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**AN INVESTIGATION INTO TRANSFERENCE
OF GENERIC AND SPECIFIC INFORMATION
AS MANIFESTED IN TRANSLATED WORKS
FROM ENGLISH INTO VIETNAMESE**

**Study Field : THE ENGLISH LANGUAGE
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**M.A. THESIS IN THE ENGLISH LANGUAGE
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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

In the era of globalization nowadays, there is a growing trend in communicating and cooperating worldwide. International relationships are constantly strengthened, and the needs for people of countries and economics to exchange knowledge, information as well as useful experience never become old. Hence many nations all over the world are putting more effort and investing appropriately into teaching and studying foreign languages.

However, with a large number of languages used in the world, it is impossible to do the job well without translation. Translation is always a difficult and problematic job because of linguistic, literary and aesthetic, and socio-cultural problems, especially in the field of literature translation.

In the history of the world literature, many famous works were translated into many languages to satisfy people's need for culture enjoyment. However, translating literature works is not an easy job because there are many problems that take translators a lot of time considering such as equivalence, untranslatability, loss and gain, and/or dealing with idioms. Besides, there are always some overlap between the source language culture and the target language culture that can bring translators some problems and takes them a lot of time and effort to consider. One of the problems is how to find lexical equivalence across languages. Some concepts may be common to both, but some may be new to or unknown in the target language culture. In some cases, it may be appropriate or necessary to use a word with more specific information to translate a word in the source language but in other cases, it may be appropriate to translate by using a word with

more generic information. In literary translation, this is a quite popular phenomenon.

From the above reasons, the study of transference of generic and specific information as manifested in translated works from English into Vietnamese would be helpful for learners, translators and teachers of English. And above all, the author of this research hopes to help Vietnamese learners of English and translators manage better when they translate words or expressions with generic and specific information from English into Vietnamese and vice versa.

1.2. AIM AND OBJECTIVES

1.2.1. Aim

This study will conduct an investigation to find out how generic and specific information are transferred as manifested in the translated works from English into Vietnamese.

1.2.2. Objectives

To achieve the above-stated aim, the following objectives are identified:

- To look at semantic features of generic versus specific information of words in English and in Vietnamese.
- To analyze the degrees of generality or specificity of information conveyed in a word, in English and in Vietnamese.
- To investigate into how generic and specific information is transferred as is manifested in the translated works from English into Vietnamese.

1.3. SCOPE OF THE STUDY

The research will focus on the transferring of generic and specific information from English into Vietnamese as is manifested in Vietnamese versions of English works.

We will probably look at words – the lexical level. And if this does not provide sufficient samples, we may extend to a higher level, for instance, phrases.

1.4. RESEARCH QUESTIONS

The research will attempt to answer one question:

Are there any classifiable repeated patterns of how generic and specific information is transferred from English into Vietnamese as is manifested in Vietnamese versions of English works?

If the answer to this question is “yes”, our follow-up question will be:

What are the most commonly used procedures in transferring generic and specific information from English into Vietnamese as is manifested in Vietnamese versions of English works?

1.5. DEFINITIONS OF TERMS

1.6. SIGNIFICATION OF THE STUDY

We hope the findings will contribute to translation practice in Vietnam and to the use of translation in language teaching, especially in literature translation. The result of this study could provide an additional knowledge to transfer lexical meaning from one language to another. In addition, it would provide material for the teaching and research of language and culture.

1.7. ORGANIZATION OF THE STUDY

Chapter 1: Introduction

Chapter 2: Literature review and theoretical background

Chapter 3: Research design and methodology

Chapter 4: Findings and discussion

Chapter 5: Conclusion

CHAPTER 2

LITERATURE AND THEORETICAL BACKGROUND

2.1. REVIEW OF THE PREVIOUS STUDIES

Nida E.A and Taber C.R (1982) [p.1] in discussion of “A new concept of translating” state that in the past, the older focus in translation was the form of the message, and the translators took particular delight in being able to reproduce stylistic specialties and unusual grammatical structures. The new concept, however, has shifted from the form of the message to the response of the receptor. Therefore, what one must determine is the response of the receptor to the translated message. According to them, to evaluate if one translation is correct or not, we must answer a question namely: For whom? Correctness must be determined by the extent to which the average reader for which a translation is intended will be likely to understand it correctly. But this is even a difficulty as not all people have right views of the target as well as of the source languages. In addition, each language has its certain distinctive characteristics, which give it a special character [p. 4].

Reality shows that no communication is ever absolute and we are unable to have a perfect match between languages. To communicate successfully, translators must consider several elements, and, Nida and Taber [p.14] stress that it is necessary to set up certain fundamental criteria for guidance in the process. That is to say, one must establish a set of priorities to define translating from different perspectives: the perspectives of form and of comprehensibility. They explain that people can always talk about anything that is in their experience, for their set of symbol covers their total word, and they called them “a map of experience”. But language is not as simple as that, for experience has several layers.

Barnwell K. (1980) [11,p.23] in his discussion of cross-language mismatch states that the senses that a word has in one language often do not match all the senses of the equivalent word in another language. Even when the “primary” senses seem to match, different words may be used to express the “secondary” senses. In order to discover the precise of meaning of the word in each of its senses, Barnwell [p.37] claims that we must compare the word in each of its senses with other words within the same general area of meaning. This is to compare the word with other words, which it shares some element(s) of meaning in order to discover the particular features of meaning which distinguish this word.

However, the theories of these researchers are resulted from the investigations on foreign languages (Greek, French, Italian, etc.) which can have some linguistic and cultural characteristics different from Vietnamese. Moreover, there has been no study of these theories in the field of literature translation in Vietnam. From this reality, following the theories of Nida E.A and Taber C.R and Barnwell K., the thesis concentrates on investigating the transference of generic and specific information from English into Vietnamese as is manifested in Vietnamese versions of English works.

2.2. THEORETICAL BACKGROUND

2.2.1. Theory of Translation

Other researchers, B. Hatim and I. Mason [20] mention that *translating is an act of communication which takes place within a social framework*. The translator as communicator seeks to maintain coherence by striking the appropriate balance between what is effective and what is efficient in a particular environment, for a particular purpose and for particular receivers.

Meanwhile, Peter Newmark [25,p.17] indicates that *translation is rendering the meaning of a text into another language in the way that the author intended the text.*

Translation is considered as a process through which the translator decodes one language (source language: SL) and encodes his understanding of another language (target language: TL) form. Translation also denotes both the process of transferring a text from one language into another and the product resulting from this process. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers.

Linguistically, translation is a branch of applied linguistics, for in the process of translation the translator consistently makes any attempt to compare and contrast different aspects of two languages to find the equivalents.

The basic purpose of translation is to reproduce various types of texts, comprising literary, religious, scientific, philosophical texts etc. in another language and thus making them available to wider readers, to a greater number of target audiences and to bring the world closer. So, to render a satisfactory translation the translator needs to be acquainted with social, religious, historical, and cultural systems of both SL & TL to find standard equivalents, give an explanation, or otherwise convey the sender's intended meaning to the TL receivers.

2.2.1.2 Translation equivalence

A key concept in translation is equivalence and this helps establish our approach to translation. Equivalence centres around the processes interacting between the original source text and translated text. If a specific linguistic unit in one language carries the same intended meaning / message encoded in a specific linguistic medium in another, then these two units are considered to be equivalent. However,

finding equivalents is the most problematic stage of translation because of the differences and the richness of languages and cultures of the world.

According to **J.C. Catford** [15, p.47], “*The central problem of translation-practice is that of finding TL translation equivalence. A central task of translation theory is that of defining the nature and conditions of translation equivalence*”. He also indicates that SL and TL texts or items are translation equivalents when they are interchangeable in a given situation. Catford (1988) considers different shifts within languages and contends that there are various shifts when any of translation is carried out by translators. He, heavily, focuses on the different linguistic elements as crucial variables in equivalence definition and equivalence finding. Accordingly, he divides the shifts across languages into level and category shifts. Level shifts include studies like morphology, graphology, etc. and category shifts consist of structural, class, unit and intra-system shifts.

Mentioning translation equivalence, Popovic [8] distinguishes four types:

- (1) *Linguistic equivalence*
- (2) *Paradigmatic equivalence*
- (3) *Stylistic (translational) equivalence*
- (4) *Textual (syntagmatic) equivalence*

Moreover, Eugene Nida [8] distinguishes two types of equivalence: *formal equivalence* and *dynamic equivalence*. Formal equivalence focuses attention on the message itself, in both form (poetry to poetry, sentence to sentence, concept and concept) and content (gloss translation, aim to allow the reader to understand as much of the source language context as possible). However, dynamic equivalence is based on the principle of equivalent effect, i.e. that the relationship between receiver and message should aim at being the

same as that between the original receivers and the source language message.

2.2.2 Transference

Transference is the process of transferring a notion or an idea expressed in a source language text to a notion or an idea in a target text. Theorists consider transference as one of the translation procedures, which are used for sentences and smaller unit of language within a text. Translation procedures are methods applied by translators when they formulate equivalence for the purposes of transferring elements of meaning from the

Eugene A. Nida and Charles R. Taber claim that this translation procedure must take place in someone's brain, and it is the translator in whose brain the actual transference takes place. The translator takes this procedure either because the TL does not have a lexicalized correspondence, or for stylistic or rhetorical reasons. It is said that transference is the crucial and focal point of the translation process.

2.2.3 Semantic Characteristics of English

2.2.3.1 Word meaning

In the field of word meaning, there exist many viewpoints because different linguistic researchers mention word meaning with different approaches.

The meaning of a word is not merely the result you get from your search in a good dictionary but it is a combination of semantic features or properties, and those are components of word-meaning.

Nguyen Hoa [5, p.51] distinguishes four major components of word-meaning: (a) denotation, (b) connotation, (c) structural meaning and (d) category meaning.

a. Denotation

b. Connotation

c. *Structural/associative meaning*

However, when studying associative meaning, **Katherine Barnwell** [11, p60-64] analyses meaning with five different kinds: *connotative, stylistic (social), affective, reflected and collocative*.

2.2.3.2. Componential analysis

Componential analysis, also called *feature analysis* or *contrast analysis*, refers to the description of the meaning of words through structured sets of semantic features, which are given as “present”, “absent” or “indifferent with reference to feature”. The method thus departs from the principle of compositionality. Componential analysis is a method typical of structural semantics which analyzes the structure of a word's meaning. Katherine Barnwell [12] states that each word is viewed as a bundle of features of meaning called “components”, which include:

(a) *Shared components* (sometimes termed *generic* or *common components*) i.e. features of meaning which all the words in the set have in common with each other.

(b) *Contrastive components* (sometimes termed *diagnostic, specifying, distinctive* or *essential components*), i.e. those meaning components which distinguish the meaning of a given word from the meaning of other words in the same set.

(c) *Supplementary components* (sometimes also termed *incidental components*). There are two kinds of supplementary components:

One type are those meaning associations which are attached to the word itself, rather than to the referent of the word. For example, the words “*mồm*” and “*miệng*” in Vietnamese have the same referent; they both refer to the same thing, “*mouth*”, in English. They, however, reflect different attitudes on the part of the speaker, and would be appropriate in different styles of speech.

Other types are those components which may be crucial and contrastive in certain usages of the word, but not in all.

However, the meaning of a word include not only the components of meaning but also its many other relationships to other words within the lexical system of the language.

2.2.4. Main Features in Transferring Lexical Meaning from English to Vietnamese

When transferring lexical meaning from one language to another, the translator has to consider not only two different languages but also two different cultures. There will be some concepts which are common to both language cultures, but there will also be many concepts mentioned in the source message which are unknown in the receptor culture. But even though the concept in the original message is known in the receptor language culture, it can be expressed in the different form from the SL.

Katharine Barnwell [12, p.73-77] suggests some possible changes of form which may occur during the transference:

2.2.4.1. A Single word in the SL may become a phrase in the TL and vice versa

2.2.4.2. Two or more synonyms having the same referent in the SL may have only one form available in the TL

2.2.4.3. Idiomatic or figurative forms in the SL may be transferred into direct, non-figurative forms in the TL and vice versa

2.2.4.4. Idiomatic or figurative forms in the SL may be transferred into idiomatic or figurative forms, but with a different figure in the TL

2.2.4.5. A word which is specific in the SL may become more generic in the TL and vice versa.

CHAPTER 3

METHODS AND PROCEDURES

3.1. RESEARCH DESIGN

On the purpose of carrying out an investigation into the transferring of generic and specific information in the translated literature works from English into Vietnamese, we have decided to do the research through qualitative and quantitative approaches. The research design is planned to carry out such important things as:

- Providing some basic theoretical concepts related to translation, transference, word meanings, etc.
- Collecting, describing and analyzing samples extracted from some translated works of modern literature, basing mainly on Katherine Barnwell's ways in transferring generic and specific information and drawing some conclusions on the frequency of each case used.

3.2. RESEARCH METHODS

This research paper is carried out with a combination of both quantitative method and qualitative method.

The quantitative method in the study is expressed in collecting the English sentences that contain generic and specific information. Along with the English texts, the Vietnamese translation texts were also considered to compare with the source texts.

The qualitative method in this study is mainly based on pairs in which the SL is English and the TL is Vietnamese. Due to documentary analysis and contrastive analysis, this study will find out how generic and/or specific information is transferred from English into Vietnamese as is manifested in Vietnamese versions of English works. Then, it is necessary to identify and analyze possible linguistic and non-linguistic factors which influence consciously or unconsciously in choosing each procedure for transferring generic and specific information.

3.3. RESEARCH PROCEDURES

For the research to be carried out properly, the following steps will be carried out in the same order:

- Library research, which includes background of the study and the issue, literature review, research methodology, and all the related theoretical analyses.

- Decision on a research tool of framework to be against the data

- Data collection: collecting words bringing generic and/or specific information from translated works from English works and their Vietnamese versions

- Data classification and analysis

- Decision of distribution of ways of transferring, which will result in charts in order to illustrate frequency and preferences.

- Discussion of the findings in relations to the aim and objectives defined.

- Putting forward some recommendations based on the findings.

3.4. DATA COLLECTION AND DESCRIPTION

In the framework of the study, about 400 samples have been chosen for the subjects of the study. The data are taken from some famous novels of English modern literature such as *The Lost Boy*, *The Call of the Wild*, *Gone with the Wind*, *The Thorn Birds*, *The World is Flat*, *The Old Man and The Sea*, *The Adventures of Huckleberry Finn*, *Uncle Tom's Cabin*, *Great Short Stories by O. Henry*, which are written in British English or American English, and their Vietnamese versions are carefully chosen to make the study more effective and reliable. The corpora are employed not only to get the quantitative evidence for the study, but also be employed as illustration to clarify the study.

3.5 DATA ANALYSIS

Base on the samples collected, I observe and find out generic and specific nouns and verbs appearing in the samples. Then, after synthesizing, we analyze and classify them. Besides, we also use checklists, statistics, tables and charts to show the frequency of occurrence of techniques used to transfer generic and specific information of English words into Vietnamese.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter will not mainly focus on analyzing the relationship between generic- specific kinds of a language but state the way the generic and specific words are transferred from English to Vietnamese in translated works.

4.1. A GENERIC WORD OR PHRASE IN ENGLISH MAY BECOME MORE SPECIFIC IN VIETNAMESE

4.1.1. In the Field of Nouns and Noun Phrases

In translated works, when transferring some generic nouns and noun phrases in English to Vietnamese, translators may use some linguistic and/ or non-linguistic factors to make them more specific.

4.1.1.1. Adding the Feature of Sex

Table 4.1. Examples of adding the feature of sex

No.	English	Vietnamese equivalents
(1)	they were as fiercely proud in their poverty as the <i>planters</i> [56, p.11]	họ cũng kiêu hãnh ghê gớm về sự nghèo khó của mình, chẳng khác gì những ông chủ đồn điền [51, p.25]
(2)	bright <i>niggers</i> [58, p.116]	những thằng da đen thông minh [40, p.124]

The word *planters* in the SL which is quite general is transferred into *những ông chủ đồn điền*. Here, the subject pronoun *they*, which is compared to *planters*, refers to *young men*, which appears before. So, *planters* here are obviously *men*. The SL readers catch this, and so do the TL ones. So, why does the translator add the feature of male when transferring this word? This may be the result of using habit of the Vietnamese language and of Vietnamese social and cultural characteristics which have been set up for thousands years. When talking about the people who own or manage something the first usual

image of the Vietnamese is that these people are *men* (although there is an undeniable change nowadays). Therefore, to meet the Vietnamese people's thought and habit, the translator uses the more specific word “*ông*” instead of the generic one “*người*”.

4.1.1.2. Using Modifications

In transfer process, common shifts in meaning found are modifications which involve specific and generic meaning. Such shift may go in either direction, from generic to specific or from specific to generic. In the Hausa language, for example, there is no general term for *cloth*; instead, they have specific terms *zane*, *kyalle* and *yaddi*, so one has to choose from these specific terms to have the most closely equivalent. Look at other examples:

Table 4.2. Examples of using modifications

No.	English Language	Vietnamese Equivalents
(3)	his everlasting <i>rice</i> field [56, p.131]	những cánh đồng <i>lúa</i> bao la của nó [51, p.252]
(4)	They must have (...) <i>rice</i> [56, p.238]	Cả nhà cần phải có (...) <i>gạo</i> [51, p. 439]

In these cases, the English word alone is not enough to determine the appropriate Vietnamese translation, and it is necessary to examine the English context. For example, in “*rice field*”, the word *rice* is the attribute of *field*, so the best equivalent for it must be *lúa* in Vietnamese. In the case of *rice* in (26), it refers to seeds used to cook for meals, so the best equivalent for it must be *gạo* (rice with the husks removed) in Vietnamese. And in (27), *rice* here is to be eaten, so the best equivalent for it must be *com* in Vietnamese, as no one can eat *lúa*, *thóc* or *gạo*.

4.1.1.3. Using a Hyponym

Hyponymy is a sense relationship between words (or sometimes longer phrases) such that the meaning of one word (or

phrase) is included in the meaning of the other. For example, the meaning of red is included in the meaning of scarlet. Red is the superordinate term (or hypernym) and scarlet is a hyponym of red.

Table 4.3. Examples of using a hyponym

No.	English Language	Vietnamese Equivalent
(5)	You are. You're worse than sneaky. You're like a snake. A <i>snake</i> with an Italian uniform: with a cape around your neck. [63, p.128]	Đúng thế, có khi còn hơn muu mô nữa kia. Anh chẳng khác gì một <i>con rắn độc</i> dưới bộ quân phục Ý với chiếc khăn choàng quanh cổ.[41, p.258]

According to the definition, some of snakes are not *poisonous* or *venomous*. In example (5), although the SL author does not use *poisonous* or *venomous* before *snake* to describe Frederic Henry but when a person is said to be a *snake*, he must be (at least in the speaker's thought) wicked. Moreover, thanks to the phrase *worse than sneaky*, SL readers understand that thought of the speaker. Hence, when transferring the word *snake*, Vietnamese translator uses a more specific equivalent *con rắn độc* to describe the character.

4.1.1.4. Adding an Adjective or Descriptive Phrase

Adjectives are often called *describing words* because they provide information about the qualities of something described in a noun, a noun phrase, or a clause. In translated works, sometimes the translators add adjectives or descriptive phrases to generic nouns and noun phrases as a stylistic device to improve the value of the works.

Table 4.9. Examples of adding an adjective or descriptive phrase

No.	English Language	Vietnamese Equivalent
(9)	Beware of <i>dog</i> [p.265]	Đề phòng <i>chó dữ</i> [p.315]
(10)	She almost dreaded to discover the <i>truth</i> [57, p.243]	Nàng sợ nhìn thấy <i>sự thật phũ phàng</i> [51, p.446]

According to [24], *dog* is a *general term*; it does not refer to any particular kind of dogs with their characters – gentle or dangerous. The lexical meaning of (9) is just “Đề phòng chó”, but in the Vietnamese version, it is transferred as *chó dữ*. Here, the translator adds an adjective *dữ* (*vicious/ ferocious*) *maybe* because he thinks it is necessary to draw the attention and make people more vigilant over the danger of the dogs. So the effect of “Đề phòng chó dữ” is obviously better than that of “Đề phòng chó”.

4.1.1.5. Adding the Feature of Functions

Table 4.5. Examples of adding the feature of functions

No.	English Language	Vietnamese Equivalent
(11)	Jim’s <i>pan</i> [61, p. 421]	<i>Cái xoong đựng thức ăn của Jim</i> [44, p.405]
(12)	put the sheet back on the <i>line</i> [61, p.432]	treo cái khăn trải giường lại lên <i>dây phơi</i> [44, p.416]

Take example (11), according to [24], sense 1 of *pan* is “a container... used for *cooking* food in”, obviously, not for holding food to eat like a bowl. However, in the story, when Jim was arrested and kept in a cabin, he was fed in a *pan*, not in a bowl, so when transferring it into Vietnamese, the translator specifies it by pointing out its function, not for cooking as usual but for holding food to eat.

The pie chart below show the results of the investigation carried out on samples of 150 generic nouns and nouns phrase transferred from English into Vietnamese.

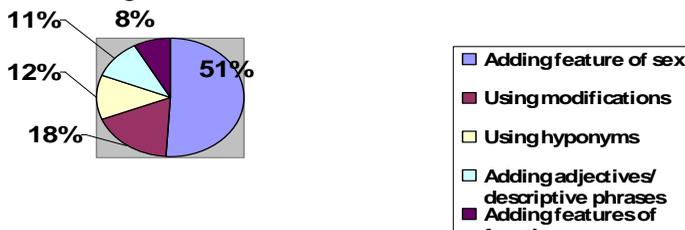


Figure 4.1: Strategies for transference of generic nouns

4.1.2. In the Field of Verbs and Verb Phrases

4.1.2.1. Adding an Adjunct

Table 4.6. Examples of adding an adjunct

No.	English Language	Vietnamese Equivalents
(13)	She <i>nodded</i> [57, p.287]	Scarlett lơ đãng gật đầu [52, p.13]
(14)	That was all <i>fixed</i> [61, p.424]	Mọi việc đều đã được xếp đặt chu đáo cả [44, p.408]

In the conversation between Scarlett and Ashley, when Ashley held Scarlett's hands, she felt really happy, *wishing he would keep on holding her hands forever*. She almost paid no attention to his question and just *nodded*. The translator is precise when he adds the adjunct *lơ đãng* (*unintentionally*) in his translation to describe Scarlett's state of mind then.

4.1.2.2. Using a Semantic Synonym

According to Nguyen Hoa, synonyms are actually words of the same part of speech which have the similar meaning, but not identical meanings. They may share a similar denotation or connotation meaning. They can differ from each other in terms of denotation or connotation. Semantic synonyms are those which differ in term of their denotation.

Table 4.7. Examples of using a semantic synonym

No.	English Language	Vietnamese Equivalents
(15)	Pretty soon I <i>wanted</i> to smoke [61, p.6]	Bỗng tôi thấy thèm thuốc quá [44, p.15]
(16)	As he came slowly through the press [57, p.140]	Khi hắn chậm chạp len lỏi qua đám đông [51, p.268]

Take an example of the verb *to want* and *to crave*. It is clear that *to want* is the most neutral member of the group, and means *to have a desire or a wish for something*, while *to crave* suggests a very

strong desire for something. In (87), the translator uses the synonym *crave (thèm)* to emphasize Huckleberry Finn’s desire for a cigarette at the moment.

The table below expresses the results of the investigation carried out on samples of about 200 generic verbs and verbs phrases transferred from English into Vietnamese.

Table 4.8. Distribution of techniques used for transference of generic verbs

Techniques used	Turn	Rate
1. Adding an adjunct	119	59.5%
2. Using a semantic synonym	81	40.5%
<i>Total</i>	200	100%

4.2. A SPECIFIC WORD OR PHRASE IN ENGLISH MAY BECOME MORE GENERIC IN VIETNAMESE

4.2.1. In the Field of Nouns and Noun Phrases

4.2.1.1. Using a Superordinate (or a Hypernym)

Superordinates or Hypernyms are words that refer to broad categories or concept. For example, *flower* is superordinate for more precise terms like *rose*, *daisy*, *tulip* or *carnation*

Table 4.9. Examples of using a superordinate (or a hypernym) (Noun)

No.	English Language	Vietnamese Equivalent
(16)	Peeping at first at the set face of her mistress and then at the <i>cow</i> [57, p.218]	Nó nhìn về mặt cương quyết của Scarlett rồi quay sang ngắm <i>con bò</i> [44, p.404]

The English language has no general word for what called “*con bò*” like in Vietnamese, instead, they have many specific words for this kind of cattle of different ages or sexes, etc. such as *cow*, *ox*, *calf*, etc.

In the Vietnamese language, there are also specific terms for those all kinds of cattle, such as *bò đực*, *bò cái*, *bê*, etc. However, in (128), the translator does not use *con bò cái* to translate the word *cow*; he, instead, uses its superordinate *con bò* for *cow's* equivalent. Apparently, the readers can elicit the exact meaning of the SL word although the meaning of *cow* is generalized in the TL, because the word *cow* is used times before, and *con bò cái* is also used for its equivalent previously.

4.2.1.2. Deleting Feature of Sex

Table 4.10. Examples of deleting feature of sex

No.	English Language	Vietnamese Equivalents
(17)	A man can't put his nose into the door, but you think he must be coming to buy your <i>son</i> . [60, p.9]	Động có người lái buôn đặt chân đến nhà, là mà trông người ta đến để mua <i>con</i> mà. [41, p.23]

According to [24, p.1459], sense 1 of *son* is “a person’s male child”, but in (17), the word *son* the sense *male* is deleted maybe because in this statement, this sense of meaning is not crucial point. What the author and the translator want to convey and emphasize is Eliza’s fear that someone could take her only child from her hands.

The table below show the distribution of the two techniques used to make specific nouns more generic:

Table 4.20. Distribution of techniques used for transference of specific nouns

Techniques used	Turn	Rate
1.Using a Superordinate (or a Hypernym)	125	62.5%
2. Deleting Feature of Sex	75	37.5%
Total	200	100%

4.2.1. In the Field of Verbs and Verb Phrases

Using a Superordinate (or a Hypernym)

**Table 4.11. Examples of using a superordinate (or a hypernym)
(Verb)**

No.	English Language	Vietnamese Equivalents
(18)	Of course she could go over to Bullard's and inquire after him or ask someone there to <i>drive</i> her over to Tara [57, p.377]	Cố nhiên là nàng có thể tới cửa hiệu của Bullard để nhờ y hoặc một người nào đó <i>đưa</i> nàng về Tara [52, p.154]

In (18), we must firstly understand that in the situation of Scarlett, when she was waiting for Will to come to the station to take her home, she became nervous and fidgety as she thought Will was too slow. She thought of *going over to Bullard's and inquire after him or ask someone there to drive her over to Tara* but she did not want to. When translating the verb phrase *drive her over to Tara*, the translator uses a more generic one-*đưa nàng về Tara* as he is aware that for Scarlett at that moment.

It can be said that most specific verbs are transferred specifically. The number of cases that are transferred generically into Vietnamese takes just a small number. This can be showed in the chart below: show the proportion of distribution of generic and specific forms transferred from specific ones:

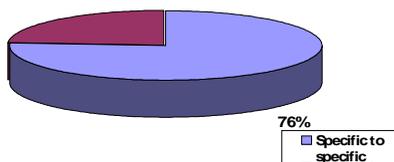


Figure 4.7: Specific- generic distribution of verbs

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. SUMMARY OF THE FINDINGS

This thesis is to study about the transferring of generic and specific information of words in some translated works of modern literature from English into Vietnamese. The research is intended to find out some techniques used in transferring generic and specific information of words from English into Vietnamese based on some of the theoretical points put forward by Katherine Barnwell and Nida E.A. and C.R. Taber. As we have mentioned in the previous parts, *K.Barnwell* proposes some main features during the transference of lexical meanings. Employing these ways as a framework, we have investigated the application and popularity of one of the features as manifested in published translated works. We have found out that the techniques, frequency and popularity are different between two common phenomena when transferring generic and specific information of words. It is the fact that due to the differences of the two languages, two cultures, linguistic and situational contexts as well as habits of using languages, Vietnamese translators sometimes employ techniques or methods which may be not very common in English. After the investigation, we find that:

- The most commonly used technique in transferring generic nouns and noun phrases is adding the feature of sex.
- The most commonly used technique in transferring generic verbs and verb phrases is adding an adjunct.
- The most commonly used technique in transferring specific nouns and noun phrases is using a superordinate (or a hypernym).
- The only used technique in transferring generic verbs and verb phrases is using a superordinate (or a hypernym).

5.2. IMPLICATIONS FOR TRANSLATION

Translating consists in reproducing in the TL language the closest natural equivalent of the SL message, first in term of meaning and second in term of style. In translation theory, there are two different main approaches: author-centered and second reader-centered, of which the second approach is more likely to create an equivalent effect and is more favored by translators. However, how the second approach works, in fact, brings translators many big difficulties because it relates to factors such as linguistic context, situational context and cultural context. The quality of a translation sometimes has nothing to do with the original work or with the original writer; rather, it depends on the theoretical knowledge and practical skills of the translator. Translators have to choose carefully the most suitable ways of transferring for each context. Besides, the translators should also be aware that in many cases, retaining all the words or senses of SL words when transferring into the TL is not wise at all. Instead, they should be flexible to replace or add some necessary words or delete some senses of words which are unnecessary or unimportant or make the words clumsier.

5.3. IMPLICATIONS FOR LANGUAGE TEACHING AND LEARNING

Like many countries, translation teaching and learning in Vietnam mainly focused on purely linguistic and theoretical aspects, while other useful elements for language professionals seem to be forgotten. Educators should raise the learners' awareness that the linguistic knowledge they have obtained is not enough for successful language transference. Many other factors determining skillful translation lie in the cultures and custom of the two languages, the characteristics of the places where SL is formed and used, the TL readership and other non-linguistic elements. These factors are crucial things that should be carefully taken into consideration.

5.4. SOME LIMITATIONS OF THE STUDY

As mentioned above, due to limitation of time and knowledge of the author and data collected, the thesis undoubtedly has some limitations. Though we have tried our best to complete it, there are unavoidable weaknesses in the study.

- The thesis focuses on generic and specific nouns and verbs only, not on all kinds of lexical categories.

- The research can not address all linguistic aspects and mention all translation procedures, and some of the conclusions drawn from the findings are rather subjective and the issues mentioned are still somewhat general. Therefore, to some extent, Chapter 4 of the thesis has not accomplished a satisfactory depth as it should. However, with the samples clearly classified into distinguished parts and fully analyzed, the author believes that this chapter contains some useful findings and this we hope will add additional value and make contribution to the teaching and learning of translation.

5.5. SOME SUGGESTIONS FOR FURTHER RESEARCH

Whatever effort has been made in conducting the research, there is a number of problems relating to this field that needs to be solved. From the practical point of view, we suggest further research should be focused on:

- + transferring generic and specific adjectives and adverbs as manifested in English-Vietnamese translated works

- + transferring generic and specific phrases and sentences from English into Vietnamese: problems and solutions.

- + loss and gain in transferring generic and specific information of words from English into Vietnamese and vice versa.