**VIETNAM NATIONAL UNIVERSITY**

**UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES**

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**TRIỆU THU HẰNG**

**ENGLISH-VIETNAMESE TRANSLATION ASSESSMENT OF CULTURE-SPECIFIC REFERENCES IN A LITERARY TEXT: A FUNCTIONAL-PRAGMATIC PERSPECTIVE**

(*Đánh giá dịch Anh-Việt các yếu tố mang đặc trưng văn hoá trong văn học:*

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Supervisor: Assoc. Prof. Dr. Lê Hùng Tiến

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**INTRODUCTION**

1. **Research aim and question**

The overarching aim of this study is to assess the English-Vietnamese translation of culture-specific references (CSRs) in a literary text from the functional-pragmatic perspective of House’s model (2015). After operating House’s functional-pragmatic model in English-Vietnamese translation context, theoretical supplementations for such context are drawn out. In order to fulfill the overarching aim, the English literary text “Harry Potter and the Philosopher’s Stone” (2014) is chosen. This text was written in English by the renowned British novelist J. K. Rowling. Secondly, this text has become a literary phenomenon since its first publication in 1997. Thus, it accommodates a number of CSRs, which is relevant for the research aim. The research aim is formulated into the following research question: *To what extent are English culture-specific references in “Harry Potter and the Philosopher’s Stone” (2014) and their Vietnamese translations equivalent from the functional-pragmatic perspective of House (2015)?*

**2.Scope of the study**

The study focuses on assessing English-Vietnamese translation of three categories of CSRs at the lexical level in a literary text, namely **proper names**, **personal reference,** and **regional dialects**. These CSR groups are thorny problems that the translators often confront when translating a literary text. Translating these three groups entails translating two cultures, which poses huge challenges for the translators. They occur in the chosen literary text with high frequency, which contributes to the plot development of the narrative. Besides, these three groups are linguistic features embedded within the underlying attitudes and the pragmatic purposes of the literary author, which merits attention.

**3.** **Contribution of the study**

Theoretically, this study provides new evidence on the use of Attitudinal Resources in uncovering the author’s underlying attitudes embedded in the text. Methodologically, the textual analysis from the functional-pragmatic perspective has been reinforced with the analysis from the interviews of the author, the translator, and other translators and an expert in the field. The detailed description of data collection procedures and analysis would be of usefulness for other researchers to replicate the study. Practically, the study supplies the translators in general the translation strategies in dealing with culture-specific references in a literary text, which serves as a beneficial reference for translators, publishing houses, and would-be translators.

**CHAPTER 1: LITERATURE REVIEW**

**1.1 Culture-specific references**

**1.1.1 Notion of culture-specific references**

The notion of “culture” broadly refers to habits, customs, practices, traditions, beliefs, feelings, myths, legends, religious elements, geographical elements, and so forth that are shared and accepted in a society (Nguyễn Quang, 2008; Katan, 2014). Accordingly, most scholars share the same viewpoint that a culture-specific reference is: *“a social phenomenon of a culture A that is regarded as relevant by the members of this culture and, when compared with a corresponding social phenomenon in a culture B, is found to be specific in culture B*” (Nord, 1997, p.137)

In order to facilitate the in-depth translation assessment, this study focuses on assessing English-Vietnamese translation of the three categories of CSRs in a literary text, namely Proper names, person reference and regional dialects in line with the reasons as stated in the Scope of the study.

**1.1.2 Proper names**

According to the Oxford Dictionary of English (hereafter ODE), a proper name is generally perceived as a name for an individual person, a place, or an organization having an initial capital letter. This study focuses on proper names of persons in a literary text. English and Vietnamese have their own naming practices; thus, proper names are culture-specific references that deserve attention. It becomes more intricate concerning the names in a literary text that carry contextual meaning within that text.

**1.1.3 Person reference forms**

Another strain in translating an English literary text into Vietnamese is that it contains remarkably diverse forms in Vietnamese for “I-you” dyad in English to show the dynamical interpersonal relationship among characters in the text. This study places the main focus on the English-Vietnamese translation assessment of “I-you” dyads in person reference system. In English literary texts, the authors use “I-you” dyads to denote the interpersonal relationship between characters and reveal the status, social class of the characters and even depict the characters’ traits.

**1.1.4 Regional dialects**

*Regional dialects* denote varieties classified geographically. In literary texts, regional dialects tend to be linked with the pragmatic purposes of the literary author to characterize protagonists. This study focuses on investigating the translation of regional dialects as one of the most aching problems in the translation process.

Although translating proper names, person reference forms and regional dialects are thorny problems, the number of studies with a view to assessing the translation of these three groups in a literary text remains limited, particularly in English-Vietnamese translation context. Thus, this calls for further studies into the translation assessment of these three groups, especially in the context of English-Vietnamese translation.

**1.2 Translation assessment models**

Among the reviewed models Reiß (1971), Newmark’s model (1988), and House’s model (2015), House’s model is closer to the research aim for the following reasons. Firstly, this model has been proved to be applicable for the TQA of numerous text typesincluding literary texts. Secondly, House’s TQA model is “a particularly good example of how the consideration of macro- and micro-level phenomena can be integrated, rather than separated and opposed to each other, in analysis” (Steiner, 1998, p. 17). In House’s model, the ST and TT are judged on both “micro-level” of lexico-grammatical features and macro-level of “register” and “genre”. Thirdly*,* House demonstrates that her linguistic approach to TQA includes not only textual analysis in context of situation but also context of culture*,* which is relevant for the research aim. In the following section, the researcher will detail House’s model (2015).

**1.3 House’s functional pragmatic model (2015)**

**1.3.1 Theoretical base of House’s model (2015)**

**- Text**

A text is any stretch of language in which the individual components relate to one another and form a coherent whole (House’s model, 2015). To figure out the function of a text, “textual profile” should be examined as the outcome of the linguistic-pragmatic analysis of the text in its context of situation and context of culture.

**- Context of situation and context of culture**

***Context of situation*** refers to the environment, time and place in which the word, phrase, sentence or discourse occurs and the relationship between the participants. ***Context of culture*** refers to culture, customs, and background in language communities in which the speakers participate.

**- Function of text and function of language**

The function of a text refers to the use that a text has in the particular context of situation. Regarding the function of language, human beings use language in different situations with different functions. House (2015) states that her model adopts Halliday’s terms ideational and interpersonal functional components.

**1.3.2 Operation of House’s model (2015)**

The model is operationalized as follows:

**Individual textual function**

**Genre**

(Generic purpose)

**Register**

**Field**

Subject matter social action

**Mode**

+ medium (simple/complex)

+ connectivity

**Tenor**

Participant relationship

+author’s provenance

+ social relationship

+ social attitude

+ participation

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**Language/Text**

Figure 1.8 House’s TQA model (2015, p.127)

**- Register analysis**

**“Register”** is defined as “a variety of language, corresponding to a variety of situation” (Halliday and Hasan, 1985, p. 29), with situation interpreted by means of the terms “Field, Tenor, Mode”.

***Field*** captures the subject matter of the text, what is going on. Through the ideational function, the author as the text-producer embodies in a language his/ her experiences of the phenomena of the real world.

***Tenor*** captures the relationship between participants, including the author’s provenance, the author’s stance, social role relationship, and social attitude.

***Mode*** captures Medium, the channel of communication being used. To draw out the function of a text, “Genre” is incorporated into the model.

**- Genre**

The term “genre” is used to denote particular text types (Derewianka, 1990, p. 18).

House’s model is operationalized as follows: (1) analyzing the ST register (Field, Tenor, Mode) to create the ST profile; (2) describing the Genre of the ST; (3) making the statement of the ST function (ideational and interpersonal functions); (4) a similar procedure is conducted with the TT to make the statement of the ST function (ideational and interpersonal functions); (5) comparing the ST and TT profiles; the comparison of the two textual profiles reveals the extent to which the translation text matches the ST; (6) the statement of quality is provided.

House’s model (2015) is named as the functional-pragmatic model for the following reasons. Regarding the term “function”, House’s model (2015) is partly based on Halliday’s (1973) theory in terms of two functional components. Regarding “pragmatics”, it is accentuated that a text must be located into its situational and cultural contexts in which the text is embedded. It means that the function of a text should be defined pragmatically. Additionally, translation is the preservation of meaning across two different languages and cultures. To preserve meaning, the concept of equivalence in House’s model links to the pragmatic meaning. The pragmatic meaning refers to the use of language in contexts or the intended meaning. In relation to this study, the functional-pragmatic perspective is understood as the functions (or meanings) of CSRs (proper names, person reference, regional dialects) embedded in the ST and TT in their situational and cultural contexts. Moreover, the notion of “***culture filter”*** should be taken into account. According to House (2015, p. 68), culture filter is “a means of capturing socio-cultural differences in expectation norms and stylistic conventions between the source and target linguistic-cultural communities”.

### 1.3.3 Strengths and limitations of House’s model (2015)

***Strengths of House’s model relevant to the aim of the study***

Firstly, this model could be applied for the TQA of numerous text typesincluding literary texts. Secondly, House’s TQA model is “a particularly good example of how the consideration of macro- and micro-level phenomena can be integrated, rather than separated and opposed to each other, in analysis” (Steiner, 1998, p. 17). In House’s model, the ST and TT are judged on both “micro-level” of lexico-grammatical features and macro-level of “register” and “genre”. Thirdly*,* House demonstrates that her linguistic approach to TQA includes not only textual, situational but also cultural aspects*.*

***Limitations and strategies to minimize limitations***

There are four main points that could be drawn from House’s model in relation to the overarching aim of this study.

Firstly, the ultimate goal of House’s model is to seek for functional equivalence between ST and TT. It is acknowledged that TQA is a broad area, and one of the ultimate goals in TQA is hunting for the equivalence between the ST and TT. Accordingly, the overarching aim of this study is to find the extents of equivalence between the CSRs in ST and TT from functional-pragmatic perspective. To fully describe the extents of equivalence between the CSRs in ST and TT, the set of terms including non-functional equivalence; partially functional equivalence; full functional equivalence are consistently employed. The set of terms is based on House (2015) and Catford (1965).

Secondly, since this study aims to assess the English-Vietnamese translation of the three groups of CSRs in a literary text, a concern is the status of these CSRs (proper names, person reference forms, regional dialects) in the present operation of House’s model to fit the research aim. For that reason, the status of three chosen groups of CSRs (proper names, person reference, regional dialects) within the layers of situational context and cultural context would be highlighted to fit the research aim.

Thirdly, translation is a process of transferring from the source to the target culture; thus, “cultural filter”, as a means of capturing socio-cultural differences between the source and target linguistic-cultural communities, should be taken into account. It is acknowledged that House did define the notion of “cultural filter”, the status of cultural filter in the operation of House’s model in line with the Figure 1.8 should be clearly demonstrated.

Fourthly, although House did specify the steps in her TQA process, the status of both ST and TT should be demonstrated in the entire translation process. Besides, House justifies that translation is the replacement of a text in the SL by a semantically and pragmatically equivalent text in the TL. Equivalence serves as the relationship between the ST and TT. Therefore, it is essential to reflect such ST-TT relationship in the translation process in the operation of the model.

Due to these aforementioned reasons, House’s model (2015) is adapted to serve as the theoretical framework of this study in order to fit the research aim of this study. House’s adapted model (2015) is explicated as follows:

**Figure 1.10 Theoretical framework of the study**

**(Adapted from House’s model, 2015)**

**Extent of equivalence**

Target Culture,

Target Text,

Target Language

Source Culture,

Source Text,

Source Language

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Language embedded in Source Text:  **proper names, person reference forms, regional dialects in text**  **Context of**  **Culture** – genre  Functions of proper names, person reference forms, regional dialects in Source text in contexts  **Context of situation** –  Register analysis  (Field-subject matter; Tenor-participant relationship; Mode-means of communication) |  | **Context of**  **Culture** – genre  **Context of situation** –  Register analysis  (Field-subject matter; Tenor-participant relationship; Mode-means of communication)  Language embedded in Target Text:  **proper names, person reference forms, regional dialects in text**  Functions of proper names, person reference forms, regional dialects in Target text in contexts |  |
|  |  |  |

Note: “function” is used interchangeably with “meaning” in this study

Reconstruct based on cultutal filter

It should be noted that the above theoretical framework for this study is primarily in line with House’s model (2015) with the reorganization and supplementations to fit the research aim of this study. This theoretical framework presents a holistic view to the main points discussed by House (2015) in the section 1.4.2.

Regarding the operationalization of the above theoretical framework, in line with House’s model (2015), it starts from the analysis of “text” and the language embedded in a text. In this study, the model starts from the analysis of “text” and the three groups of proper names, person reference and regional dialects embedded in the text. Notably, the text and the three groups of CSRs embedded in the text are put into its situational and cultural contexts. The analysis of the text in situational context is realized via Register analysis of Field, Tenor and Mode. Besides, context of culture, which refers to customs, practices, habits, etc. that are shared and accepted in a community, is critical in adequately assessing the translation of CSRs. In this model, context of culture also refers to “Genre” defined as “text type”. The definitions of Field, Tenor and Mode, and Genre are in line with House’s functional-pragmatic model (2015). The use of such theoretical framework in this study is to fit the aim of the study.

Secondly, translation is a process of transferring from the source to the target culture; thus, cultural filter, as a means of capturing socio-cultural differences between the source and target linguistic-cultural communities, is located in the theoretical framework of this study.

Thirdly, in line with the major steps in House’s model (2015), both the status of ST and TT are reflected in the theoretical framework of this study. Major steps are (1) analyzing the ST register (Field, Tenor, Mode) to create the ST profile; (2) describing the Genre of the ST; (3) making the statement of the ST function (ideational and interpersonal functions); (4) a similar procedure is conducted with the TT to make the statement of the ST function (ideational and interpersonal functions); (5) comparing the ST and TT profiles; the comparison of the two textual profiles reveals the extent to which the translation text matches the ST; (6) the statement of quality is provided Equivalence serves as the relationship between the ST and TT. Therefore, both the status of both the ST and TT in the operation of the framework are made clear.

Finally, since three groups of CSRs (proper names, person reference and regional dialects) in the text are embedded within the attitudes of the author who created the text. Therefore, Attitudinal resources of Appraisal theory are incorporated into the theoretical framework of this study in line with House’s model. Attitudinal resources of Appraisal theory, in line with research aim, are presented in the following section.

**1.3.4 Attitudinal resources of Appraisal Theory (Martin & White, 2005)**

In line with research aim, Attitudinal resources of Appraisal Theory are relevant for exploring the attitudes, feelings and emotions of the ST author within “Tenor” of House’s model. In appraisal system, Attitudinal resources are the most relevant to the aim of this study that is to describe the underlying attitudes of the author embedded in the chosen groups of CSRs.

The scheme for employing Attitudinal resources is elucidated as follows.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | **Affect** | Language resources for construing emotional reactions |
| **Attitude** construes feelings, emotions and values |  |  | **Judgment** | Language resources for construing assessing behavior according to various normative principles |
|  |  |  | **Appreciation** | Language resources for construing the values of things (evaluation of natural phenomenon) |

**CHAPTER 2. METHODOLOGY**

* 1. **Research design**

Descriptive research fits the aim of this study that is to describe the extent of equivalence between English CSRs and their Vietnamese translation in a literary text.

* 1. **Research methods**

In line with the philosophical points of interpretivism, the qualitative approach is adopted as the primary method in this study to describe the in-depth meanings of CSRs in a literary text.

The descriptive and comparative procedures in line with the Theoretical framework (See Figure 1.10) were narrated as follows:

- Step 1: Describe the ST function

+ Analyze Field, Tenor, Mode (describe the functions/ meanings of the CSRs in their context of situation)

+ Describe Genre of the ST (describe the functions/ meanings of the CSRs in their context of culture)

+ Describe the function of the ST in which the functions of CSRs contribute to the function of the entire text.

- Step 2: A similar step is conducted to describe the TT function

- Step 3: Comparison

The functions of CSRs (in relation to the overall function of the ST function) are compared with the functions of the target CSRs (in relation to the overall function of the TT function) in order to find out similarities and differences and reach the quality statement of the translation.

Besides, quantitative numbers are present in terms of the frequency of translation strategies adopted by the translator in this study. Via examining the predominant translation strategies to achieve functional equivalent from the functional-pragmatic perspective of House (2015), the research findings yield practical suggestions in terms of translation strategies in dealing with CSRs for translators and publishers. As justified in section 2.3.1 Qualitative analysis, qualitative analysis is employed to reach the statement on translation quality, which fulfills the overarching aim of the study. The focus of the present study is to gain insights into meanings, functions of CSRs as well as English-Vietnamese translation assessment of CSRs in the chosen literary text. Hence, it is the qualitative method that serves as the primary method of the present study to address the initial research question.

* 1. **Analytical framework of the study**

(In line with the theoretical framework-See Figure 1.10)

* 1. **Data collection procedures**

As stated, qualitative linguistic-textual analysis from House’s functional-pragmatic adapted model (2015) serves as *the primary research tool* in the present study. Additionally, interview transcripts of the author and the translator are employed as a secondary research tool in order to back up the qualitative assessment of the researcher about the translation quality of CSRs.

Linguistic-textual analysis from House’s functional-pragmatic adapted framework

Note: Support

Figure 2.1 Data collection procedures of the study

**- Phase 1: Selection of Source Text and Target Text selection**

Description of the Source Text and Target Text

|  |  |  |
| --- | --- | --- |
|  | **Source Text** | **Target Text** |
| **Title of the text** | “Harry Potter and the Philosopher’s Stone” | “Harry Potter và Hòn đá phù thuỷ” |
| **Time of publication** | - first published in 1997  - reprinted in 2014 | - first published in 2000  - reprinted in 2016 |
| **Publisher** | Bloomsbury in the U.K | Trẻ Publishing House in Vietnam |
| **Number of pages** | - 17 chapters in 332 pages | - 17 chapters in 341 pages |
| **Author/translator** | - Joanne Rowling  (born in 1965 in England)  - a British [novelist](https://en.wikipedia.org/wiki/Novelist) under the pen names J. K. Rowling | - Lý Lan (born in 1957 in Vietnam)  - a novelist, poet, and translator in Vietnam |

**- Phase 2: Culture-specific references collection**

After selecting the ST and TT, CSRs (proper names, person reference forms and regional dialects) were chosen from both ST and TT.

**- Phase 3: Interview transcripts collection**

**+ Interview scripts of ST author**

The purpose of interviewing the author is to strengthen the textual analysis and qualitative assessment from the functional-pragmatic perspective. Due to inability to contact the author, interview scripts offered by BBC radio were collected instead. The website “accio-quote.org” serves as the largest archive of J.K. Rowling interviews. In these interviews, the details related to the text are revealed.

**+ Interview scripts: Translator of the ST**

Due to the inability to contact the translator, the interview transcripts from the official websites (eg: nxbtre.com.vn, etc.) were used to overcome this limitation.

**Phase 4: Interviewing translators and an expert in the field**

The purpose of these interviews is to strengthen the qualitative assessment of the researcher about the translation quality of CSRs in order to enhance the trustworthiness of the study. Semi-structured interviews were conducted with two translators and an expert.

* 1. **Data analysis**

Two data sets were obtained from the data collection. The primary sources of data include the Source Text (ST-Harry Potter and the Philosopher’s Stone, 2014), the Target Text (TT-Harry Potter và Hòn đá phù thuỷ, 2016), the three categories of proper names, person reference forms and regional dialects in the ST and their equivalents in the TT. The primary sources of data were analyzed and assessed from the functional-pragmatic perspective of House (2015).

The secondary sources of data, employed to triangulate with the textual analysis of the primary sources of data from the functional-pragmatic perspective, include the interview transcripts of the ST author, the translator, and interviews with two other literary translators and an expert in the field. The interview data was transcribed, coded and analyzed in line with thematic analysis to serve the research aim.

**CHAPTER 3: FINDINGS AND DISCUSSION**

* 1. **Proper names**

**3.1.1 Findings of English-Vietnamese translation assessment of proper names**

This section offers the answer to the research question in terms of proper names. The findings show that 35 proper names of main characters carry ideational and interpersonal functions, contributing to the function of the whole text. In other words, these names carry contextual meanings and are linked with the pragmatic purposes of the author. The non-translation strategy is adopted in dealing with these names in the TT, which entails “Partially functional equivalence” in comparison with ones in the ST. The examples of proper names in the ST and TT are provided as follows:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | ST |  | TT |  | ST |  | TT |
| 1 | Draco Malfoy |  | Draco Malfoy | 6 | Ravenclaw |  | Ravenclaw |
| 2 | Voldemort |  | Voldemort | 7 | Scabber |  | Scabber |
| 3 | Filch |  | Filch | 8 | Sprout |  | Sprout |
| 4 | Fluffy |  | Fluffy | 9 | Peeves |  | Peeves |
| 5 | Fang |  | Fang | 10 | Phyllida (Spore) |  | Phyllida (Spore) |

**EXAMPLE: PROPER NAME -“DRACO MALFOY”**

**ST ANALYSIS**

**FIELD**

The text covers subject matters of boarding school life, mysteries, adventures, battle between the good and the evil set in both the real-life Britain and the unreal wizarding world. The author constructs the narrative of the protagonist Harry Potter, a young wizard. The proper names serve as a vehicle to construct a world about mysterious adventures, contributing to the FIELD of the text. Among characters, Draco Malfoy is one of Harry’s enemies at the wizard school. In the author’s interview (1999), she reveals that “Malfoy” means “bad faith”.

**TENOR**

*Author’s geographical, temporal and social provenance:* In the author’s interview (1999), she recounts that she created the name “Draco Malfoy”. “Draco” is rooted in Latin that means “dragon”. Within “Malfoy”, “mal” is an English prefix that provokes the negative connotation. Regarding “foy” in “Malfoy”, “foy” means “faith” in French. In line with this analysis, the author also discloses that “Malfoy” means “bad faith” (Rowling, 1999).

*Social role relationship:* symmetrical between the author and readership.

*Author’s attitude:* As justified, Attitudinal Resources of Appraisal Theory is are adopted in order to explore the ST author’s attitude towards the name “Draco”- “dragon” embedded in the name Draco Malfoy.

Analysis of author’s attitudes towards “Draco Malfoy” character

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Appraising items in English | Context | Attitude | | |
| Affect | Judgment | Appreciation |
| 1 | pale | “Oh, this is Crabbe and this is Goyle,” said the **pale** boy **carelessly**, noticing where Harry was looking. “And my name’s Malfoy, Draco Malfoy.”  Chapter 6 |  |  | -  reaction |
| 2 | carelessly |  | -  tenacity |  |
| 3 | boastful | ST: Malfoy certainly did talk about flying a lot. He complained loudly about first years never getting on the house Quidditch teams and told long, **boastful stories** that always seemed to end with him narrowly escaping Muggles in helicopters.  Chapter 9 |  |  | -  reaction |
| 4 | jealous | Then he’d realized that nobody found this funny, because they were all so impressed at the way Harry had managed to stay on his bucking broomstick. So Malfoy, **jealous** and **angry**, had gone back to taunting Harry about having no proper family.  Chapter 12 | -  dissatisfaction |  |  |
| 5 | angry | -  unhappiness |  |  |

It can be seen that the author expresses a negative attitude towards Draco Malfoy. This finding is in line with the author’s statement in her interview (Rowling, 1999) in which “*Draco is a - he is a snob, he’s a bigot and he is a bully, and as I said, in the most refined sense - he knows exactly what will hurt people*”. Therefore, the analysis of the case “Draco Malfoy” shows that this name in the “HPPS” performs the functions of displaying the traits of the character and carrying cultural connotation.

**MODE:** both simple and complex

**GENRE**: fiction

**STATEMENT OF ST FUNCTION:** In terms of ideational function, this name “Draco Malfoy” contributes to expressing the mystery theme of the text since “Draco” is an imaginary animal in the Western culture. In terms of interpersonal function, the author’s attitude is expressed via the name “Draco Malfoy” that evokes the negative connotation.

**COMPARISON BETWEEN ST AND TT**

Table 3.2.3 Comparison between ST and TT in the case of translating the name “Draco Malfoy”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source Text profile** | | | **Target Text profile** | | |
| Field | Subject matter | Mythology | Field | Subject matter | Mythology |
| Tenor | Author’s provenance | - A British novelist  - marked on the dimension of language; the name “Draco Malfoy” is rooted in Latin | Tenor | Translator’s provenance | -A Vietnamese novelist, a translator |
| Author’Stance | Negative attitudes embedded in the name “Draco Malfoy” | Translator’s  Stance | the name “Draco Malfoy”: non-translated |
| Social role relationship | Symmetrical | Social role relationship | Symmetrical |
| Social attitude | informal | Social attitude | informal |
| Participation | Simple & complex | Participation | Simple & complex |
| Mode | Written as if spoken | | Mode | Written as if spoken | |
| Genre | Fiction | | Genre | Fiction | |

**STATEMENT OF QUALITY**

Although the proper name “Draco Malfoy” carries ideational and interpersonal functions in the ST, it remains non-translated in the TT. The ST analysis reveals that the name “Draco Malfoy” is embedded with the pragmatic purposes and underlying attitudes of the ST author. Accordingly, non-translation strategy leads to **Partially functional equivalence** in the TT as compared with the ST.

There is a myriad of other proper names performing both ideational and interpersonal functions, contributing to the function of the whole text. The non-translation strategy results in “Partially functional equivalence” in the TT as compared with ones in the ST (See Appendix A).

**3.1.2 Discussion of findings on English-Vietnamese translation assessment of proper names**

**- Revisiting the research question**

In response to the research question, **Partially functional equivalence** is the answer for the extent of equivalencebetween source proper names in Harry Potter and the Philosopher’s Stone” and target proper names in “Harry Potter và Hòn đá phù thuỷ”.

Linked with “Partially functional equivalence”, another salient point to be discussed is the choice of non-translation strategy adopted by the translator. There are a number of advantages underlying the choice of non-translation of proper names in a literary text. Firstly, proper names are recognized to be almost untranslatable due to linguistic and cultural differences between the two languages and cultures. Secondly, the non-translation of proper names serves to preserve the British cultural exoticism of the ST. Thirdly, the non-translation of proper names seems to be a careful choice for the translator to avoid the possible distortion in meanings in the main text. Besides, the “HPPS” belongs to the fictional text type about an imaginary world of wizards; thus, the non-translation of proper names helps to inspire the imagination of the readers. Fourthly, it should be noted that the aforementioned cases are proper names in a literary text. The non-translation of proper names gives a hand in maintaining the aesthetic form of a literary text. *The linguistic-textual choices of the translator are also governed by contextual factors, including the structural characteristics and the constraints of the two languages involved in translation as well as the ST with its linguistic-aesthetic features that belong to the norms of usage holding in the source lingua-cultural community* (House, 2015).

Moreover, if translated, there would be side effects not similar to those intended in the ST. For example, “Draco”, rooted in Latin for “dragon”, evokes the negative connotation in Western culture since dragon is inherent in the evil because it stems from the dragon image of Satan in the Bible (Nguyễn Văn Trào, 2014). However, “Rồng” or “Long” provokes positive connotation in Vietnamese culture (Trần Ngọc Thêm, Nguyễn Ngọc Thơ, 2011).

Therefore, compensation strategy is recommended. There are flexible ways of compensation. Practically, to compensate for the linguistic and cultural differences, adopting non-translation plus “footnotes” is suggested for literary proper names in the “HPPS”. The number of footnotes should be medium for the avoidance of distracting and disturbing the readers during reading process, especially in dealing with a literary text. Besides, non-translation of proper names within the main text plus end-of-book glossary is preferred for these reasons. The use of end-of-book glossary is convenient and optional for various types of readers, including experts, educated layman or the uninformed[[1]](#footnote-1).

**- Reflecting the findings on the theoretical framework**

Reflecting the findings on the theoretical framework of the study (see Figure 1.10), House’s model (2015), extended with Attitudinal resources of Appraisal theory (Martin and White, 2005), has been proved to be a useful tool in describing author’s attitudes embedded in culture-specific names in the literary text. Different from the aforementioned previous studies adopting House’s model, the findings of this study supplement empirical evidence to shed more light on the usefulness of adopting Attitudinal resources of Appraisal theory in describing the author’s attitudes embedded in culture-specific names as a category of CSRs in a literary text.

**3.2 Person reference forms**

This section aims to address the research question in terms of person reference forms.

**3.2.1 English-Vietnamese translation assessment of “I-you” dyad**

There are three major findings as follows. Firstly, these Vietnamese translations of the “I-you” dyad are functionally equivalent to the ST in accordance with the situational and cultural contexts. The sole “I-you”dyad has been translated into more than 50 addressing pairs in Vietnamese in various situational contexts. Secondly, “I-you” dyad is not only translated into Vietnamese personal pronouns but also kinship nouns. As can be seen from the table, a number of kinship nouns are used in translating “I-you” dyad from English to Vietnamese, such as “con-thầy; con-cô; ta-con; bác-các cháu; anh-em; em-anh”. Thirdly, (TL-oriented) covert translation strategy is adopted in dealing with “I-you” dyad. Via covert translation strategy, the translator “anchors a reference firmly” in the target culture.

**Example: Context (Draco Malfoy-Ron, Harry)**

|  |  |
| --- | --- |
| **ST** | **TT** |
| *…. He was looking at the other boys. Both of them were thickset and looked extremely mean. Standing on either side of the pale boy, they looked like bodyguards.*  *"Oh, this is Crabbe and this is Goyle," said the pale boy carelessly, noticing where Harry was looking. "And my name's Malfoy, Draco Malfoy."*  *Ron gave a slight cough, which might have been hiding a snigger. Draco Malfoy looked at him.*  *"Think my name's funny, do you? No need to ask who you are. My father told me all the Weasleys have red hair, freckles, and more children than they can afford."*  *He turned back to Harry. "****You****'ll soon find out some wizarding families are much better than others, Potter.* ***You*** *don't want to go making friends with the wrong sort.* ***I*** *can help you there."*  *He held out his hand to shake Harry's, but Harry didn't take it.*  *"****I*** *think* ***I*** *can tell who the wrong sort are for myself, thanks," he said coolly.*  *Draco Malfoy didn't go red, but a pink tinge appeared in his pale cheeks.*  *"****I****'d be careful if* ***I*** *were* ***you****, Potter," he said slowly. "Unless* ***you****'re a bit politer* ***you****'ll go the same way as your parents. They didn't know what was good for them, either.* ***You*** *hang around with riffraff like the Weasleys and that Hagrid, and it'll rub off on* ***you****." …* | *… Harry nói và nhìn hai đứa đi cùng. Cả hia trông chắc nịch và hung tợn. Tụi nó đứng hai bên thằng bé nhợt nhạt trông như là vệ sĩ. Thấy Harry nhìn hai đứa kia, thằng bé nhợt nhạt hờ hững giới thiệu: - À, đây là Crabbe, còn đây là Goyle. Tao là Malfoy, Draco Malfoy.  Ron ho khẽ mấy tiếng, chắc là để ém tiếng cười khẩy. Draco Malfoy ngó Ron: - Bộ thấy tên tao buồn cười lắm hả? Tên mày tao chưa thèm hỏi nha! Ba tao đã nói cho tao biết hết về tụi tóc đỏ Weasley nhà mày rồi, mặt đầy tàn nhang, con thì đông đến nổi nuôi không xuể chứ gì! Nó quay lại Harry:  - Potter à, rồi* ***mày*** *sẽ thấy là có những gia đình phù thủy sang hơn.* ***Mày*** *đừng vội kết bạn với đám tầm thường. Chuyện đó* ***tao*** *giúp* ***mày*** *được. Nó giơ tay để bắt tay Harry, nhưng Harry không thèm nắm lấy. Harry chỉ lạnh nhạt nói: - Cám ơn.* ***Tao*** *nghĩ tự tao cũng biết được đứa nào tầm thường, đứa nào không rồi!  Nghe đến đó. Draco Malfoy không đến nỗi đỏ mặt, nhưng hai gò má nó cũng hơi đổi màu. Nó chậm rãi nói: - Nếu* ***tao*** *là* ***mày****, Potter,* ***tao*** *sẽ cẩn thận hơn một chút.* ***Mày*** *rồi sẽ đi vào vết xe đổ của ba má mày nếu không biết lễ phép hơn. Tại ba má mày hồi đó cũng không biết điều gì là tốt cho họ.* ***Mày*** *mà cứ giao du với đám giẻ rách như bọn Weasley và lão Hagrid ấy thì có ngày cũng tiêu ma. …* |
| Chapter 6  (Harry Potter and the Philosopher’s Stone) | Chương 6  (Harry Potter và Hòn đá phù thuỷ) |

**ST ANALYSIS**

**FIELD**

This excerpt is about the first meeting among three characters, Harry, Ron, and Draco Malfoy at the wizarding school. A high density of adjectives is employed to describe the traits of characters (Eg: pale, thickset, mean, better, wrong”, etc).

**TENOR**

*Author’s temporal, social and geographical provenance*: unmarked English is used.

*Author’s stance*: As justified, Attitudinal resources of Appraisal Theory are adopted in order to explore the author’s attitude.

Analysis of author’s attitudes towards the relationship between characters

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Appraising items | Appraiser | Attitude | | | Appraised |
| Affect | Judgment | Appreciation |
| pale | Harry |  |  | -  reaction | Draco |
| thickset | Harry |  |  | -  reaction | Draco’s friend |
| (extremely) mean | Harry |  | -  propriety |  | Draco’s friend |
| carelessly | Harry |  | -  tenacity |  | Draco |
| much better (than others) | Draco |  |  | +  valuation | himself |
| wrong (sort) | Draco |  |  | -  reaction | Ron |
| bravely | author |  | +  tenacity |  | Harry |

The use of lexical items denoting negative affect reveals the disapproving attitude among the characters. Draco adopts a negative attitude towards Ron via the use of lexical means such as “wrong sort, riff-raff”. Harry and Ron also take a negative attitude towards Draco via lexical means such as “look extremely mean, carelessly, snigger, coolly”. In line with the author’s interview, she reveals that Harry and Ron are not on good terms with Draco.

***Social role relationship***

+ Relationship between the author and the readers: symmetrical

+ Relationship among characters themselves: symmetrical among Harry, Ron, and Draco. They are male students at the same age attending the magical school.

***Social attitude***: marked by informality. Spoken language is used in the extract.

***Participation****:* participation is complex with both monologue and dialogue.

**MODE:** “written to be read as if spoken”.

**STATEMENT OF FUNCTION**: the ideational function is manifested by the lexical means of adjectives to describe the traits of the characters. There is the predominance of relational processes to introduce about characters. The negative attitude and distance among characters are revealed via the Attitudinal resources analysis. The ST analysis also shows the informality among these students.

**COMPARISON BETWEEN ST AND TT**

ST-TT comparison of Excerpt 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source Text profile** | | | **Target Text profile** | | |
| Field | Subject matter | boarding school life of wizards | Field | Subject matter | boarding school life of wizards |
| Tenor | Author’s provenance | a British novelist | Tenor | Translator’s provenance | a Vietnamese novelist, a translator |
| Author’s  Stance | disapproving attitudes, hostile relationship among characters in informal situations | Translator’s Stance | disapproving attitudes, hostile relationship among characters in informal situations |
| Social role relationship | symmetrical | Social role relationship | symmetrical |
| Social attitude | informal | Social attitude | informal |
| Participation | simple & complex | Participation | simple & complex |
| Mode | Written as if spoken | | Mode | Written as if spoken | |
| Genre | Fiction | | Genre | Fiction | |

**STATEMENT OF QUALITY**

In this excerpt, “tao-mày” in the TT is functionally equivalent to “I-you” dyad in the ST. “Tao-mày” in Vietnamese, which denotes the Horizontal relationship Type I (Nguyễn Quang, 2018), is used to express the anger and hostility between two students of the same social status in the informal situation.

Firstly, “tao-mày” conveys the ST author’s attitudes. The Vietnamese translation also recreates the negative attitude of Harry and Ron towards Draco (Eg: look extremely mean-hung tợn, carelessly-hờ hững, snigger-cười khẩy, coolly-lạnh nhạt) and Draco’s negative attitude towards Ron and Harry (Eg: wrong sort-đám tầm thường, riff raff-đám giẻ rách).

Secondly, the choice of “tao-mày” contributes to the overall informal atmosphere of the situation. Such informality is recreated in the TT via the use of colloquial language (Eg: hang around-giao du, riff raff-đám giẻ rách, rub off on-có ngày cũng tiêu ma, go the same way-đi vào vết xe đổ). Thus, “tao-mày” contributes to the overall informality of the excerpt situation.

Thirdly, the choice of “tao-mày” gives a hand in reflecting the distance in terms of the relationship between Draco Malfoy and Harry Potter. In Vietnamese, “tao” and “mày” also imply strong disrespect and arrogance. Based on this context, the choice of “tao” and “mày” functions as a vehicle to show the distance and the hostile relationship between Draco and Harry, Ron in an informal situation. Thus, “tao-mày” is functionally equivalent “I-you” dyad in the ST in accordance with the examined situational and cultural contexts.

**3.2.2** **Discussion of findings on English-Vietnamese translation assessment of “I-you” dyads**

**- Revisiting the research question**

In response to the research question, **functional equivalence** is the answer for the extent of equivalencebetween source “I-you” dyads in the ST and the Vietnamese translation of “I-you” dyads in the TT.

Underlying the choice of the translator, the linguistic differences about the person reference system in English and Vietnamese merit attention. the choice for “I-you” dyads has proved to be more diverse in Vietnamese. There is a tendency to use kinship terms to address in Vietnamese. The linguistic differences mirror the cultural differences. According to Hofstede (2010, p.96-97), Vietnam tends to belong to the ***High Power Distance societies*** that are characterized by hierarchical levels. Such usage of language is the mirror of the hierarchical levels in high Power Distance societies like Vietnam. Thus, the linguistic-textual choices of the translator are influenced by a number of extra-linguistic factors, including the target language norms, the traditions, and principles in the target-lingua-cultural community. Accordingly, the use of covert translation (TL-oriented strategy) brings about a translation harmonized with the situational and cultural contexts.

**- Reflecting the findings on the theoretical framework**

Reflecting the findings on the theoretical framework (See Figure 1.10), House’s model (2015), extended with Attitudinal resources of Appraisal theory (Martin and White, 2005), has been proved to be a useful tool in uncovering the author’s attitudes embedded in culture-specific person reference (I-you dyad) in the ST to serve the overarching aim of the study. However, different from the aforementioned previous studies adopting House’s model, the findings of this study supplement empirical evidence to shed light on the usefulness of adopting Attitudinal resources of Appraisal theory in describing author’s attitudes embedded in person reference forms in texts. Attitudinal resources serve as an important parameter to identify the Vietnamese equivalents for “I-you” dyads.

**3.3Regional dialects**

**3.3.1 Findings of English-Vietnamese translation assessment of regional dialects**

This section aims to offer the answer to the research question in terms of regional dialects:

The findings show that “Partially functional equivalence” is gained between regional dialects in the TT in comparison with ones the ST. The findings also reveal the compensation strategy adopted by the translator in order to recompense for the linguistic and cultural differences in translating regional dialects across cultures. The compensation strategy includes “neutralization” in combination with the use of colloquial language to depict the unique personality of the character.

In the “HPPS”, Hagrid is the only character to speak the West Country dialect in Britain. The examples of Hagrid’s regional dialect are given below:

|  |  |
| --- | --- |
| **ST** | **TT** |
| Chapter 4-“Harry Potter and the Philosopher’s Stone” | Chương 4-“Harry Potter và Hòn đá phù thuỷ” |
| "Couldn't make us a cup o' tea, could **yeh**? It's not been an easy journey..." | Không có trà nước gì sao? Chà! Chuyến đi thiệt là vất vả. |
| "**Yeh** look a lot like yet dad, but **yeh'**ve got yet mom's eyes." | **Con** giống cha con lắm, nhưng đôi mắt của con thì lại giống mẹ. |
| "Anyway -- Harry," said the giant, turning his back on the Dursleys, "a very happy birthday to **yeh**. | Nhưng lão khổng lồ quay lưng về phía ông bà Dursley, nói với Harry: - Dù sao thì cũng chúc mừng **con** một sinh nhật vui vẻ nhé Harry. |
| Got summat fer **yeh** here -- I mighta sat on it at some point, but it'll taste all right." | Có chút quà cho **con** đây. Không chừng ta có đè mông lên nó một chút, nhưng mà mùi vị nó vẫn ngon lành. |
| "Call me Hagrid," he said, "everyone does. An'like I told **yeh**, I'm Keeper of Keys at Hogwarts | Cứ gọi ta là bác Hagrid. Và như ta đã nói với **con** rồi đó, ta là người giữ khóa ở Hogwarts |

**ST ANALYSIS**

**FIELD**

The text covers the subject matters of boarding school life, mysteries, adventures set in both the real-life British context and the unreal wizarding world. In this narrative, Hagrid is a half-giant gamekeeper who loves animals and is a loyal friend to Harry Potter.

**TENOR**

***Author’s temporal, social and geographical provenance***

The dimension of language user is marked by the use of West Country dialect of Hagrid. The identification of the character’s dialect is based on the comparison between non-standard marks present in Hagrid’s speech and Trudgill and Hannah (2013) study of English dialects. In the author’s interview (1999), she affirms that: “*Hagrid was West Country […].*

In terms of social class, West Country accent tends to be regarded as a provincial one, related to more undereducated or agricultural communities (Agha, 2003). Received Pronunciation is widely recognized as the standard accent, and “ the great majority of native speakers of this accent are of middle-class or upper-class origin, educated in private schools and […] universities” (O’ Cornor, 2015, p. 131). It is in line with the story in which Hagrid is the Key Keeper of the school, and he was kicked out of the school when he was thirteen. Guarding tends to be regarded to have a lower educational or professional background than other professors at the school. Thus, the analysis indicates that Hagrid represents a lower social group.

***Author’s stance (attitude)***

As justified in the Theoretical framework (Figure 1.10), Attitudinal resources of Appraisal Theory are adopted to uncover the ST author’s attitude embedded in regional dialects as shown below:

Analysis of author’s attitudes towards the character Hagrid

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Appraising items in English | Context | Appraiser | Attitude | | | Appraised |
| Affect | Judg-ment | Appreciat-ion |
| kind | Hagrid leaned across the table. Behind the wild beard and eyebrows he wore a very kind smile. | Harry |  |  | +  reaction | Hagrid |
| lucky | It was lucky that Harry had tea with Hagrid to look forward to | Harry | +  satisfaction |  |  | Meeting with Hagrid |
| warmth | His eyes were black like Hagrid's, but they had none of Hagrid's warmth | Harry |  |  | +  reaction | Hagrid |
| not as fierce as | Like Hagrid, Fang was clearly not as fierce as he looked. | Harry |  |  | +  reaction | Hagrid |
| delighted | Harry and Ron were delighted to hear Hagrid call Fitch "that old git." | Harry and Ron | +  happiness |  |  | Hagrid’s talk |

The analysis shows that the author adopts a positive attitude towards Hagrid. In the author’s interview, she restates that Hagrid has a West Country accent, and he is one of her favourite characters. Hagrid’s speech is that of a less-educated person. However, Hagrid is warm-hearted, and he is trusted and a true friend of Harry Potter.

Based on the aforementioned analysis, it can be interpreted that though Hagrid is often regarded as less educated than others, he is simple and warm-hearted like people from West Country. It is inferred that disregarding the physical appearance and the way to speak, what matters is one’s heart and personality. As the author accentuates, differences of habit and language are nothing at all if our aims are identical and our hearts are open. Ergo, the use of West Country dialect in this literary text performs multiple functions of revealing social status, education and characterizing the protagonist, which are linked with the pragmatic purposes of the author.

***Social role relationship***:

+ Relationship between the author and the readers: symmetrical

+ Relationship between Hagrid and the protagonist: Hagrid is much older than Harry; he is a true friend of Harry

+ Relationship between Hagrid and other professors: Hagrid is a gamekeeper and he is at a lower status than other professors at the wizarding school

***Social attitude***: Informal, intimate.

***Participation***: complex

**MODE**: written as if spoken

**GENRE**: fiction

**COMPARISON BETWEEN ST AND TT**

ST-TT comparison of regional dialects

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source Text profile** | | | **Target Text profile** | | |
| Field | Subject matter | boarding school | Field | Subject matter | boarding school |
| Tenor | Author’s provenance | a British novelist | Tenor | Translator’s provenance | a Vietnamese novelist, a translator |
| Author’s  Stance | positive attitude towards Hagrid | Translator’s  Stance | positive attitude towards Hagrid |
| Social role relationship | symmetrical | Social role relationship | symmetrical |
| Social attitude | informal | Social attitude | informal |
| Participation | simple & complex | Participation | simple & complex |
| Mode | Written as if spoken | | Mode | Written as if spoken | |
| Genre | Fiction | | Genre | Fiction | |

**STATEMENT OF QUALITY**

The ST-TT comparison shows that “Partially functional equivalence” is gained between the regional dialect in the TT in comparison with ones the ST. In other words, the marked regional dialect in the ST is not fully rendered into Vietnamese. It can also be seen that compensation strategy is adopted in making up for the linguistic and cultural differences. In the “HPPS”, compensation strategy includes “neutralization” in combination with the use of colloquial language to depict the unique personality of the character.

There have been attempts in using colloquial words to feature the friendliness and the level of language of Hagrid. However, a minor number of colloquial words in TL remains inadequate to convey the peculiarity of Hagrid’s speech. The vernacular language, which to contributes to sharpening the fact that though Hagrid is a less-educated person, he is warm-hearted and trusted, is not recreated in the TT. Thus, “Partially functional equivalence” is gained between the regional dialect in the TT in comparison with ones the ST.

**3.3.2 Discussion of English-Vietnamese translation assessment of regional dialects**

**- Revisiting the research question**

In response to the research question, “**Partially functional equivalence**”is the answer for the extent of equivalencebetween the source regional dialects in the ST and the target regional dialects in the TT.

Underlying “**Partially functional equivalence**”, firstly, it should be noted that regional dialects are purposefully employed in the ST. In the context of this study, translating West Country dialect into Vietnamese poses the following dilemma, which leads to the choice of “neutralization” with the use of colloquial language.

Firstly, if a specific regional dialect in Vietnamese for Hagrid were adopted, there would be the sensitivity of being discriminated regarding regional dialects among the target Vietnamese readers. Accordingly, if a specific regional dialect in Vietnamese were adopted for Hagrid in the TT, the target readers of the chosen specific regional dialect in Vietnamese might have the feeling of being considered as “a kind of very country” with the inferior social status and the poor education. Secondly, a specific regional dialect of a province in Vietnamese (Eg: Thanh Hoá) might leave the target Vietnamese readers in general confused or not have the similar feelings as the ST author intends in the ST. Thus, “neutralization” serves as a trade-off to minimize the undesirable side-effects. Moreover, the compensation strategy is recommended. In combination with “neutralization”, “colloquial language” is employed to feature the social status, the friendliness and the level of language of the character. There have been several attempts adopted by the translator in using colloquialism to feature the friendliness and the level of language of Hagrid, such as “nha”, “đứa”, “tiêu”, “độp”, “cuốn gói cho lẹ”, “cả đống bọn quái”, “đuổi phứt”. A minor number of colloquial words in TL remains inadequate to delineate the peculiarity of the Hagrid’s speech. Thus, an increase in the number of colloquial words plays a part in expressing the distinctive features of Hagrid.

**- Reflecting the findings on the theoretical framework**

Reflecting the findings on the theoretical framework, House’s model, extended with Attitudinal resources in Appraisal theory (Martin and White, 2005), has been proved to be a useful tool in uncovering the author’s attitudes embedded in culture-specific regional dialects in the ST. The regional dialects along the dimension of the language user are crucial in revealing Tenor of discourse. Nonetheless, different from the aforementioned previous studies adopting House’s functional-pragmatic model, the findings of this study supplement empirical evidence to shed light on the usefulness of adopting Attitudinal resources of Appraisal theory in describing author’s attitudes as a means of realizing the interpersonal meaning of regional dialects as a category of CSRs in a literary text.

**3.4** **Supplementations for House’s model in English-Vietnamese translation assessment of culture-specific references**

Firstly,House’s model, extended with Attitudinal resources in Appraisal theory by Martin and White (2005), has been proved to be useful in assessing the translation of the whole three groups of proper names, regional dialects and personal reference forms from English to Vietnamese.

Secondly, compensation strategy is suggested in translating three groups of CSRs from English to Vietnamese to make recompense for the linguistic and cultural differences. The findings also show that there have been various flexible ways of compensations depending on each type of CSR in their specific situational contexts.

**CONCLUSION AND IMPLICATIONS**

1. **Recapitulation of key findings**

This descriptive, comparative and evaluative study aims to assess the English-Vietnamese translation of culture-specific references (CSRs) in a literary text from the functional-pragmatic perspective of House’s model (2015). After operating House’s model in English-Vietnamese translation context, theoretical supplementations for the model in this context are drawn out. This study focuses on the three categories of CSRs, namely proper names, person reference forms and regional dialects in a literary text. The qualitative analysis, with descriptive and comparative procedures, was primarily adopted in this study. The quantitative analysis was employed to count the frequency of translation strategies adopted by the translator in translating the chosen CSRs.

The qualitative and quantitative analysis yields the following key findings. Regarding proper names, the non-translation strategy is adopted for purposeful proper names, which entails “partially functional equivalence” in the Target Text (TT) as compared with ones in the Source Text (ST). Accordingly, compensation strategy (non-translation plus end-of-book glossary) is recommended to compensate the linguistic and cultural differences in translating meaningful names in a literary text. Regarding person reference forms, the neutral “I-you” dyad has been translated into 50 equivalent variants in Vietnamese, which indicates functional equivalence in accordance with situational and cultural contexts. Regarding regional dialects, regional dialects in the ST, which are embedded with the pragmatic purposes of the author, have virtually been neutralized in the TT. This strategy entails partially functional equivalence in the TT as compared with ones in the ST. Accordingly, the compensation strategy is recommended with the choice of “neutralization” in combination with “colloquial language” to highlight the unique traits of the character. It is revealed that cultural filter is inevitable in translating across cultures. In this study, the reasons underlying the translation strategies adopted by the translator are also pointed out.

Theoretically, this study provides new evidence on the use of Attitudinal Resources in uncovering the author’s underlying attitudes embedded in the text. The study also suggests the compensation strategy for House’s model in English-Vietnamese translation context. Methodologically, the textual analysis from the functional-pragmatic perspective has been reinforced with the analysis from the interviews of the author, the translator, and other translators and an expert in the field. The detailed description of data collection procedures and analysis would be of usefulness for other researchers to replicate the study. Practically, the study supplies the translators in general the translation strategies in dealing with culture-specific references in a literary text, which serves as a beneficial reference for translators, publishing houses, and would-be translators.

1. **Implications**

**3.1 Implications for theory**

The theoretical implications drawn from the findings of this study concern the applicability of House’s functional-pragmatic model for English-Vietnamese translation assessment of three groups of CSRs. Since there exist the deep layers of attitudes and values underlying the linguistic surface of proper names, personal reference, regional dialects, the supplementation for House’s model with the use of Attitudinal resources of Appraisal theory has facilitated the researcher to uncover the author’s implied attitudes embedded in the CSRs in the literary text.

**3.2 Implications for research**

First, from the findings of this study, this study echoes the need of conducting research on TQA from an interdisciplinary approach, including linguistic and cultural studies. Second, the use of multiple sources of data is recommended in conducting research on TQA to guarantee trustworthiness of the study.

**3.3 Implications for practice**

First, the findings of this study have shown the role of text analysis in both TQA theories and actual translation practice. Second, as reflected in the findings, it is vital for the translators and translator trainees to gain a profound understanding about not only two languages but also two cultures.Third, translation strategies are recommended for translating CSRs from English to Vietnamese. Particularly, the compensation strategy is recommended in dealing with purposeful proper names and regional dialects in a literary text.

**4.Limitations and suggestions for further research avenues**

The fulfillment of this study unlocks further research avenues. First, House’s model (2015), extended with the Attitudinal resources of Appraisal theory (Martin &White, 2005), could be adopted for translation quality assessment of various literary texts. Third, extending the scope of the study to other groups of CSRs might help to deepen various strategies of translating CSRs, serving the translation practice.

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1. The three types of readership “experts, educated layman, uninformed” are mentioned by Newmark (1988) [↑](#footnote-ref-1)