

THE UNIVERSITY OF DANANG  
UNIVERSITY OF FOREIGN LANGUAGE STUDIES

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**AN INVESTIGATION INTO LOSS AND GAIN  
IN ENGLISH - VIETNAMESE TRANSLATIONAL  
VERSION OF THE BOOK “HAPPY TEACHERS  
CHANGE THE WORLD” BY THICH NHAT HANH  
AND KATHERINE WEARE**

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## **Chapter One**

### **INTRODUCTION**

#### **1.1. RATIONALE**

Translation is not just a transference of words or expressions from one language to another but rather a communication of the meaning and culture of a source language (SL) text by means of the closest equivalence of a target language (TL) text (Pym, 2010; Munday 2008; Hatim & Mason, 2005; Bell, 1991; Newmark, 1988; Nida, 1982). Therefore, translators must clearly understand the linguistic aspects of SL and TL in terms of lexical, semantic, and pragmatic meanings, known as explicit and implicit meanings. In fact, the translation of the implicit meanings is one of the common problems and most difficult tasks that translators usually face since they lie under the cultural signs. The implicit meaning refers to the speaker's intention rather than literal words. Such meaning can be understood through the extra-linguistic aspects of language. Moreover, this meaning cannot be understood literally without taking the socio-cultural and situational contexts into account (Baker, 2011, Cummings & et al, 2011; Malmkjaer, 2005, Nida, 2001). It represents all aspects of life, the totality of meanings, ideas, and beliefs shared by individuals among the same community. Consequently, the ways of translating English into Vietnamese becomes are greatly concerned among readers and translators. This is the primary reason why the researcher chooses to deeply investigate this field. The case being analyzed in this research is translation shifts and loss and gain, key issues in translation studies. With the need of preserving the intended meaning, when rendering from one language to another, the translator might use several

strategies and make adjustment to the texts in target language, which causes a bunch of changes and differences in the translated texts. These were presented by the theory of Loss and Gain by Peter Newmark (1988), in which Gain refers to the addition of words in the translated texts, while Loss tends to shorten and simplify the translated texts. As can be seen that Loss and Gain occur typically in translation; however, the study in this area is still left untouched.

Moreover, English has been considered as a key tool to help students go further in their academic study, develop their profession and integrate into global world; therefore, teaching and learning English is of considerable importance. Despite positive changes, teaching and learning English in Vietnam in these days are still facing a lot of challenges. The researcher of this study has witnessed that many teachers have tried really hard, even some teachers suffer from burnouts in classroom but students have shown little improvement in learning English. This made the researcher have a great desire to do something to help other teachers through implementing a research related to English translation of a teaching guide. Among various kinds of books, the researcher uses the book written by two outstanding educators Thich Nhat Hanh and Katherine Weare.

For these above reasons, the researcher decided to conduct this paper titled “An Investigation into Loss and Gain in English - Vietnamese Translational Version of the Book “Happy Teachers Change the World” by Thich Nhat Hanh and Katherine Weare”, which is translated into Vietnamese by a group of translators including Chan Hoi Nghiem, Chan Thuan Khanh, Chan Ky Nghiem and Chan Tai Nghiem.

## **1.2. RESEARCH AIMS AND OBJECTIVES**

### **1.2.1. Aims**

This research is aimed at finding out loss and gain in the Vietnamese Translation of the Book “Happy Teachers Change the World”. Additionally, in this study, implications and suggestions are put forward in order that English teachers, students, translators and scholars can benefit from this research.

### **1.2.2. Objectives**

The objectives of the present research paper are as follows:

- To identify the loss and gain in the Vietnamese Translation of the Book “Happy Teachers Change the World”.
- To examine factors causing loss and gain in the process of translating from English to Vietnamese.

## **1.3. SCOPE OF THE STUDY**

This study focuses on the book: “Happy Teachers Change the World” by Thich Nhat Hanh and Katherine Weare. In this study, loss and gain are identified, analyzed and discussed. Additionally, translation shifts are figured out to see how the ST and TT are different.

## **1.4. RESEARCH QUESTIONS**

In an attempt to achieve the above mentioned objectives, the current research seeks to answer the following questions:

- What kind of loss and gain can be found in the Vietnamese translation of English in the book “Happy Teachers Change the World”?
- What affects loss and gain in the process of translating from English to Vietnamese?

## **1.5. THE ORGANIZATION OF THE STUDY**

The paper consists of five chapters as follows:

- Chapter One - **“Introduction”**
- Chapter Two - **“Literature Review and Theoretical Background”**
- Chapter Three - **“Research Design and Methodology”**
- Chapter Four - **“Findings and Discussions”**
- Chapter Five - **“Conclusion – Implications Recommendations”**

### **Chapter Two**

#### **THEORETICAL BACKGROUND AND LITERATURE REVIEW**

##### **2.1. THEORETICAL BACKGROUND**

###### **2.1.1. What is Translation?**

###### **2.1.2. Types of Translation**

###### **2.1.3. Principles of Translation**

###### **2.1.4. What is Equivalence?**

###### *2.1.4.1. Types of Equivalence*

###### *2.1.4.2. Catford' Shifts*

###### **2.1.5. Loss and Gain in Translation**

###### *2.1.5.1. The Concept of Loss*

###### *2.1.5.2. The Concept of Gain*

###### **2.1.6. Types of Loss and Gain**

##### **2.2. LITERATURE REVIEW**

Several studies have been conducted related to loss and gain in translation. Tran Thi Mai Le (2012) conducted an investigation into loss of meaning in the translation process as manifested in the

Vietnamese version of “The World is Flat” by Thomas I. Friedman. The researcher described and analyzed the collected data for finding out the linguistic and non-linguistic features of loss in meaning through descriptive and analytical methods. She also clearly presented several examples of Loss of Connotative Meaning, Collocative Meaning, Thematic Meaning and reflected meaning. According to this study, loss in meaning cannot be considered mistakes but it refers to phenomena in the process of translation each translator should be aware of in order to make his/ her product better. Clearly whatever kinds of loss in meaning are, they seem to be necessary because they can make the target version smoother and readers can find it more comprehensible and acceptable. However, the researcher mainly focused on the analyzing the types of loss of meaning occurring in Vietnamese version of “The World is Flat” while the types of gain were not investigated.

In the same year, Tran Thi Thao Mien (2016) investigated loss and gain in the translation of conceptual metaphor expressing “self-identity” in Trinh Cong Son (TCS)’s songs into English. The researcher found out loss and gain in the English translations of cognitive metaphors of Self-identity for a better understanding of cognitive metaphors in TCS’s songs. The results showed that cognitive metaphors of —Self-identity in Trinh Cong Son’s songs are rooted in bodily experiences and in experiences with culture and physical world. Furthermore, results about loss and gain in the English the translations indicate that loss and gain in such translations in terms of semantics and syntax are mostly inevitable due to the influence of the sound beats in the STs, the linguistic and cultural discrepancies between English and Vietnamese. Loss is also

caused by strategies employed by the translators such as using a more neutral/less expressive words, metonymy, and unrelated words and phrases. Misunderstanding the author's ideas is also a contributory factor for such loss. Loss is more prevalent than gain in the English translations. Gain, on the other hand, is mostly realized through expansions or explanations.

Loss and gain in translation is also of great concern. For instance, Leni Tiwiyanti; Ayu Bandu Retnomurti (2016) studied loss and gain in translation of culture-specific items in Ahmad Tohari's *Lintang Kemukus* (*Lintang Kemukus* is the name of an Indonesian novel, written by Ahmad Tohari). They identified translation procedures applied in translating Culture-specific items (CSIs) which caused loss and gain in the translation process and to identify how the translator compensated the loss in translating CSIs. They suggested that in order to compensate the loss that might have occurred, translator uses some translation procedures. They are translation by loan word with explanation, translation by paraphrase using related word, and translation by paraphrase using unrelated word. The result showed that loss is more prevalent than gain although the translator has enough knowledge on the source text culture as he has spent some years doing some research loss and gain in translation of culture-specific items in Banyumas society. There are two kinds of losses found in this research; inevitable and avertable losses. According to the researchers, inevitable loss occurs because of the divergent systems of the two languages regardless of the skill and competence of the translator. In this case, translators usually can not establish equivalence and therefore resorts to compensatory strategies. The second loss is an avertable loss attributed to translator's failure to

find the appropriate equivalence. Translation procedures which result in loss in translation are translation by a more general word (subordinate), translation by a more neutral/less expressive word and translation by cultural substitution. Gain is realized mostly through the creativity of the translator when they are able to explain culture-specific items for effective communication. In order to compensate the loss that might have occurred, translator uses some translation procedures. They are translation by loan word with explanation, translation by paraphrase using related word, and translation by paraphrase using unrelated word. Accordingly, this study with the combination between loss and gain analysis and factors leading to this phenomenon would be of necessity for language learners.

## **Chapter Three**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. RESEARCH METHODOLOGY**

With an attempt to achieve the objectives, the study adopts a descriptive approach, using a combination of qualitative and quantitative method. The descriptive method in the study is employed in chapter four to describe the process of translation shifts found in this study. Moreover, the method is used to describe the table of occurrences of loss and gain.

According to Silverman (2001), qualitative method, can show the insights behind the numbers and facts to clarify different layers of meaning conveyed by the speaker. In linguistics, applying qualitative method tends to be the most appropriate choice of language researchers, who use it as the tool to encounter the multiple meanings as well as the value patterns that quantitative method

cannot express (Lincoln and Guba, 1985). The qualitative method in this study is expressed in analyzing the factors affecting loss and gain in the process of translating from English to Vietnamese in chapter four.

Quantitative method is applied to measure ‘how much’ and ‘how many’ of the case study (Rasinger, 2013, p10). The quantitative method in this study is adopted in chapter three to collect samples. This method is used in chapter four to count the frequency of occurrence of translation shifts, loss and gain in this study.

### **3.2. SAMPLING**

Samples were taken from the books, including 100 English samples in the book “Happy Teachers Change the World” and 100 Vietnamese translations in the book “Thay Co Hanh Phuc Se Thay Doi The Gioi”.

The purposive sampling strategy is employed in this study. In regard to strategy, Patton (2002) states that purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). As for purposive sampling, Sugiyono (2007) claims 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 adopts this method of sampling in order to choose samples based on the following classification criteria: A sample can be a phrase, a collocation or a sentence with the condition that there is at least one difference between the original text and its translated text. This difference includes any linguistic features relating to grammatical and lexical aspects. Despite the fact

that samples do not represent all the attributes of the population, they cover the basic characteristics of typical translated text found in the book. This way of selecting samples enables the researcher to meet the objectives of the study.

### **3.3. RELIABILITY AND VALIDITY**

In terms of reliability, as mentioned above, English samples in the book “Happy Teachers Change the World” and 100 Vietnamese translations in the book “Thầy Cô Hạnh Phúc Sẽ Thay Đổi Thế Giới” were collected. The data were collected from sources which are reliable. The English samples were taken from the book “Happy Teachers Change the World”, published in 2017 by Parallax Press, Berkeley, California. The Vietnamese ones were taken from the translated book “Thầy Cô Hạnh Phúc Sẽ Thay Đổi Thế Giới”, published in 2018 by Thai Ha book and Ha Noi Publishing. Additionally, the study was carried out on the basis of the theoretical background as mentioned in chapter 2, and the procedures of study which would guarantee the consistency of the result of study.

In terms of validity, all English and Vietnamese samples were selected in a recent period from 2017-2018 and from well-known publisher. They were exactly the samples that reflect what researcher really wished to measure concerning the qualitative information to serve the research questions. All findings in this thesis were clarified from clear evidence, statistics and frequencies. For that reason, the validity was also confirmed.

### **3.4. DATA COLLECTION**

The researcher read the book thoroughly to collect all the samples in the book “Happy Teachers Change the World” and in the

Vietnamese translation as mentioned in sampling. The data collection procedure was carried out as follows:

- Select samples in the original book
- Compare with the translated text to see whether there are any loss and gain
- Categorize samples

### **3.5. DATA ANALYSIS**

- Firstly, the English samples were collected from the book
- Secondly, the data taken from English and Vietnamese versions were compared to identify types of translation shifts;
- Thirdly, the identified types of translation shifts, loss and gain were sought and described from the data;
- Fourthly, the occurrences of loss and gain are worked out; the result of the frequency was compared with each other and shown in the pie charts. The frequency of each type of loss and gain was counted manually. These procedures were adopted to meet the objectives of the study and to answer the research questions;
- Finally, the researcher interprets the data.
- All in all, this chapter presents justifications of the researcher for the purposive sampling, data collection procedure with five stages and data analysis method that this study employed.

## **Chapter Four**

### **FINDINGS AND DISCUSSIONS**

#### **4.1. THE TRANSLATION OF ENGLISH IN THE BOOK INTO VIETNAMESE**

##### **4.1.1. Level shifts**

##### *4.1.1.1. Shift from grammar to lexis*

This subcategory of level shifts relates to the change from a grammatical item in the ST to a lexical item (i.e. word) in the TT.

Example 1:

<b>Grammar</b> <b>-es</b>	<b>Lexis</b> <b>các</b>
Contemplative approaches	Các phương pháp quán niệm p. 41, book 1

It is clear from the above examples that in the English language, the morpheme “-s” or “-es” is added to indicate the plural form of a noun while there is no change in the form of Vietnamese noun whether it is singular or plural. The words such as “các”, “những” are served as plural markers. Moreover, translators often add markers such as “sự”, “việc”, to a noun.

#### ***4.1.1.2. Shift from Lexis to Grammar***

This level shift deals with a change from a lexical item (word) in the ST to a grammatical item (i.e. part of the linguistic structure) in the TT. In the collected data, there is no shift from lexis to grammar.

### **4.1.2. Category Shifts**

#### ***4.1.2.1. Structure Shift***

##### ***a. Shifts in Word Order***

This type of structure shifts takes place when there is a change in the organization of words in a sentence between the ST and the TT. The following examples provide a further explanation:

Example 2:

ST	TT
<b>True happiness</b> means that you don't need to run after anything anymore	<b>Hạnh phúc chân thật</b> có nghĩa là ta không còn phải chạy đi tìm cầu thêm bất cứ điều gì nữa p. 23, book 1

<b>True happiness</b> Adj N <b>Hạnh phúc chân thật</b> N Adj	
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In this example, there is a structure shift in word order. Adjective+ noun structure as in the underlined ST phrase (**true happiness**) is changed into noun+adjective (**hạnh phúc chân thật**) in the TT.

*b. Passive-active Voice Shifts*

In this subcategory of structural shifts, a change from the passive voice in the ST to the active voice in the TT, and vice versa, takes place.

Example 3:

ST	TT
Mindfulness is now being taught in classrooms in schools and universities in some parts of the world	Các trường phổ thông và đại học tại một số nước trên thế giới đang thực hiện chương trình áp dụng chánh niệm vào trường học. p. 141, book 2

This example includes a structure shift from passive to active voice. The translator changes from passive in the ST to active in the TT. In this sentence “Mindfulness is now being taught”, the English passive structure (Subject + be + past participle) is transferred into an active structure (Subject + Verb).

#### **4.1.2.2. Class shift**

Class-shift, when a SL item is translated with a TL item which belongs to different grammatical class, for example a verb may be translated with a noun. In the following example, “**In a very real way**” is a prepositional phrase in the ST, it is rendered into a verb phrase in TT, which is a combination of a verb and adverb.

Example 4:

ST	TT
<b>In a very real way</b> , your students will call that wisdom and discernment out of you.	<b>Nói một cách thực tế</b> thì học trò của bạn sẽ là người khơi mở nguồn tuệ giác đó trong bạn. p. 18, book 1

<p><b>ST: In a very real way</b> Prep NP</p> <p><b>TT: Nói một cách thực tế</b> V Adv</p>
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#### **4.1.2.3. Unit Shifts**

Example 5:

TT	ST
Peace is every breath	Bình an trong từng hơi thở p. 65, book 1

<p><b>Peace is every breath</b></p> <p>S V C</p> <p><b>Bình an trong từng hơi thở</b></p> <p>NP</p>
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As can be seen, the clause in the SL is changed into a noun phrase in TL. This translation is highly appreciated because the translators produce the precise contextual meaning of the original.

Example 6:

ST	TT
Breathing out, “ I send my heart along with the sound of this bell”	Thở ra, gửi lòng theo tiếng chuông p. 93, book 1

<p><b>ST: I send my heart along with the sound of this bell</b></p> <p>S V O</p> <p><b>TT: gửi lòng theo tiếng chuông</b></p> <p>VP</p>
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#### *4.1.2.4. Intra-System Shift*

Example 7:

ST	TT
Enhance awareness of one’s <b>thoughts and feelings</b>	Nhận diện sâu sắc hơn về <b>tu duy, cảm thọ</b> p. 139, book 1

<i>English (Plural)</i>	<i>Vietnamese (singular)</i>
thoughts	Tư duy
feelings	Cảm thọ

In the table above, it can be observed that although in the ST there is a plural element as “s” is added at the end of the noun, in the TT there is no signal showing the plural form.

#### 4.2. FREQUENCY OF TRANSLATION SHIFTS

The table below indicates the frequency order of the 5 kinds of shifts suggested by Catford from the highest to the lowest as follows:

<i>Strategy</i>	<i>Occurrence</i>	<i>Percentage</i>
Structural-shifts	39	29
Class-shifts	31	23
Unit-shifts	28	20
Level shifts	26	19
Intra-system-shifts	12	9
Total	136	100

*Table 4.2. Occurrence and Percentage of Shifts*

#### 4.3. TYPES OF LOSS AND GAIN

##### 4.3.1. Loss and Gain in Lexis

##### 4.2.3.1. Loss in Lexis

Example 8:

ST	TT
I remind them to breathe a normal relaxed <b>breath</b>	Tôi nhắc nhở các em thở <b>tự nhiên và buông thư.</b> p. 84, book 1

The noun phrase “**a normal relaxed breath**” in the ST is conveyed into “**tự nhiên và buông thư**” in TT, which lacks the meaning of the word breath. However, due to the existence of the verb breathe and this verb is already translated, translators do not repeat this word.

Example 9:

ST	TT
...and an advisory team of writers, Thay’s senior students, from the Plum Village <b>Community</b>	...và đội ngũ các cây bút cố vấn, những học trò của Thiền sư ở Làng Mai p.13, book 1

The noun “**Community**” is completely lost in TT because “**Plum Village**” itself is clear enough for readers to understand. The next example is also another case of loss in lexis without changing the meaning of the text.

#### **4.3.1.2. Gain in Lexis**

Gain in translation refers to the enrichment or clarification of the ST which enables language and the TT to be flexible and usable in any social circle (Nozizwe & Ncube, 2014). Gains can either be deliberate or coincidental. When deliberate, they are a result of the translators’ creativity and are aimed at meeting the need of the target audience linguistically and culturally. Gain in lexis means the translators produce an addition of the word to provide more detailed information and transmit the message in SL to TL more closely.

Example 10:

ST	TT
I hope this proves to be a seminal text for educators around the world with an interest in how best to support the learning and well-being of young people and those who teach them.	Tôi hi vọng bộ sách này sẽ trở thành tài liệu căn bản, <b>quan trọng</b> cho những nhà giáo dục trên thế giới để có thể hỗ trợ tốt nhất cho việc học tập và cho hạnh phúc của những người trẻ cũng như những người <b>đang mang trọng trách</b> dạy dỗ các em p.9, book 1

In the TT, “**quan trọng**”, which means “**important**” and “**đang mang trọng trách**” that refers to the meaning “**take a great responsibility**” are added. There is no existence of these words in ST. It is possible that translators attempt to highlight the essential role of this book as a guideline for educators, who profoundly influence students.

Example 11:

ST	TT
As you will see, it is a product of his deep affection for the young and his enduring appreciation of the necessity of a wise and kind education for the future generations.	Bạn sẽ thấy nó là kết tinh tình thương sâu sắc của Thiên sư đối với những người trẻ và sự mong mỏi không ngừng về một nền giáo dục <b>bồi dưỡng</b> tài và đức cho các thế hệ mai sau. p.13, book 1

In the translation provided, "**bồi dưỡng**" is semantically gained in order to communicatively evoke the concept of education.

#### 4.3.2. Loss and Gain in Structure

Loss and gain in structure take place when there is an addition or omission that grammatically occurs at any ranks of language between the ST and the TT. Unit shift and class shift are found in this type of loss and gain.

##### 4.3.2.1. Loss in Structure

Example 12:

<p><b>The practice of mindfulness is the practice of joy.</b> It is an art of living. With mindfulness, concentration, and insight you can generate a feeling of joy and happiness whenever you want.</p>	<p><b>Thực tập chánh niệm là phải vui.</b> Đó là một nghệ thuật sống. Với niệm, định và tuệ, ta có thể chế tác niềm vui bất cứ khi nào ta muốn.</p> <p>p.21, book 1</p>
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The noun “joy” in ST is translated into the adjective “vui” in TT. The translation of a noun in ST into an adjective in TT is a manifestation of shift, particularly structure shift.

##### 4.3.2.2. Gain in Structure

Example 13:

<p><b>When you practice breathing in and out mindfully, that is called mindfulness of something.</b> When you practice walking mindfully, that is called mindfulness of walking. When you eat your</p>	<p><b>Khi ta thở vào, thở ra có ý thức là ta đang thở chánh niệm.</b> Khi ta đi trong ý thức là ta đang thực tập thiền đi. Khi ăn sáng trong chánh niệm là ta đang thực tập thiền ăn. Ta</p>
--	--

breakfast mindfully, that is called mindfulness of eating.	không cần phải ngồi suốt ngày trong thiền đường mới gọi là thực tập thiền. P.21, book 1
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<b>Unit Shift</b>	
<b>Noun Phrase</b>	<b>=&gt; Sentence</b>
When you practice breathing in and out mindfully, that is called <b>mindfulness of something.</b>	Khi ta thở vào, thở ra có ý thức là <b>ta đang thở chánh niệm.</b>

In SL, “**mindfulness of something**” is translated into “**ta đang thở chánh niệm**”. The totally different structure in the translation of the nominal phrase is seen in this case. It changes from noun into a complete sentence. When adapting the theory of translation shift, it is certainly seen that the unit shift occurs in transferring the noun into the sentence.

### 4.3.3. Loss and Gain in Meaning

#### 4.3.3.1. Loss in Meaning

Example 14:

<b>ST</b>	<b>TT</b>
A rose has to be inter-be with the whole cosmos. That is the insight we call interbeing	Chúng ta cần có bùn để nuôi sen. Mọi thứ nương vào nhau để biểu hiện. p. 27, book 1

Again, the word “**inter-be**” is not rendered into Vietnamese. Therefore, there is a loss in meaning of the “**inter-be**”. The translators completely change the original text. The TT is rewritten

in a different way, which is clearer for comprehension.

Noticeably, the image of a rose in the ST is familiar in Western culture. However, it is not common in the Vietnamese culture and Buddhism. Therefore, the translators use another replacement, which is a lotus, “**sen**” to fit the Vietnamese culture and Buddhism. “**Mọi thứ nương vào nhau để biểu hiện**” is a free translation of “**That is the insight we call interbeing**” in the ST. The translators do not exactly render word by word; instead, they explain in another way for better comprehension. This act of translation can also be considered as a gain in meaning.

#### 4.3.3.2. *Gain in Meaning*

Example 15:

ST	TT
Freed from over obsession with <b>possessions and achievements</b>	Thoát khỏi sự ám ảnh quá mức của tiền tài và danh lợi p. 60, book 1

In the ST, possessions mean the things you own, which is rendered into “**tiền tài**” in the TT. Achievements are what you have done successfully and “**danh**” in the TT is used as its equivalent. In the context, an addition of “**lợi**” creates a gain in meaning and the message is still transmitted naturally.

#### 4.4. BOTH LOSS AND GAIN

Example 16:

ST	TT
The insight of interbeing	Hoa là rác, rác là hoa p. 26, book 1

“**Interbeing**” is a word that is not defined in the dictionary yet. It is explained by Thich Nhat Hanh that the pre-fix “**inter**”

combines with the verb “**to be**,” to create a new verb, inter-be. He adds “if we look into this sheet of paper even more deeply, we can see the sunshine in it. If the sunshine is not there, the forest cannot grow. In fact, nothing can grow. Even we cannot grow without sunshine.” This word, in the researcher’s opinion, a religious term and is likely to hinder readers ‘understanding. Moreover, there is no equivalent meaning in the TT. To render the deep message of ST, translators use a common sentence in Buddhism “**hoa là rác, rác là hoa**”. The physical entities “**rác**”, “**hoa**” are used to illustrate the original meaning. However, these images are even more difficult to understand. It is suggested that the translators should paraphrase the term “**interbeing**” and explain in a clearer way.

This case is the combination of both loss and gain. While there is a loss in the meaning of “**interbeing**”, there is a gain, occurring in “**hoa là rác, rác là hoa**” in the TT.

#### **4.5. FREQUENCY OF LOSS AND GAIN**

*Table 4.3. Occurrence and Percentage of Loss and Gain*

	<i><b>Occurrence</b></i>	<i><b>Percentage</b></i>
Loss in lexis	35	20
Gain in lexis	22	13
Loss in structure	11	6.0
Gain in structure	18	10
Loss in meaning	27	16
Gain in meaning	40	23
Loss and gain	21	12
Total	174	100%

## **4.5. FACTORS AFFECT SHIFTS IN THE PROCESS OF TRANSLATING FROM ENGLISH TO VIETNAMESE**

### **4.5.1. Linguistics differences**

#### *4.5.1.1. Plural Nouns*

#### *4.5.1.2. Unreal Subject*

#### *4.5.1.3. Passive voice*

### **4.5.2. Cultural Features**

### **4.5.3. Religious Dominance**

## **Chapter Five**

### **CONCLUSION – IMPLICATIONS –SUGGESTIONS**

#### **5.1. CONCLUSIONS OF THE FINDINGS**

This research is aimed at examining the types of loss and gain occurring in the Vietnamese translation of the Book “Happy Teachers Change the World”.

In this study, the researcher investigated loss and gain in Lexis, Structure and Meaning which refer to the omission or the addition of linguistic features in the TT. These processes involve changes of word class, structure, and meaning. According to the analysis, loss was more popular than gain. The most significant process was loss and gain in meaning, which account for 23 % and 12 % respectively. Totally, the percentage of this process is 35 %. Religious elements, particularly the engaged Buddhism, are one of the main factors causing loss and gain in meaning.

Regarding to lexis, loss was more popular than gain, in which the former’s percentage was over 20% while the latter’s one was only about 13%. In terms of structure, 6.0 % loss occurred whereas the percentage of gain is 10%. Interestingly, it is observable that loss and

gain could occur at the same time in a sentence with 12% in total.

Thirdly, factors causing loss and gain involve linguistic and cultural differences. It is noted that main linguistic differences include those in plural nouns, unreal subjects, and passive voice lead in the loss and gain found in the TT. Further, cultural gaps between English and Vietnamese create the possibility of loss and gain in translation. The most noticeable factor causing changes when rendering English into Vietnamese in this book is cultural factors, especially the Buddhism.

## **5.2. IMPLICATIONS FOR TEACHING AND LEARNING TRANSLATION**

Based on the research' results, together with the best of the researchers' understanding of the field, there are a several implications drawn out as contribution to the linguistics as well as to teaching and learning translation.

Firstly, learners should equip themselves with these groundings and practice of various shifts occurring in translation when rendering English into Vietnamese. In order to identify types of loss and gain, students should be aware of the theoretical framework of previous scholars and have hands-on practice of indicating loss and gain in translation.

Secondly, factors affecting loss and gain in translation should also be considered. This research helps readers have a deeper insight into the reasons why loss and gain happen in the translational version of the book and points out some of the unnatural translation according to the researcher's perspectives. It is, therefore, encouraged to re-translate the some parts of the book. This paper might pave the path for future research, investigating into new

approaches of translation so that readers can fully grasp the meaning of the original book. Translators could take these factors into consideration to produce a better and more comprehensive translation in the future.

### **5.3. LIMITATION OF THE STUDY**

In spite of the researcher's significant effort to ensure the reliable outcomes of the study, there maintain a number of inevitable shortcomings, namely the depth and breadth of the research.

The thesis only draws attention to the types of translation shifts classified by Catford and loss and gain in lexis, structure and meaning.

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### **5.4. SUGGESTIONS FOR FURTHER RESEARCH**

- An Investigation into Loss and Gain of Implicit Meanings in the Vietnamese Translation of the Book "Happy Teachers Change The World"

- A Study of Translation Strategies Applied in the Vietnamese Translation of the Book "Happy Teachers Change The World".

- An Investigation into Pragmatic and Religious Aspects of the Vietnamese Translation of the Book "Happy Teachers Change The World".