

## ABSTRACT

The objective of this study is to find out ways that teachers can help students learn translation better by looking at the teacher's teaching strategies; students' translation strategies and learning strategies and comparing that of the high achievers and low achievers.

The participants in the study are 20 English-major students, who are selected from over 110 third-year students based on their mid-term test scores and one teacher from the Faculty of English, Diplomatic Academy of Vietnam. Data collection was done through four sources: student interview, teacher interview, student think-aloud protocol interviews and classroom observation. A triangulation of perceptions would ensure that the study is valid and reliable.

The findings indicate that:

1. The teacher advocated for the method of semantic translation; and followed a product/practice-oriented approach. He introduced few translation strategies, all are direct strategies.
2. Feedback given by the teacher was mainly corrections of errors and mistakes from the students' work. In addition, he has yet to see some big difficulties encountered by the students.
3. The high achievers used a great variety of translation strategies and applied them more effectively and flexibly than the low achievers. Even so, they failed to apply a wider range of strategies, maybe because they were never introduced to the students. The low achievers tended to translate word by word without flexibility and usually tried to recall the teacher's corrections of the similar terms.

4. Students of both groups knew what kind of tools should be used for improving their translation skill. However, the high achievers used more and knew better what they needed to do with the tools.
5. Both high achievers and low achievers encountered difficulties in translation and learning translation, with low achievers having more problems with their English competence, grammar and vocabulary.
6. Apart from the strategies introduced in the class by the teacher, the students used a number of other strategies, which may indicate a missing part in the teaching plan.

The thesis ends with a number of pedagogical implications and suggestions for further research.

