебского государственного университета им. П. М. Машерова, г. Витебск (Беларусь) – КОММУНИКАТИВНО-ПОЗНАВАТЕЛЬНАЯ МОТИВАЦИЯ КАК ОСНОВА ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОВЛАДЕНИЯ СТУДЕНТАМИ НЕЯЗЫКОВОГО ПРОФИЛЯ ИНОЯЗЫЧНОЙ РЕЧЬЮ

**Ким Ольга Васильевна**, канд. пед. наук, профессор Таразского регионального университета имени М. Х. Дулати (Казахстан) – ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ НАВЫКОВ ПРИ ОБУЧЕНИИ НЕМЕЦКОМУ ЯЗЫКУ

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**Секция**  
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**Модератор – Тенякова Елена Александровна**, канд. пед. наук, доцент кафедры европейских языков и лингводидактики Чувашского государственного педагогического университета им. И. Я. Яковлева

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**Абдраймова Салтанат Смаиловна**, магистр гуман. наук, старший преподаватель кафедры «Иностранная филология и переводческое дело» Таразского регионального университета им. М. Х. Дулати (Казахстан) – АҒЫЛШЫН ЖӘНЕ ҚАЗАҚ ТІЛДЕРІНДЕГІ ІС - ҚИМЫЛ ЕТІСТІКТЕРІНІҢ СЕМАНТИКАСЫН САЛЫСТЫРМАЛЫ ТАЛДАУ

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**Долгова Елена Викторовна**, канд. филол. наук, сотрудник Академии ФСО России (г. Орёл) – ПЕРЕВОД КАК СРЕДСТВО ОБУЧЕНИЯ УСТНОЙ РЕЧИ

**Ефанова Олеся Константиновна**, учитель английского языка НОЧУ «ЮНЭК» г. Железнодорожный Московской области – ИСПОЛЬЗОВАНИЕ АНГЛИЙСКИХ ФРАЗЕОЛОГИЗМОВ С КОМПОНЕНТАМИ «КОШКА» И «СОБАКА» НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

**Журавлев Денис Михайлович**, педагог дополнительного образования МБУ ДО ЦДТ Апшеронского района Краснодарского края (г. Апшеронск) – МЕДИАДИСКУРС В СИСТЕМЕ ЯЗЫКОВОГО МАНИПУЛИРОВАНИЯ (НА МАТЕРИАЛЕ РУССКОГО И АНГЛИЙСКОГО ЯЗЫКОВ)

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**Nguyen Thi Cuc**, магистр, преподаватель кафедры иностранных языков Ханойского горно-геологического университета, г. Ханой (Вьетнам) – SUGGESTED PROCEDURES FOR ENGLISH-VIETNAMESE TRANSLATION OF GEOLOGICAL TEXTS - A LITERATURE REVIEW

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УНИВЕРСИТЕТ  
ЯКОВЛЕВА

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
"ЧУВАШСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ ИМ. И.Я. ЯКОВЛЕВА"

КАФЕДРА ПЕДАГОГИКИ И ПСИХОЛОГИИ

# СЕРТИФИКАТ УЧАСТНИКА

VII Международной научно-практической конференции  
«Актуальные вопросы преподавания иностранного  
языка в высшей школе»

выдан

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Ректор



В. Н. Иванов

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15 мая 2023 г.

эффективнее. Также такие тетради могут стать хорошим способом визуализации лексического материала.

При введении лексических единиц можно обращать внимание учащихся на то, что они имеют общие черты, например, принадлежат к одной и той же семье слов или используются совместно в контексте.

Особое внимание должно быть уделено разнообразию упражнений, направленных на формирование лексических знаний умений и навыков, чтобы учащиеся не потеряли интерес и мотивацию к изучению немецкого языка посредством приложения *Duolingo* по мере освоения ими обширных тематических полей.

В целом, интерактивное приложения *Duolingo* может быть рассмотрено как эффективное средство оптимизации лексических знаний, умений и навыков при обучении иностранному (немецкому) языку. Такое утверждение подтверждают в том числе выводы эксперимента [1, 54] по выявлению повышения уровня владения иностранным языком у активных пользователей приложения.

#### ЛИТЕРАТУРА

1. Абитов, Р. Н. Компьютерная платформа *Duolingo* как ресурс для интенсификации изучения иностранного языка в инженерном вузе / Р. Н. Абитов // Образование и саморазвитие. – 2017. – Т. 12, № 1. – С. 45–55.
2. Мурашова, Е. А. Современные интерактивные средства обучения немецкому языку как иностранному / Е. А. Мурашова // Актуальные вопросы преподавания иностранного языка в высшей школе. – Чебоксары : Чувашский государственный педагогический университет им. И. Я. Яковлева, 2022. – 293 с. – С. 181–186.
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*Nguyen Thi Cuc*

#### SUGGESTED PROCEGURES FOR ENGLISH - VIETNAMESE TRANSLATION OF GELOGICAL TEXTS - A LITERATURE REVIEW

Abstract. Translation plays an important role in ensuring accurate communication of information across different language contexts. Translating geological texts from English to Vietnamese presents particular challenges due to differences in the structures, terminology, and technical vocabulary of the two languages. This article provides fundamental insights into several essential concepts related to geological text translation, such as translation procedures, translation equivalence, technical translation, and the characteristics of geological texts. The literature review identified four outstanding translation procedures for geological texts from English to Vietnamese, namely transposition, modulation, addition, and omission, among a broad range of available methods and techniques.

Transposition is one of the translation procedures that involve changing the grammatical structure or part of speech of the source language to make it suitable for the target language. It is a common technique used by translators to ensure that the translated text is grammatically correct and idiomatic in the target language. Transpo-



sition may involve changing the word order, substituting one word class with another, or adapting to a specific grammatical structure that does not exist in the source language.

Modulation is a type of translation technique that involves altering the message of the source language to the target language by changing the perspective, such as shifting from one part to another, from passive to active voice, from abstract to concrete, and from double-negative to positive. This method is employed when the translator needs to communicate the original text's message in a manner that adheres to the conventions of the target language, which may have a different perspective from the source language.

Addition is a grammatical transformation used to express components that may be missing in the original text. This can occur when a word or phrase is added to the context to give additional meaning. There are several instances where a translator might use addition: to clarify an elliptical expression, to avoid ambiguity in the target language, to change a grammatical category, or to amplify implicit elements by adding connectors.

Omission involves removing certain grammatical forms that are redundant in the target language compared to the source language. When translating, it is common to encounter speech that is either omitted or supposed to be omitted. There are four situations where the omission procedure should be used: unnecessary repetition, specified references, conjunctions and adverbs. In addition, the omission procedure may also be used in cases where the SL text contains cultural or linguistic references that are unfamiliar or irrelevant to the TL audience. In such cases, the translator may choose to omit such references to avoid confusion or incomprehension in the TL readers.

Additionally, there are five significant challenges that translators should consider when translating geology texts from English to Vietnamese, including geological terminologies, nominalization, passive voice, relative clauses, and anticipatory subject "It". Therefore, this article highlights the need for further research to meticulously examine how the four mentioned translation procedures can address these issues and investigate any associated difficulties. The findings of this review can serve as a guide for translators and translation agencies to develop effective procedures for translating geological texts from English to Vietnamese.

Key words: technical translation, geological texts, English-Vietnamese translation, transposition, modulation, addition, omission.

## **1. INTRODUCTION**

Translation plays an essential role in ensuring that information is accurately conveyed across different linguistic contexts. The translation of geological texts from English to Vietnamese presents unique challenges due to differences in the two languages' structures, terminologies, and technical vocabulary. This study aims to review the existing literature on suggested procedures for English-Vietnamese translation of geological texts.

The purpose of this literature review is to identify and analyze the current practices, challenges, and potential solutions related to the translation of geological texts. By examining the current literature, this study seeks to identify best practices, evaluate the effectiveness of different translation strategies, and provide recommendations for translators working in the field of geology.

## **2. RESEARCH METHODOLOGY**

The research methodology for this study involved a systematic review of literature, with a focus on critical analysis and synthesis of the selected articles. The methodology was designed to ensure that the study is rigorous, comprehensive, and unbiased in identifying and analyzing the suggested procedures for English-Vietnamese translation of geological texts.

## **3. RESULTS AND DISCUSSION**

While a significant body of literature exists in the field of translation studies, this research will focus on only a few key concepts including translation procedures, translation equivalence, technical translation and characteristics of geological texts. These concepts will be clearly elaborated upon in the following sections.

### **3.1. Translation procedures**

Although numerous studies have been conducted on translation theories, there appears to be a lack of in-depth exploration into the systematic approach of translation methods. Nevertheless, scholars generally agree that translation methods are a set of principles, limited rules, and guidelines for translating texts across various genres, with the aim of offering a framework for evaluating and improving translations, as well as solving translation-related issues.

Newmark [13, 81] highlights a distinction between translation methods and translation procedures, stating that "translation methods relate to whole texts, while translation procedures are used for sentences and smaller language units". When translating texts, translators employ a variety of translation procedures. These procedures are techniques used by translators to achieve equivalence and transfer meaning from the source language (SL) to the target language (TL) [4, 139].

Up to now, there have been two primary approaches to translation: the semantic (form-based) approach and the communicative (meaning-based) approach, even though different terminology is used for these concepts. Larson [11, 15] suggests that translation can be categorized into two main types: literal and idiomatic. Literal translation focuses on form, while idiomatic translation emphasizes meaning. While literal translation aims to reproduce the linguistic features of the source text, it often results in nonsensical and incomprehensible text with little communicative value. Only in cases where the two languages are closely related and have similar grammatical forms, can literal translation be understood.

When translating, choosing the literal form of the source text's grammatical structure and vocabulary often leads to a foreign-sounding translation [11, 15]. Instead, idiomatic translation employs natural TL structures and vocabulary, resulting in a translation that sounds as if it were originally written in the TL. However, translations are typically a blend of both literal and idiomatic approaches, with some grammatical units being translated literally and others idiomatically to convey the meaning of the text.

Newmark [13, 81] categorizes translation methods into two main groups represented by a flattened V diagram. The first group is SL emphasis, including *word for word*, *literal*, *faithful* and *semantic translation*. The second group is TL emphasis, consisting of *communicative*, *idiomatic*, *free translation* and *adaptation*. In addition, Newmark [14, 81-91] identifies eight major procedures of translation: *transference*, *naturalization*, *cultural equivalent*, *functional equivalence*, *descriptive equivalent*, *through-translation*, *shifts or transpositions* and *modulation*. Newmark also discusses other translation procedures such as *synonymy*, *recognized translation*, *translation label*, *compensation*, *componential analysis*, *reduction* and *expansion*, *paraphrase*, *couplets*, *notes*, *additions*, and *glosses*.

Vinay and Darbelnet [19] classify translation procedures into two main groups: *direct* or *literal translation*, which includes *borrowing*, *calque*, and *literal translation*, and *oblique translation*, which consists of *transposition*, *modulation*, *equivalence*, and *adaptation*. These procedures are based on the three levels of style: lexis, distribution, and message. Literal translation is used when the two languages involved are very closely related, and there is a high degree of structural, lexical and morphological equivalence between them. On the other hand, oblique translation is used when word-for-word translation is not possible. Other scholars, such as Nida and Delisle, have proposed additional translation procedures, such as : *additions*, *subtractions* and *alterations* [17] *addition* vs. *omission*, *paraphrase* and *discursive creation* [4]

The preceding translation methods and procedures share both similarities and differences, with some of them having similar characteristics but being expressed using different terms. Nonetheless, only certain procedures will be focused on in detail for the remainder of this study.

### **3.1.1. Transposition**

Transposition is a translation procedure that involves changing the grammar or part of speech from the source language (SL) to the target language (TL). This may include changing from singular to plural, adapting to a specific TL structure that doesn't exist in the SL, substituting an SL verb with a TL word, or converting an SL noun group into a TL noun, among others [14, 86]. Transposition is the only translation procedure that deals with grammar, and most translators perform it instinctively [14, 86]. Transposition can also entail replacing one word class with another without altering the meaning of the message. In some cases, words that convey meaning in the SL may not retain the same structure in the TL. For example, translating “*a beautiful girl*” into Vietnamese as “*một cô gái xinh đẹp*” requires the automatic rearrangement of the noun phrase from the SL to the TL.

Generally, transposition is a common procedure used in translation, especially when the grammatical structures of the SL and TL are different. It helps to ensure that the translated text sounds natural and fluent in the target language.

### **3.1.2. Modulation**

Modulation is a translation procedure that involves a change in the message from the source language to the target language due to a shift in perspective, such as from one part to another, from passive to active voice (and vice versa), from abstract to concrete (and vice versa), and from double-negative to positive. This procedure is



used when the translator needs to convey the message of the original text in a way that conforms to the norms of the target language, which may differ in perspective from the source language [14].

An example of modulation is the translation of “*It’s not unlikely that*” as “*Có vẻ như là*” (It is likely that) (which uses a positive construction in the target language instead of a double negative in the source language). Another example of modulation is the translation of passive voice in SL to active voice in TL, or vice versa. This change in perspective can alter the way the information is presented and perceived by the reader. For instance, the sentence “The book was written by Nam Cao” can be modulated to “*Nam Cao đã viết cuốn sách đó*” (Nam Cao wrote the book) in order to make the sentence more active and dynamic in TL.

In summary, modulation is a translation procedure that involves a change in perspective or point of view when translating from one language to another. It allows the translator to adapt the message to the norms and conventions of the TL, and to convey the meaning of the original text in a way that is more appropriate and natural for the target audience.

### **3.1.3. Omission**

The procedure of omission or subtraction involves removing certain grammatical forms that are redundant in the target language compared to the source language. When translating, it is common to encounter speech that is either omitted or supposed to be omitted. Nida [17] identifies four situations where the omission procedure should be used: unnecessary repetition, specified references, conjunctions and adverbs. For example, the relative pronoun in the source language phrase “*the car that I bought last year*” is omitted in the target language phrase “*chiếc xe tôi mua năm ngoái*” (the car I bought last year).

In addition, the omission procedure may also be used in cases where the SL text contains cultural or linguistic references that are unfamiliar or irrelevant to the TL audience. In such cases, the translator may choose to omit such references to avoid confusion or incomprehension in the TL readers.

Overall, the omission procedure can be a useful tool for translators to ensure that their translations are clear, accurate, and natural-sounding in the target language. However, it is important to use this procedure judiciously, as overuse of omission can result in loss of important information or cultural nuances in the translation.

### **3.1.4. Addition**

Addition is a grammatical transformation used to express components that may be missing in the original text. This can occur when a word or phrase is added to the context to give additional meaning. Nida [17]. suggests several instances where a translator might use addition: to clarify an elliptical expression, to avoid ambiguity in the target language, to change a grammatical category, or to amplify implicit elements by adding connectors. For instance, in SL elliptical phrases such as “the Beanie Babies” and “eBay”, the addition procedure can be used to translate them as “*những món đồ chơi Beanie Babie*” and “*trang mạng đấu giá trực tuyến eBay*”, respectively.

It is important to note that while additions can clarify meaning and make the text more comprehensible in the TL, they must be used judiciously. Overuse of additions can lead to a TL text that is verbose and cumbersome, losing the conciseness and ele-

gance of the original. As with all translation procedures, the translator must balance the need for accuracy and clarity with the need for elegance and readability.

### **3.2. Translation equivalence**

According to Catford [2, 21] one of the central tasks in translation theory is to define the nature and conditions of translation equivalence. This issue has been extensively studied in numerous published works, including those by Nida and Taber [17], Catford [2], Nida [16] and Koller [10].

In the field of translation, there have been three main perspectives regarding the concept of equivalence. From a communicative standpoint, scholars such as Catford, Nida, Toury, and Koller argue that equivalence is attainable and serves as a goal and essential requirement for translation. However, when viewed as a linguistic issue, some linguists such as Snell-Hornby and Gentzler assert that equivalence is unattainable and can impede the translation process.

There are also other theorists, such as Baker, who adopt a more neutral viewpoint when it comes to the concept of equivalence in translation. These theorists recognize that achieving complete equivalence in translation is unlikely, but still consider equivalence to be a useful target to aim for to some extent. They view equivalence not only as a conceptual unit in translation theories, but also as a practical category that can be useful for translation studies and practices.

Theoretically, equivalence in translation can be classified into four main types: function-based [17, 200], [16, 191-192], form-based [1], meaning-based [10, 100-103] and quantity-based equivalence [9]. However, according to Baker [1], there are always problems in selecting equivalents at any level, and accordingly, it is very difficult for the translator to obtain a complete equivalence between SL and TL. Therefore, it is the duty for the translator to recognize the hindrances in the SL texts and then transfer them in a way that the TL readers can comprehend clearly with most appropriate translation methods and procedures.

Equivalence in translation can be categorized into four primary types: function-based, form-based, meaning-based, and quantity-based equivalence. The function-based equivalence centers around the purpose or intended function of the text, whereas form-based equivalence takes into account the grammatical and syntactic structure of the text. Meaning-based equivalence stresses the semantic content of the text, and quantity-based equivalence pertains to the length or size of the text.

Although these classifications exist, achieving complete equivalence between the source and target languages remains a challenging task [1]. The translator must be mindful of the hurdles present in the source text and apply suitable translation methods and techniques to ensure that the target audience can comprehend the translated content with ease.

### **3.3. Technical translation**

Sofer [18] groups translation into two categories: literary translation and scientific and technical translation. According to Sofer, technical translation involves the translation of scientific and technical matters, such as science and technical books, and is typically performed by a translator who possesses a significant understanding of linguistics and background knowledge of the specific technical field. Newmark [14] further expands on this by stating that technical translation is a subset of special-

ized translation, while institutional translation pertains to areas such as politics, commerce, finance, and government. Technical translation is primarily differentiated from other types of translation by its use of terminology which accounts for 5-10% of the text. Technical translation involves the translation of technical reports, instructions, manuals, notices, and publicity, and is characterized grammatically by the use of passives, nominalizations, third-person point of view, empty verbs, and present tenses [14, 151].

Newmark [14] identifies ten categories of neologisms in technical documents, along with corresponding translation procedures. These categories include old words with new meanings (translation recognized or described through translation if there is no equivalent word in the target language), new coinages (transfer or use of a functional or generic term), derived words (naturalization), abbreviations, collocations (such as noun compounds or adjectives with nouns, transferred with a functional or descriptive term), eponyms (transferred with explanations), phrasal words (semantic equivalents), transferred words, acronyms (transference), and pseudo-neologisms.

Newmark [14, 156] recommends that when translating technical texts, translators should begin by thoroughly reading the text to gain a complete understanding of it. They should underline difficult words and assess the text's nature, degree of formality, intention, and any possible cultural or professional differences between the target audience and the original audience. The translator should then ensure that the translation aligns with a recognized house-style. Additionally, the translator should carefully consider every aspect of the text, including words, figures, letters, punctuation marks, and so on. Newmark also highlights two critical methods for technical translation: translating the title and thoroughly examining the text.

### **3.4. Geological texts**

Halliday and Martin [8] pointed out that the major goal of science is explaining how the world is organized and why it is organized in that way; and science textbooks and other documents mainly in the genres of reports and explanations deal with these two concerns. Therefore, geological documents as a subgenre of science textbooks have the same functions as science textbooks do [8].

In her doctoral dissertation, Do Kim Phuong [5] examined the structure and meaning of geological textbooks as a scientific genre in both English and Vietnamese, using systemic functional grammar as a framework. The study aimed to identify the similarities and differences in the generic structure and linguistic features of geological textbooks in the two languages.

Although English and Vietnamese geological textbooks differ in some aspects, they share similar patterns of organization, such as having three main parts, a high percentage of unmarked theme, and a large number of declarative clauses with relational and material processes. In addition, they also have a small percentage of modality and passive voice constructions in common.

On the contrary, there are several differences in generic structure and linguistic features between English and Vietnamese geological textbooks. Vietnamese textbooks lack a section for concluding remarks or summary, and do not utilize non-finite embedded clauses as marked Theme or vocatives and the Finite as the interpersonal Theme. Additionally, fronted predicators as unmarked Themes and place denoting

nominal groups as adjunct Theme are absent in English and only found in Vietnamese [5].

Survey questionnaires conducted through email with professors and lecturers at Faculty of Geosciences and Geology Engineering, Hanoi University of Mining and Geology revealed that the translation of relative clauses in geology texts is a significant challenge for students majoring in geology. In addition to terminology translation, this obstacle was identified as a major hindrance to the English-Vietnamese translation of geology texts, as agreed upon by most of the respondents [15].

It is evident that geological documents possess several unique characteristics that differentiate them from other types of documents. Furthermore, there are notable distinctions between English and Vietnamese geological texts, which can present significant challenges to translators who strive to maintain equivalence between the source language and the target language. As noted by Baker [1], selecting appropriate equivalents at any level can be problematic. Therefore, it is the translator's responsibility to identify these obstacles in the source text and rephrase them in a manner that readers of the target language can understand without any cultural misinterpretations [1].

In English-Vietnamese translation of geology texts, there are five noteworthy challenges that should be mentioned, namely geological terminologies, nominalizations, passive voice, relative clauses, and anticipatory subject "It". To address these issues, the next chapter of the thesis will meticulously examine translation techniques or approaches used and potential associated difficulties.

#### **4. CONCLUSION**

This paper aimed to provide basic insights into a few key concepts including translation procedures, translation equivalence, technical translation and characteristics of geological texts; then, seeking to identify the best translation procedures for translating English geological documents into Vietnamese. The literature review revealed that among a wide range of methods and techniques available, there are four outstanding procedures suitable for translating geological texts from English to Vietnamese, namely transposition, modulation, addition and omission. In addition, there are five noteworthy challenges that should be mentioned in English-Vietnamese translation of geology texts, namely geological terminologies, nominalization, passive voice, relative clauses, and anticipatory subject "It". It highlights the need for further research to meticulously examine how the four above-mentioned translation approaches are used to address these issues and investigate potential associated difficulties. The findings of this review can serve as a guide for translators and translation agencies in developing effective procedures for the translation of geological texts from English to Vietnamese.

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## ПОДГОТОВКА УЧАЩИХСЯ К УСТНОЙ ЧАСТИ ЕГЭ ПО АНГЛИЙСКОМУ ЯЗЫКУ НА ОСНОВЕ АНАЛИЗА ТИПИЧНЫХ ОШИБОК

Аннотация. В статье анализируются типовые ошибки учащихся при выполнении заданий устной части ЕГЭ по иностранному языку. Приводятся советы по их предупреждению, а также даются методические рекомендации, нацеленные на снятие трудностей у учащихся в процессе подготовки к сдаче устной части ЕГЭ по английскому языку, подготовленные на основе проведённого анализа типичных ошибок участников ЕГЭ.