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UNIVERSITY OF FOREIGN LANGUAGE STUDIES**



LÊ THỊ HỒNG LOAN

**AN INVESTIGATION INTO THE EXPRESSIONS
OF INTERPERSONAL MEANING IN TRUYEN
KIEU AND ITS TRANSLATED VERSION**

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Supervisor: Assoc. Prof. Dr. LƯU QUÝ KHƯƠNG

Examiner 1: Assoc. Prof. Dr. Phạm Thị Hồng Nhung

Examiner 2: Lê Tấn Thi, Ph.D

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Chapter 1

INTRODUCTION

1.1. RATIONALE

In everyday communication, we often find things that are not in the content of the conversation, that is, without the response of the listener, but play a very important role. They direct the listener to the right words, prevent misunderstandings or improbable responses, ensure the continuity of interpersonal relations between the communicating roles, information is also more convenient.

Obviously, thanks to the LEs of IMs, people can reach their aim in communication more easily and they can get closer to the person whom they communicate with, and others can know what their relationships are. In addition, LEs of IMs play an important role in contributing to making *Truyen Kieu* by Nguyen Du become a great work of all time.

For instance, there are hundreds of the expressions of IMs in *Truyen Kieu* by Nguyen Du and its translated version. These are some verses that we can discuss for this idea:

1025. Sợ khi ong bướm dãi đặng, Đến điều sống đục, sao bằng thác trong!” 1027. Mụ rằng: “Con hãy thông dong, ‘Phải điều lòng lại dối lòng mà chơi!	I dread to deal with bees and butterflies I’d sooner die unsoiled than live in mud The madam said: “My daughter, ease your mind. How could I have the heart to humbug you?
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Firstly, Kieu said to Tu Ba “Sợ” which shows the speaker’s attitude. There is interpersonal meaning here in which “dread” is an exclamation expression that Thuy Kieu expressed to Tu Ba. Verse

1025 is Kieu's reply to Tu Ba because Kieu asked: "You said you would ask good man to marry me, it was so lucky, but did not know if it would be like that later; I was just afraid that you would treat me to ignore my question. That is, you said it and left it, like bee lands this flower to suck bile, when finished and you left it and went to another flower, then you still made me a prostitute, I would rather die for virginity." In the conversation, the interpersonal relationship is built between Thuy Kieu and Tu Ba, the pronoun "con – my daughter" in English and Vietnamese refer to Thuy Kieu that marker – Tu Ba is talking to. The speaking created by marker show speaker's care to Thuy Kieu, this is an IM between speakers – Tu Ba and listener – Thuy Kieu. Moreover, the pronoun "I" also refer to herself, means Thuy Kieu or Tu Ba's daughter. Here, the personal pronoun is one of the key factors that show the IM between characters.

By the way, the verb "hãy thông dong" is imperative mood that presents a comfort and advice to listener. Imperative mood also show face to face conversation between interlocutors.

In verse [1027] Tu Ba confirm that it is not the lie of her heart. It was not a joke but dare to deceive each other, then she vowed to look into heaven. WH- interrogative – "lại mà...." expresses Tu Ba's promise to Thuy Kieu in which the pronoun "I – You" show interpersonal meaning of the speakers.

In a specific communication, in order to fulfill their communication intentions, the speaker needs to express himself or herself in a language with an honest attitude. That is, the speaker must show the characteristics of the individual, the social class that he belongs to, the language area he or his class likes to use vocabulary, idioms, familiar proverbs, favorite rhetoric ...; Sentence

and speech structures to express the message according to the characteristics of the speaker.

The interpersonal function is the most socially significant function because language, ultimately, is to make the connection between people in a defined community. Sometimes we say not only to communicate but also to learn about each other, understanding each other

For the reasons above, I would like to implement my thesis entitled “*An Investigation into The Expression of Interpersonal Meaning in Truyen Kieu by Nguyen Du and Its Translated Version*” with the hope that it will help Vietnamese readers and learners recognize and understand the IMs in Truyen Kieu and help contribute something valuable to the English teaching and learning field.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study aims to investigate LEs of IMs in The Tale of Kieu and their English translated version.

1.2.2. Objectives

In order to reach the aims, there are three objectives to guide the study:

- Finding out the LEs of IMs in The Tale of Kieu and their English translational equivalents.
- Finding out the similarities and differences in the LEs of IMs in The Tale of Kieu and in its English version translated by Huynh Sanh Thong.
- Suggesting some implications for teaching, learning the English language as well as for translating.

1.3. SCOPE OF THE STUDY

This research is carried out on the work *The Tale of Kieu* written by Nguyen Du. The English translational equivalents are chosen from the English version translated by Huynh Sanh Thong .

The study mainly focused on the findings of the LEs of IMs in *The Tale of Kieu* and its translational equivalents in English version on the basis of Halliday's theory on IMs.

The researcher only compared and contrasted the Vietnamese LEs of IMs and their English translational equivalents in the English version of *The Tale of Kieu* so that the similarities and differences in ways of using language to express IMs between the two languages could be found out .

1.4. RESEARCH QUESTIONS

In order to achieve the aims and objectives of the study, the research questions below are addressed.

1. What are the LEs of IMs in *The Tale of Kieu* and its English translated version ?
2. What are the similarities and differences between the LEs of IMs in *The Tale of Kieu* and its English translated version?
3. What are the implications for teaching, learning and translating the expressions of IMs in *The Tale of Kieu*?

1.5. SIGNIFICANCE OF STUDY

A study of the LEs of IMs in *The Tale of Kieu* and its English translated version will contribute to the present knowledge of the field of functional grammar. In addition, the findings of the study will be the contrastive analysis between the LEs of IMs in English and Vietnamese, which will be useful for English language teaching and learning.

1.6. ORGANIZATION OF THE STUDY

The thesis consists of five main chapters as follows

Chapter 1 is the introduction of the study, which consists of the rationale, the aims and objectives, the research questions, the scope of the study, the significance and organization of the study.

Chapter 2 is the literature review, provides the previous study related to the paper, and the theoretical background of the study in the area.

Chapter 3 is the methods and procedures of the study. It presents the methodology, the design of the research, data collection, data classification and analysis, and reliability and validity.

Chapter 4 is the findings and discussion, deals with analyzing, interpreting the LEs of IMs in *The Tale of Kieu* and their English translated equivalents in its English version, then discusses the result of the data analysis.

Chapter 5 includes the conclusion and the review of the issues that have been presented, the limitations, and suggestions for further study.

Chapter 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

A great deal of research has been done on IMs. The results of the researches have brought about significant contribution to finding out the linguistic features of interpersonal meaning expressed in different kinds of texts. Although the researchers have different points of view on IMs, most of them agree that interpersonal meaning can be expressed in different kinds of texts. Butt *et al* (2003,p.86) proposed : “One of the most basic interactive distinctions [in using language] concerns the kind of commodity being exchanged; that is, the difference between using language to exchange information and using it to exchange goods and services. A second distinction concerns the type of interaction taking place; that is, the difference between demanding and giving. In other words, we can demand information or we can give it, we can demand goods and services or give them. These IMs from the semantic level of language are realized in the wordings of the lexicogrammatical level.” Thompson Thetela (1995, p.86) suggests that we use language to interact with other people, to establish and maintain relations with them, to influence their behaviour, to express our own viewpoint on things in the world, and to elicit or change theirs. Halliday (1994, p.106) suggests that in the act of speaking, the speaker adopts for himself a particular speech role, and in so doing assigns to the listener a complementary role, which he wishes him to adopt in his turn. The people who participate in communicative acts can also express and understand feelings, attitude and judgements of each other.

In this study, the researcher focused on finding, comparing and contrasting the Vietnamese LEs of IMs and their English translated equivalents in *The Tale of Kieu* on the basic theory of Halliday on IMs then found out the similarities and differences in ways of using language to express IMs between the two languages.

2.2. THEORETICAL BACKGROUND

2.2.1. An Overview of Functional Grammar

2.2.2. Metafunctions

- a. The ideational metafunction*
- b. The textual metafunction*
- c. The interpersonal metafunction*

2.2.3. Interpersonal Elements

2.2.3.1. Mood

2.2.3.2. Modality

2.2.4. The Translation Theory

2.2.4.1. Definition of Translation

2.2.4.2. Translation Equivalence

2.2.5. A Brief Introduction to the Author Nguyen Du, Truyen Kieu (The Tale of Kieu), the translator Huynh Sanh Thong

2.2.6. Truỵn Ki u and Its English Translated Versions

2.2.7. English Translated version The Tale of Kieu by Huynh Sanh Thong

2.3. SUMMARY

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH METHODS

This research is designed to meet the aims and objectives of the study mentioned in Chapter One. In order to achieve this purpose, LEs of IMs in *The Tale of Kieu* and its English translated version by Huynh Sanh Thong have been collected and examined differently in various times.

Since the main point of this study is to find out the LEs of IMs in *The Tale of Kieu* and its English translated version by Huynh Sanh Thong, descriptive and contrastive methods were chosen as the main methods. The descriptive method described and demonstrated how linguistic features expressed IMs in the Vietnamese and English version. The contrastive analysis was conducted to study the frequency and effectiveness of the employment of words, phrases and grammar expressing IMs in *The Tale of Kieu* and their English translational equivalents by Huynh Sanh Thong.

The quantitative method is used for examining the occurrence of English and Vietnamese interpersonal elements in ‘*The Tale of Kieu*’ by Huynh Sanh Thong and ‘*Truyen Kieu*’ by Nguyễn Du.

3.2. SAMPLING

This is a descriptive study which seeks qualitative information from the analysis of the data. The data analysis was based on the data in *Truyen Kieu* written by Nguyen Du and the English versions of the *Tale of Kieu* translated by Huynh Sanh Thong, and this cannot be obtained in statistical procedure. It means that the analysis of this study is based on confirmation of the theories and the data taken from *Truyen Kieu*.

The samples were picked up from 235 Vietnamese examples containing LEs of IMs in *Truyen Kieu* written by Nguyen Du and the English versions of the *Tale of Kieu* translated by Huynh Sanh Thong.

3.3. DATA COLLECTION

- Firstly, the data collected were grouped into categories depending on LEs of IMs in *The Tale of Kieu* and its English translated version.

- Secondly, basing on this classification, the data were then analyzed qualitatively to find out how LEs of IMs performed in *The Tale of Kieu* and its English translated version.

- Qualitative information consists of kinds of LEs of IMs found in *The Tale of Kieu* and its English version.

3.4. DATA ANALYSIS

The thesis is carried out basing on the qualitative approach to find out the LEs of IMs in *The Tale of Kieu* and its English translated version.

- Firstly, the researcher describes, identifies and compares the LEs of IMs in *The Tale of Kieu* and its English translated version.

- Secondly, the researcher gives statistic data to illustrate the similarities in LEs of IMs in *The Tale of Kieu* and its English translated version.

- Lastly, the research gives statistic data to illustrate the differences in LEs of IMs in *The Tale of Kieu* and its English translated version.

3.5. RESEARCH PROCEDURES

The following steps were taken to carry out the research:

- Identifying the research topic to study by reviewing the previous thoroughly.

- Selecting the most suitable documents for the basis theoretical background and choosing the appropriate viewpoints in IMs.

- Collecting two hundred and thirty-five examples containing LMs of IMs in Truyen Kieu and their English translational equivalents in The Tale of Kieu.

- Grouping, comparing and contrasting the data basing on the theory of IMs in English to find out similarities and differences of LMs of IMs between the two versions.

- Suggesting some implications for identifying, teaching and translating IMs in Truyen Kieu into English.

3.6. RELIABILITY AND VALIDITY

In terms of reliability, the data sources are The Tale of Kieu and its English translated version by Huynh Sanh Thong elicited from supporting materials that served as theoretical background to investigate the data source. There was a system of available criteria to examine the LEs of IMs. These criteria were verified by pre-conceived concept and serve as syntactic and semantic background. Therefore, data sources and theoretical background were reliable and provided evidence for its content.

3.7. SUMMARY

Chapter 4

FINDINGS AND DISCUSSION

4.1. OVERVIEW

4.2. MOOD EXPRESSIONS

4.2.1. Declarative Mood

4.2.1.1. Modal declarative

In The Tale of Kieu, Nguyen Du used modal verbs to describe Declarative Mood for his characters. There, the translator Huynh Sanh Thong also used modal verbs in his translation.

<i>Line</i>	<i>Modal declarative</i>
244	You cannot unsnarl their hearts' entangled threads. <i>Đó ai</i> gỡ mỗi tơ mảnh cho xong,

“Cannot” is used to describe ability that speaker almost confirm no one can “unsnarl their hearts’ entangled threads”. There, “Cannot” is considered as a Modal declarative that usually stand after the subjects. However, Nguyen Du said “*Đó ai*” to confirm that it is a so hard job that no one can do it. In this case, “*Đó ai*” is a question but it isn’t actually a question, it is a modal declarative because it, in fact, is a rhetorical question. On the ground of the definitions of modal declarative and the meaning of the statement, it can be considered as a Modal declarative.

<i>ine</i>	<i>Non – modal declarative</i>
1695	Her star does indicate she’s <i>in</i> distress Mệnh cung <i>dang</i> mắc nạn to,

In this case, Nguyen Du described the happening action with the word “*dang*”. Whereas, Huynh Sanh Thong used the present continues with to be “is” to tell the incident happening.

4.2.2. Imperative Mood

4.2.2.1. Affirmative Imperative Mood

The Imperative Mood is a way to dictate, order, or ask someone to do something. So the Imperative Mood is only 1 plural subject and 2 singular or plural subjects.

Simply it is because we never give orders to ourselves (the first singular subject) or to an absent person (the third subject).

In the Tale of Kieu, Nguyen Du used the Imperative Mood to show the face of characters

Line 1174: *“Hãy xem có biết mặt này là ai.”*

Let her face me, see who I really am

Vietnamese	<i>Hãy</i>	xem	có biết mặt này là ai.
English	<i>Let</i>	<i>her face me, see</i>	<i>who I really am</i>
	Imperative Mood	Predicator	Complement
	Mood	Residue	

In this case, Nguyen Du used the word “*Hãy*” standing at the beginning of the sentence in order to show the encouragement of the listener, specifically encouraging the listener about letting the third person see the speaker’s - “*Let her face me*” to know what the first person is like. In the English version, Huynh Sanh Thong used “*Let*” in the place of “*Hãy*” in Vietnamese.

4.2.2.2. Negative Imperative Mood

The Negative Imperative Mood is a structure used to ask someone not to do anything.

Line 3250: *Cũng đừng trách lẫn trời gần trời xa.*

Let’s stop decrying Heaven’s whims and quirks

Vietnamese	<i>Cũng đừng</i>	<i>trách</i>	<i>lãn trời gãn trời xa,</i>
	<i>Negative Imperative Mood</i>	Predicator	Complement
English	Let's stop	decraying	Heaven's whims and quirks
	<i>Negative Imperative Mood</i>	Predicator	Complement

“*Cũng đừng*” is used to show the Negative Imperative Mood in Vietnamese by Nguyen Du while Huynh Sanh Thong used “*Let's stop*” that shows the diversity of the English language. “*Cũng đừng*” or “*Let's stop*” both are polite ways of Negative Imperative Mood that make it easier to be accepted by the listener.

4.2.3. Interrogative Mood

4.2.3.1. Polar Interrogative

In linguistics, polar question, normally known as Yes/ no question, is a question, whose expected answer is either yes or no. Formally, they present an exclusive disjunction, a pair of alternatives of which only one is acceptable.

<i>Line</i>	<i>Polar Interrogative</i>
1338	Lòng kia giữ được thường thường mãi chẳng? Will you still keep for me a constant heart?

Nguyen Du used “chẳng” to make a question in which the speaker wants to ask the listener to give the answer “Yes” or “No”. Moreover, the question does not need an answer, it just checks the listeners' love, the listeners can answer himself that is true love or not.

4.2.3.2. *Wh-interrogative*

<i>Line</i>	<i>Wh-interrogative</i>
1248	<i>Ai</i> tri âm đó mặn mà với ai. <i>Who</i> can you love when no one knows your heart?

The author used the question word “*Ai*” to show speaker’s mood. It seems to be an *Wh*-question, however the meaning is just the reproach of the speaker towards her lover. It means that the speaker made a question not for information. In English, Huynh Sanh Thong also made *Wh*-question with “*Who*”, the speaker asked the listener a question but did not need an answer, the speaker just confirmed whether the listener was faithful or not.

4.2.4. Exclamative Mood

<i>Line</i>	<i>Exclamative Mood</i>
1175	Nàng rằng trời nhẽ <i>có hay!</i> O heaven, she exclaimed, “ <i>you do know who</i> ”

In Vietnamese, Nguyen Du used “*có hay!*” to show speaker’s emotion while Huynh Sanh Thong used “*you do know who*” to present Kieu’s exclamation. During the tale, Kieu always lamented for her poor fate. In this case, her emotion showed fiercely. The speaker wanted to express her annoyance with life.

4.2.5. Minor Clauses

In linguistics, a minor clause is a usually occurring structure that has semantic subjective predicate characteristics of a proposition, but that lacks the tense of a finite clause and appears to lack the status of a component. Structural analyses of minor clauses vary in part based on flat analyses or subclasses being pursued. The minor clause is closely related to the phenomenon of raising objects, marking special cases. (Morley, 2000,p.59).

<i>Line</i>	<i>Exclamative Mood</i>
1575	Mấy phen cười nói tinh say <i>Yet, gay or sober</i> , as she talked and laughed

In the English version, Huynh Sanh Thong made an Exclamative Mood with a minor clause “Yet, gay or sober” to show the speaker’s feeling of joy. The speaker showed the way she enjoyed her life.

<i>Line</i>	<i>Declarative Mood</i>
1663	<i>Ngay tỉnh</i> ai biết mưu gian <i>Meaning no evil</i> , who suspects foul play?

In Vietnamese, Nguyen Du used minor clause “Ngay tỉnh” as speaker’s cognizance. In the English version, Huynh Sanh Thong also used minor clause “Meaning no evil” to mention speaker’s idea. The minor clauses are used to make Declarative Mood by two authors.

In summary, as for the Vietnamese version, the equivalents of the English samples are selected. However, is the frequency of mood type the same to the English ones? Figure 4.1 performs the frequency of clause mood in ‘The Tale of Kieu by Nguyễn Du in comparison with the English clause mood in ‘The Tale of Kieu’ by Huynh Sanh Thong.

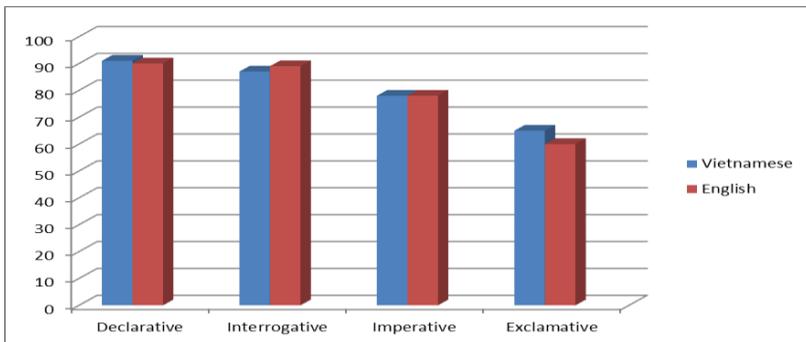


Figure 4.1. The occurrence of clause mood in the English and Vietnamese versions

4.2. MODALITY EXPRESSIONS

The obligation and inclination have to do with the exchange of goods-and-services: how obligated the other person is to perform the command and how willing the speaker is to fulfill an offer, which can be expressed through modulation.

<i>Line</i>	Modality (<i>Obligation</i>)
977	“ Phải làm cho biết phép tao!” “I must teach you how I lay down the law.”

Inclination is concerned with the strength of an offer to do something. Inclination can be glossed as three levels. *High* can be glossed as *determination* mid, which can be glossed as *intension*, low, which can be glossed as *willingness*. For example:

<i>Line</i>	Modality (<i>Inclination</i>)
2325	“Báo ân rồi sẽ báo thù.” “I’ll render good, then make return for it.”

In summary, modality could be expressed flexibly in various ways, through modal adjuncts, modal verbs such as predicated theme “*it + be ...*” or projections “*Certainly, must, sgould, perhaps...*”. The occurrence of these elements in English and Vietnamese are performed in figure 4.2 as follows.

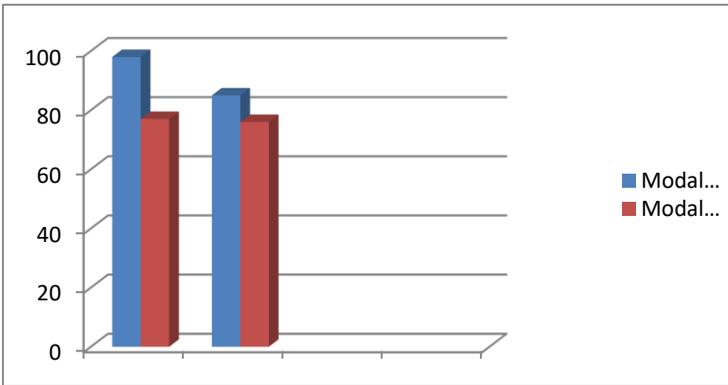


Figure 4.2. The frequency of modal adjuncts, modal verbs in the English and Vietnamese versions

4.3. VOCATIVE PRONOUNS AND NOUN PHRASES

4.3.1. Personal Pronouns

In English grammar, pronouns are used to recognize the interpersonal function. The personal pronoun system is made up of individual pronouns considered as a part of the reference system referring to the communication between the interlocutors. The pronoun choice is the way that the speaker expresses both his own attendance, the attendance of others, and the relationship with others.

<i>Line</i>	<i>Personal Pronouns</i>
410	Chẳng sân Bội Ngọc, cũng đường Kim Môn You shall wear jade or cross the golden gate

The pronoun *you* usually refers to the person(s) that the speaker is talking to. Although, *you* has multiple functions, one of which is to serve as an indefinite pronoun. The indefinite *you* can be a replacement for *I* and refer to Kieu, and also be used by Kieu to

include herself as a member of a category. It has also been suggested that the indefinite *you* is not used to discuss actual experience; it is used to discuss ‘conventional wisdom’ instead. In this sense, *you* is used to convey common sense or generally admitted truth, with the hope of receiving the agreement of the listener.

Figure 2.9 shows the frequency of the personal pronouns in the English version.

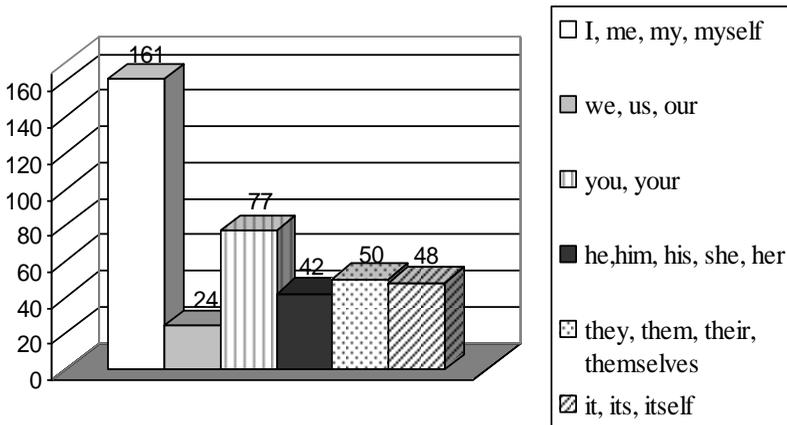


Figure 4.3. The frequency of personal pronouns in the English version

4.3.2. Proper Names

The proper name is used to refer to an individual such as a specific person, a specific thing, a specific organization.... When individual X carries a unique name A, then reading and hearing A is known that it is said to be X, not another individual, and wants to say X is used by A, but not by another name.

4.4. SUMMARY

In this chapter, 235 samples of LEs of IMs chosen carefully from the Tale of Kieu and its English version were analyzed. When they were compared in term of Mood, Modality, Personal pronouns,

Proper names, some similarities and differences could be determined.

As for similarities, both English and Vietnamese have mood, modality and pronoun, proper names used to express interpersonal meaning. Moreover, to some extent, they share the same ways to perform the language. However, the LEs of IMs in English and Vietnamese are also different in some ways. Firstly, a difference came from the way of choosing words in marking tenses, to ask questions or to make an exclamation. Secondly, the positions of words also produced a difference. Finally, there is a difference about the modality ranking in the two languages.

4.4.1. Similarities

4.4.2. Differences

Chapter 5

CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION

Language is always the most effective method for communicating between people and people. Among multiple functions of language to help people communicate, the interpersonal metafunction in Halliday's words is the one which can help to establish and maintain the relationship between human beings. Following Halliday's point of view, the researcher examined the operation of the mood structure of the clauses and the personal pronoun system in assigning speech roles and creating relationship between the participants in written texts. I also investigated the modality expressions which are considered ways for speaker and writer to show his personal opinion, comments as well as attitude toward what is being talked about.

This study mainly focused on the verses containing the interpersonal elements in the two versions. 117 samples in English and about 118 samples in Vietnamese are selected out as the data for analyzing the IMs in the two versions. The analysis results in the expressions of IMs in English and Vietnamese and the similarities and differences between the two language's expressions.

Firstly, the fundamental element embodying interpersonal meanings is Mood. The mood of the clause can determine the mood in the clause. Then, it has the function of indicating the direction of the exchange in communicating: Giving or Demanding Information or Good-&-Service, expressing different speech functions for different communicating purpose of people. Structurally, English and Vietnamese clauses could be analyzed into mood and residue (the mood structure). However, the elements within the mood block are

different in each language. The mood element in English consists of the Subject, The Finite element with or without the Mood Adjuncts . Meanwhile, in Vietnamese, the mood element comprises of the Mood Expressions with or without the Modality factors . Then the clauses are structured mostly in declarative mood structure and express mostly the speech function of statement. In the Vietnamese version, the frequency of declarative, interrogative and imperative mood is similar to that in the English version (figure 2.7).

Secondly, the personal pronoun system in English and Vietnamese could both indicate the roles of the writer, the readers and the other roles in version.

Finally, expressions of modality, the modal verbs and modal adjuncts are also crucial elements realizing the interpersonal meanings. In both the English and Vietnamese versions, the adjuncts appearing for the most part are those which contain the high value of intensity. This shows us that the intention of the writer is to involve our attention to the matters mentioned, emphasize the significance of the events and express his surprise to them. However, the lower frequency of Vietnamese modal disjuncts than in English shows that using modal adjuncts is not really a typical way to express the writer's attitude and opinion at least in the scope of the book. On the other hand, modal verbs in English and Vietnamese have the similar frequency. With the major appearance of low and medium value modal verbs expressing probability, the writer's opinion toward the possibility of the issues mentioned seems not to be really sure. The use of modal verbs, though, is less than the use of modal adjuncts

In conclusion, the result shows a fact that English and Vietnamese both have linguistic devices to express the IMs, i.e. the mood system, the personal pronoun system and expressions of

modality. The combination in using those elements is helpful in establishing relationship between the writer and the readers as well as expressing writer's opinion and attitude to what is being discussed about.

5.2. LIMITATION OF THE STUDY

Firstly, owing to a limited time, there are some unavoidable weaknesses in this study such as the shortage of examples for LEs.

Secondly, the study was not focused deeply and thoroughly on semantic, syntactic and pragmatic features although the researcher has spent a lot of time trying to find out their linguistic features.

5.3. IMPLICATIONS FOR ENGLISH LANGUAGE TEACHING AND LEARNING

As it has been mentioned in the introduction, the study does not only aim at theoretical findings, but more importantly, it is hoped to utilize these results to apply in reality. With respect to this intention, the study can have the following implications:

For teachers and learners:

First, the findings provide English teachers and learners with an overview of LEs of IMs in English and Vietnamese. In this way, they help us discover some of the features of a writing text, which are very important for the understanding of writing texts.

Second, this knowledge is extremely helpful in helping students develop their language skills, especially those of reading and writing, which involve a good understanding of logical and semantic relation between elements in a clause complex, and broader. In writing, for example, English learners are able to know how to make a good writing text by including questions in their texts to encourage a kind of interaction in the reader's mind. It is undeniable that teachers will have good example to illustrate for

students the tips to write an effective English text.

Finally, English teachers will be more aware of the importance of functional grammar (especially interpersonal meanings) in understanding a language that undoubtedly encourages them to teach English in some way that is more active. This leads to the fact that English learners know how to use English effectively to convey their attitudes and opinions in different situations.

For translators

Understanding the tenor of the author in the first language will undoubtedly help translators in their process of transferring the source text into the target language. In addition, the awareness of similarities and differences in grammatical structure, pronoun use definitely help translators avoid mistakes in English – Vietnamese and Vietnamese- English translation.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

This current study is restricted in exploring only three aspects of IMs – the mood, the modality and the personal pronoun system. Moreover, because of the limitation of time and ability, the thesis is only limited to the study on linguistic expressions of interpersonal meaning in *Truyen Kieu* and its English translated version. Therefore, I would like to recommend an analysis of the remaining in the two versions and of interpersonal meanings on the other aspects such as ideational meaning and textual meaning.