

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên: Nguyễn Phương Anh

Giảng viên hướng dẫn: ThS. Bùi Thị Mai Anh

HẢI PHÒNG – 2019

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

**TRANSLATING RELATIVE CLAUSES FROM ENGLISH
INTO VIETNAMESE IN “THE OLD MAN AND THE SEA”
BY HEMINGWAY: MODES OF TRANSLATING RELATIVE
CLAUSES IN A WORK**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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**Tên đề tài: Translating Relative Clauses from English into Vietnamese in
“The Old Man And The Sea” by Hemingway: Modes of Translating
Relative Clauses in a Work**

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán các bản vẽ).

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Cơ quan công tác: Trường Đại Học Dân Lập Hải Phòng

Nội dung hướng dẫn:

Người hướng dẫn thứ hai:

Họ và tên:

Học hàm, học vị:

Cơ quan công tác:

Nội dung hướng dẫn:

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Yêu cầu phải hoàn thành xong trước ngày tháng năm

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng năm 2019

Hiệu trưởng

GS.TS.NGUT Trần Hữu Nghị

PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T.T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):

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3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):

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Hải Phòng, ngày tháng năm 2019
Cán bộ hướng dẫn

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc

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Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên:

Chuyên ngành:

Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

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ABSTRACT

The aim of this study is to examine abilities and skills that translator needs to develop translation theories and models. Specifically, this thesis focuses on the translation relative clauses from English to Vietnamese. The study starts with the theoretical background which elaborates on the notion of translation, translation equivalence as well as translation methods and procedures. Translation contains different mental activities such as language, thinking, problem solving, memory, conceptualization, learning, information processing, perception, understanding, re-expression etc., which makes translation a complex phenomenon. Translator is not a passive element but an expert, who senses, processes the stimuli, signifies, and produces meanings again in another language. In order to make these entire operations a translator should equip herself/himself with translation skills and abilities. Specially, being aware of the skills required for the translation task, in this paper I apply translation skill relative clauses into the literary. I hope that, with this study students will be aware of the skills required for the translation and find new ways to overcome all the difficulties faced during the translation task in the long run not confine themselves to the mere translation courses at school.

ACKNOWLEDGEMENTS

In the process of doing the graduation paper, I have received a lot of help, assistance, guidance, encouragement and idea contribution from my teachers, family and friends.

First of all, I would like to express my deepest thanks to my supervisor Ms Bui Thi Mai Anh, MA who has lecture and instructions which help me a lot in completing this study with her enthusiastic guidance, very helpful ideas and instructions for the preparation and her correction during the completion of this graduation paper. Also, I am very grateful to all the teachers at the Department of Foreign Languages of Hai Phong Private University for their interesting and useful lectures during the 4 years, which have built in me a firm foundation with immense ideas for my fulfillment of this paper.

Next, I am also grateful to my friends from NA1802 at Hai Phong Private University, who helped and encouraged me a lot when I was conducting my research, but whom I cannot all mention here due to the inconvenience of space.

Last but not least, I would like to give my heartfelt thanks to my family, to whom I have never enough words to express my great gratitude for their encouragement and inspiration.

LIST OF ABBREVIATIONS

No.	Abbreviation	English full name	Vietnamese Meaning
1	SL	Source text	Ngôn ngữ nguồn
2	TL	Target text	Ngôn ngữ đích
3	Eg	For example	Ví dụ
4	TT	Technical Translation	Bản dịch thuật
5	P	Page	Trang

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CHAPTER 1: OVERVIEW OF THE STUDY

1. Rationale

No one can deny the importance of language. Without language, people cannot communicate with each other. Language is considered to be a system of communicating with other people, which uses sounds, symbols and words in expressing meaning and in many forms. So it is not only an effective means of communication but also shows its progressive effects in many aspects of life. English is one of the most important languages in the world and it is considered the most widely used language with more than sixty percent of the world population speaking. Particularly English is one of the essential requirements for those who want to find a good job. However it is not simple. We have to pay attention not only to grammar, structure, vocabulary, and pronunciation but also the culture of the new language. It is easy to make mistakes and often find a lot of difficulties in translation and when dealing with grammar. I found many Vietnamese learners are experiencing a lot of difficulties when learning to use English relative clauses. They make many mistakes in making clauses containing relative clauses such as lack of relative pronouns, lack of subject-verb agreement. They sometimes say or write some funny Vietnamese sentences which are not pure Vietnamese simply because they translate improperly clauses containing the relative clause in English into their mother tongue. It can be seen that, knowing relative clause in English is a matter, understanding and accurately translating them from English into Vietnamese is another one which is not as easy as some people might think. This study will give some strategies for translating relative clause from English into Vietnamese. The study confirms that translators need more than language skills: in addition to general and sometimes specialized knowledge, they need analytical, research,

technological, interpersonal and organization skills. So, to help people who are learning English have deep understanding of translating relative clauses in English as well as in Vietnamese, I decide to choose the study “*Translating relative clause from English into Vietnamese in “The old man and the Sea” by Ernest Hemingway*” for my graduation paper. “The Old Man and the Sea” is a short novel written by the American author Ernest Hemingway in 1951 in Cuba, and published in 1952. It was the last major work of fiction by Hemingway that was published during his lifetime. One of his most famous works, it tells the story of Santiago, an aging Cuban fisherman who struggles with a giant marlin far out in the Gulf Stream off the coast of Cuba. I hope my paper is useful especially for students learning English and English learners in other schools, colleges or universities also people interested in translating.

2. Aims of the study

Within the framework of a minor thesis, the study is aimed at:

- Introduce relative clause, translation methods and the ways to transfer English relative clause into Vietnamese.
- Present and classify some common ways of translating relative clause.
- The theories that are relevant with relative clause
- Translating relative clauses into Vietnamese in “The Old man and the Sea”
- Suggest some suggestion with the hope to avoid the errors or confusion during translating passive voice and improve the quality of translation copy

3. Research Subjects

Research subject of study is the translation of relative clauses founded in novel “The Old man and the Sea” by Ernest Hemingway.

I choose this book and the translation copy of Lê Huy Bắc because the translation methods offered in this translation copy of the novel ensure the accuracy compared to the original.

4. Scope of the study

With the limitation of time and space, in this paper I just focus on main points of relative clauses and some methods for the translation of relative clauses from English into Vietnamese in “The Old Man and the Sea” by Ernest Hemingway and compared with the translation copy Vietnamese “Ông già và Biển cả” by Lê Huy Bắc.

Hopefully, my study will partly help us have a general overview on relative clause and its effective use in such kind of works.

5. Research methodology

Getting a scientific method of study is very important. In order to finish my graduation paper, I have tried with my best effort to search the necessary documents in reference books or from web pages on the internet. After reading clearly those references, I tried to get and select the valuable information relating to my study. Therefore, most examples are collected from many different writing materials and grammar books. Besides, I also provided the learners with a lot of specific samples to demonstrate and help them understand deeply about translating relative clause in each example.

The main method is desk research: the press, the Internet, analytical reports and statistical publications. I reference and select the document from trust worthy source such as <http://luanvan.net.vn>, <https://123doc.org>, <http://www.internationalgraduate.net> . This is then followed by cross

referencing and the collation of data. Thereout base on myself experience: During the internship time in the Sea View Hotel, I had chance to participate in the translation term and my knowledge grammar in English during the process of learning English. With a hope that learners could see the role of relative clause in literature, the following methods are used in the studying process:

- Firstly, interviews with the supervisor, experts and students. To student, I elect 23 English major students participated in the study. Participants in this study had studied English for at least six years since English was a required subject from 7th grade up for this generation. The instruction on relative clauses is generally given around the second year of their formal English education. While it is certain that all the participants had received instruction on relative clauses, how well each participant learned may have varied. To supervisor, I have her/him interview with some question which relate to translation methods, knowledge of relative clauses and similarities between the two languages (English and Vietnamese).

- Secondly, interview items, including relative clause structures containing relative pronouns functioning as the subject, object, the object of a preposition, and possessive, were selected from famous story“ The Old man and the Sea”. In addition, items involving the reduction of the relative clauses and the use of “where” and “when” in relative clauses were included. And then get information from Internet because it supplies such a large source of information relating to the subject of my paper graduation.

- Thirdly, data analysis theories background to come to the nature of relative clauses in English and Vietnamese and compare the contrast of syntax, semantic and pragmatic of relative clauses in both languages.

- In order to achieve the objectives and tasks of the research, it is based on the results of analyzing and synthesizing the theory, classifying and systematizing the theoretical basis of the thesis, the thesis uses the following practical research methods: After selecting typical relative clauses in the textbook and the translation. I just find out the RC that are influenced by the same factors when being translated from English into Vietnamese in the following strategies in the translation of authors previous. Analytical strategies for studying the use of language at word level and about word level, in this study are English and Vietnamese .

- Last but not least, in order to accomplish the thesis, a flexible combination of methods is employed, which embraces collection, categorizing and analyzing of data, and description of result. I think it will be useful for the study of the topic.

6. Organization of the study

The study is divided into four chapters:

- The first chapter, “Overview of the study” outlines the rationale by which the author decided to conduct this study as well as the limit within which the study is conducted. This part also presents some methods for the accomplishment of the study.

- The second chapter is about literature review. The researcher will present theories related to theoretical background. It focuses on the concepts of translation, relative clauses in English as well as different translation methods used by professional translators.

- In the third chapter shows the research findings of the study including the analysis, assessment about translation methods used in the novel.

- The last chapter in this part is entitled “Recommendations and suggestions” (optional)

- The last part of the study “Conclusion” summarizes what is addressed as well as what is not in the study, implications of the study to the translation relative clause in “The Old Man and the Sea” and some suggestions for further study.

CHAPTER 2: LITERATURE REVIEW

1. An overview of translation

1.1. Definition of translation

Translation typically has been used to transfer from written or spoken SL (source language) texts to equivalent written or spoken TL (target language) texts. In general, the purpose of translation is to reproduce various kinds of texts including religious, literary, scientific, and philosophical texts in another language and thus making them clear to widerreaders.

Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences” (Marlone, 1988).

Translation means “the replacement of a text in one language (SL) by an equivalent in another language (TL)” (Catford, 1965).

Translation consists of studying the lexis, grammatical structure, communication situation, and cultural context of the source language text; all these are analyzed in order to determine its meaning. This same meaning is then reconstructed using the lexicon and grammatical structure which are appropriate in the target language and its cultural context.

For example (Eg) if using Arabic as a source language and English as the target, “Ana Muslim” becomes the source text whose lexicon, grammatical structure, communication situation and cultural context are analyzed in order to determine its meaning. The meaning is then reconstructed using the lexicon and grammatical structure which are appropriate in the target language. To that extent, “Ana Muslim” is restructured thus: ‘I am Muslim’.

In spite of the differences in these definitions, there are still common features which can be realized as the notion of movement

between languages, content and the responsibility to find equivalents that preserve the attributes or characteristic features of the original text.

It is such an idea of equivalence that we are going to discuss hereafter.

1.2. Translation equivalence

Equivalence is well-recognized as a central concept in translation theory, which postulates a relation between SL text and TL text. The followings are some elaborate approaches to translation equivalence.

Nida (1964) strongly advocates dynamic equivalence rather than formal equivalence. As he puts it, formal equivalence means closest possible match of form and content between ST and TT, or a means of providing some degree of insight into the lexical, grammatical or structure form of a source text. Meanwhile, dynamic equivalence is the principle of equivalence of effect on reader of TT or the same effect on the TL receivers as the source text has on the SL receivers.

Newmark, P. (1995) terms Nida's dynamic equivalence as "equivalence response" or "equivalent effect", and holds that "the overriding purpose of any translation should be to achieve "equivalent effect", i.e. to produce the same effect (or one as close as possible) on the readership of the translation as was obtained on the readership of the original". According to Newmark, this should be considered the desirable result, rather than the aim of any translation except for two cases: (1) if the purpose of the SL text is to affect and the TL translation is to inform (or vice versa); (2) if there is a pronounced cultural gap between the SL and the TL text.

Koller (1979) presents five types of equivalence as follows.

- Denotative equivalence: This orients towards the extralinguistic content transmitted by a text.

- Connotative equivalence: This respect indicates that individual expressions in the textual context do not only have a denotative meaning but also additional values which mean various or synonymous ways of expressions.

- Text-normative equivalence: This has to do with text-type specific features or text and language norms for given text types. To put it another way, the SL and TL words are used in the same or similar context in their respective languages.

- Pragmatic equivalence: This means translating the text for a particular readership, i.e. the receiver to whom the translation is directed, and to whom the translation is tuned in order to achieve a given effect.

- Formal equivalence: This aims to produce an “analogy of form” in the translation by exploiting the formal possibilities of the TL or even by creating new forms if necessary.

Baker, M. (1992) approaches the concept of equivalence differently by discussing the notion of non-equivalence at word level and above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence.

- Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text. Common problems of non-equivalence then involve such cases as culture-specific concepts, the SL concept is not lexicalized in the target language, the SL word is semantically complex, the SL and TL make different distinctions in meaning, the TL lacks a superordinate, the TL lacks a specific term (hyponym), differences in physical or interpersonal perspective, differences in expressive meaning, difference in form, differences in frequency and purpose of using specific forms, the use of loan words in the source text.

- Non-equivalence above word level is closely related to the differences in the collocational patterning of the SL and TL, which create potential pitfalls and can pose various problems in translation.

- Grammatical equivalence is more concerned with the differences in the grammatical structures of the SL and TL, which often result in some change in the information content of the message during the process of translation. This change may take the form of adding to the target text information which is not expressed in the source text. This can happen when the TL has a grammatical category which the SL lacks. Likewise, the change in the information content of the message may be in the form of omitting information specified in the source text. If the TL lacks a grammatical category which exists in the SL, the information expressed by that category may have to be ignored.

- Textual equivalence is achieved through the realization of cohesion, or cohesive devices such as reference, substitution, ellipsis, conjunction and lexical cohesion from the source text into the target text.

- Pragmatic equivalence is realized by means of studying and translating coherence and implicature from the SL to the TL. It is Baker's ideas on the notion of equivalence that is of great importance and interest to the study of this thesis since he has drawn out most common problems relating to the issue and presented various strategies to deal with them, which shed light on our investigation.

1.3. Translation methods

Basing on dynamic equivalence theory of Nid, Newmark proposed 8 translation methods which can be illustrated in the diagram as follows:

SL emphasis	TL emphasis
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
<u>Semantic translation</u>	<u>Communicative translation</u>
(Newmark, 1988: 45)	

The central problem of translating has always been whether to translate literally or freely. Newmark, P. (1995) points out that differences in the emphasis (SL or TL) have resulted in a variety of translation methods and procedures, which shall be discussed hereafter.

Word-for-word translation

According to Newmark (1995), this is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meaning, out of context.

Eg. Source text (SL): “Viruses are something to worry about, but not a lot”

Target text (TL): “Có một vài lo lắng về các virus, nhưng không nhiều”. (Oxford English for Computing, p93)

According to this method, cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the SL or to construe a difficult text as a pre-translation process.

Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved. As Vinay, J.P. and Darbeinet, J. (1958) puts it, “literal translation or word-for-word translation is defined as one where the resulting TL text is grammatically correct and idiomatic, but where the translator has not needed

to make any changes other than those that are obviously required by the TL grammar itself”.

Eg. Source text (SL): “The sooner, the better”

Target text (TL): “Càng sớm càng tốt.”

Literal translation is most commonly found in translation between closely related languages, such as French – Italian, and especially among those having a similar culture.

Faithful translation

As Newmark (1995) sees it, a faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It “transfers” cultural words and preserves the degree of grammatical and lexical “abnormality” (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text realization of the SL writer.

Eg. Source text (TL): “Scientists have also emulated the flexibility of an octopus where the tentacles can conform to the fragile objects of any shape and hold them with uniform, gentle pressure.”

Target text (TL): “Các nhà khoa học cũng đã mô phỏng tính mềm dẻo của một con mực nơi các xúc tu có thể phù hợp với các đồ vật dễ vỡ ở bất kì hình dạng và giữ chúng đồng bộ, áp lực nhẹ. (Oxford English for Computing, p147)”

Semantic translation

Semantic translation differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents and it may make other small concession to the readership.

Eg. Source text (SL): “Coral reefs fringing the Okinawan islands just like a necklace can be seen only in warm and very clear water”

Target text (TL): “Những rặng san hô bao quanh các đảo vùng Okinawa giống như một chiếc vòng cổ nổi bật trên nền nước biển trong xanh.”

Adaptation translation

This is the freest form of translation which is mainly used for plays and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text written. As Vinay, J.P. and Darbeinet, J. (1958) see it, this procedure is used in cases when the situation to which the message refers does not exist at all in the TL and must thus be created by reference to a new situation, which is judged to be equivalent. This is thus the concern of situational equivalent.

Eg. Source text (SL): “It’s all Greek to me”

Target text (TL): “Tôi chẳng hiểu mô tê gì”

Free translation

In Newmark’s view, free translation reproduces the matter without the manner, or the content without the form of the original. Usually, it is a paraphrase much longer than the original, a so-called “intralingual translation”, often prolix and pretentious, and not translation at all.

Eg. Source text (SL): “Business is business.”

Target text (TL): “Công việc là công việc, tình cảm là tình cảm. Không lẫn lộn được.”

Idiomatic translation

This reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

Eg. Source text (SL): “Make a mountain out of a molehill”

Target text (TL): “Việc bé xé ra to”

Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Eg. Source text (SL): “Good morning!”

Target text (TL): “Bác đi đâu vậy ạ?”

2. An overview of relative clause

2.1. Definition of relative clause

Clause:

A clause is a group of related words that contains both a subject and a verb. On the other hand, if a group of related words does not contain a subject with an attached verb, it is simply a phrase (e.g., in the afternoon, drinking from the bowl).

An independent clause is a group of words that can stand on its own as a sentence: it has a subject, a verb, and is a complete thought.

Eg. He ran. (Notice that while this sentence only contains two words, it is still a complete sentence because it contains a one word subject and a one word predicate that is also a complete thought)

A dependent clause is a group of words that also contains a subject and a verb, but it is not a complete thought. Because it is not a complete thought, a dependent clause cannot stand on its own as a sentence; it is dependent on being attached to an independent clause to form a sentence.

Eg. Because I woke up late this morning... (what happened?)

Dependent clauses can often be identified by words called dependent markers, which are usually subordinating conjunctions. If a clause begins with one of these words, it is dependent and needs to be attached to an independent clause. (Common dependent markers: after, as, although, because, before, even though, if, once, rather than, since, that, though, unless, until, when, whenever, whereas, while, among others)

Note: Just because an independent clause can stand on its own doesn't mean it has to. For instance, one or more independent clauses can be added together to form a compound sentence, and independent clauses can be added to dependent clauses to form complex sentences.

Relative clause

A relative clause is a clause that usually modifies a noun or noun phrase and is introduced by a relative pronoun (which, that, who, whom, whose), a relative adverb (where, when, why), or a zero relative. Also known as an adjective clause, an adjectival clause, and a relative construction. A relative clause is a postmodifier that is, it follows the noun or noun phrase it modifies.

Let's analyze the location and type of relative clause in each of the following sentences:

Eg. An elephant is an animal that lives in hot countries.

=> An elephant is an animal that lives in hot countries. Core sentence "An elephant is an animal". Sentence that became the relative clause "The elephant live in hot countries". Relative Pronoun Function subject of the relative clause Location of the relative clause it's at the end of the sentence attached to the noun that's the direct object part of the large noun phrase that is the direct object.

2.2. Classification

There are two types of relative clause

Defining relative clause:

Defining relative clause with other names in different books that you can encounter: restrictive clause (mệnh đề quan hệ hạn định), essential clause (mệnh đề quan hệ thiết yếu).

Definition: Defining relative clause gives essential information about the noun or noun phrase it modifies, the purpose of a defining relative clause is clearly define who or what we are talking about. Without this information, it would be difficult to know who or what is meant. Obviously, this is only necessary if there is more than one person or thing involved.

Eg: Children who hate chocolate are uncommon.

Punctuation: Correct punctuation is essential in non-defining relative clauses. If the non-defining relative clause occurs in the middle of a sentence, a comma is put before the relative pronoun and at the end of the clause. If the non-defining relative clause occurs at the end of a sentence, a comma is put before the relative pronoun.

Diagram 1: Relative pronouns in non - defining clauses

	Person	Thing	Place	Time	Reason
Subject	Who/that	Which/that	where	When	Why
Object	Who/whom/that	Who/that			
Possessive	Whose	Whose			

Notes:

- The relative pronoun stands in place of a noun. This noun usually appears at the beginning of the sentence:

The shirt which you give me was very nice.

- “Who, whom and which” can be replaced by that. This is very common in spoken English.

- The relative pronoun can be omitted (\emptyset) when it is the object of the clause:

The dish that/which I ordered was delicious.

Or: The dish I ordered was delicious.

Both of these sentences are correct, though the second one is more common in spoken English.

- “Whose” is used for things as well as for people.

Eg. They live in a house whose roof is full of holes.

- “Whom” is very formal and is only used in written English.

You can use who/that, or omit the pronoun completely: The doctor whom/who/that/ø I was hoping to see wasn't on duty.

- "That" normally follows words like:

+ All, any, only, the first, the last, and sometimes follows: It is/it was.

Eg: I have said all that I want to say.

Any paper (that) you read will give you the same story.

He is the only boy that can answer all the questions in the test.

It is his wife that makes the decisions in his family.

It was the first time that John heard of it.

He was the best man that I have ever seen.

He is the most courageous man that ever lived.

+ Indefinite pronouns: no one, nobody, nothing, someone, somebody, anything...

She always had everything that she wanted.

He never says anything that is worth listening to.

It was not for nothing that he studied carpentry.

Non- defining relative clause

Other materials can refer this kind of clause as non- restrictive clause, parenthetical clause, amplifying clause), non- essential clause.

Definition: Non-defining relative clause provides interesting additional information which is not essential to understanding the meaning of the sentence. It tells us more about someone or something, but do not define it.

Eg. Gorillas, which are large and originate in Africa, can sometimes be found in zoos.

Punctuation: Correct punctuation is essential in non-defining relative clauses. If the non-defining relative clause occurs in the middle of a sentence, a comma is put before the relative pronoun and at the end of the clause. If the non-defining relative clause occurs at the end of a sentence, a comma is put before the relative pronoun.

Eg. My grandmother, who is dead now, came from the North of England.

Notes:

- In non-defining clauses, you cannot use 'that' instead of who, whom or which.

- You cannot leave out the relative pronoun, even when it is the object of the verb in the relative clause:

Eg. We stopped at the museum, which we had never visited before.

We stopped at the museum, which have the famous foods.

-The preposition in these clauses can go at the end of the clause

Eg. I've just come back from London, which John lives in.

This pattern is often used in spoken English, but in written or formal English you can also put the preposition before the pronoun.

Eg. Stratford-on-Avon, about which many people have written, is Shakespeare's birthplace.

Non-defining clauses can be introduced by expressions like: all of, many of, (a) few of, both of, each of, either of, half of, many of, most of, much of, etc + relative pronoun.

Eg. He picked up a handful of stones, one of which was sharp.

The relative pronoun which at the beginning of a non-defining relative clause, can refer to all the information contained in the previous part of the sentence, rather than to just one word.

Eg. She's studying to become a doctor, which is difficult.

(= the fact that she become a doctor is difficult).

3. Some notes on relative clause and other cases

3.1. Commas in relative clause

Commas are very important in relative clause. The meaning of the whole sentence can be changed when commas are inserted.

Look at two examples:

a. The travellers who knew about the floods took another road.

b. The travellers, who knew about the floods, took another road.

As you can see, In (a) we have a defining relative clause, which defines or limits the noun “travellers”. This sentence therefore tells us that only the travellers who knew about the floods took the other road, and implies that there were other travellers who did not know and who took the flooded road. In (b) we have a non- defining clause, which does not define or limit the noun it follows. This sentence therefore implies that all the travellers knew about the floods and took the other road.

3.2. Preposition and relative clause

Relative clause structure gets more complicated when a prepositional phrase is involved. The basic problem is deciding what to do with the preposition--where does it go when the clause is put into the sentence.

Here's an example:

- At TESOL, I bought a book.
- I got new ideas about teaching from the book.

Relative clause creation step 1--insert the pronoun as the object of the preposition: I got new ideas about teaching from that

Relative clause creation step 2--front the pronoun: but....what to front?
Where does the preposition go? Actually, you have two choices:

Choice 1: Leave the preposition at the end: At TESOL, I bought a book that I got new ideas about teaching grammar from.

Choice 2: Move the preposition with its object to the front. But notice that if you use this approach, you cannot use that. You have to use which:

At TESOL, I bought a book from which (that) I got new ideas about teaching grammar.

3.3. “That” in relative clause

Appositive clauses look a lot like relative clauses, but they are fundamentally different in structure. Remember that a relative clause is a changed sentence: a relative pronoun is substituted for some noun phrase in

the source sentence and thus the relative pronoun has a dual role--to connect the clause to a noun but also to be a structural part of the clause itself.

Look at this example: I bought the book that is required for this course.

This is the sentence “that” is changed to make the relative clause: The book is required for this course. To make the relative clause, “that” is put into the subject position: that is required for this course. So, “that” in a relative clause is not just a connecting word; it must be subject or object. And that (like all relative pronouns) must have some meaning that is understandable in its sentence. In our example, that = the book.

3.4.Difference between relative clause and appositive clause

A relative clause includes in its internal structure the same noun that it attaches to.

The relative pronoun means the same thing as the noun that the clause is attached to and it has a grammatical role that combines being a connector with a role in the syntax of its clause.

An appositive clause does not include the noun that it's attached to.

Appositive clause is like a linking verb or an equal sign.

The idea = the students can become independent learners.

The connector “that” just connects the clause to a noun without playing any internal role in the clause.

There are many similar cases of appositive clause.

E.g:

- I agree with the old saying that absence makes the heart grow fonder.

-The news that the teacher is ill is not true.

-The idea that you can do this work without thinking is quite wrong.

Or: Some structures such as: I believe that...

I know that...,

I feel that...

So remember in appositive clauses, “that” is a conjunction, not a relative pronoun. However, according to B.D Graver (1997), not every clause introduced by a relative pronoun is a subordinate clause. “Who” may introduce a co-ordinate clause.

E.g:

He told his wife, who then passes on the information to a neighbour (= and she passed on the information). (B.D Graver, Advanced English Practice, p.267)

Graver also stresses that not every clause introduced by a relative pronoun is an adjectival clause. Non-defining clauses sometimes have an explanatory function. They may suggest an adverbial idea, implying the reason or cause of the fact presented in the main clause.

Eg:

The manufacturers soon stopped marketing the drug, which was found to have serious side-effects. (i.e because it was found to have serious side effects).(B.D Graver, Advanced English Practice, p.267)

3.5. “As” and “but” used as relative pronouns

Sometimes “but” is used as a relative pronoun.

Let’s look at some example:

E.g 1:

There wasn’t one boy in the class but knew (= that didn’t know) exactly what the teacher was referring to.

(Trong lớp không có ai hiểu được chính xác thầy giáo đang nói đến điều gì.)

Graver (1997) states that “as” may introduce a defining relative clause, commonly after “the same” or “such”.

E.g 2:

They went to the same hotel as we always stay at
(= They went to the hotel that we always stay at.) (B.D Graver, Advanced English Practice, p. 133)

E.g 3:

The student wasn't working hard enough, and such work as he had done was very poor.

(= The student wasn't working hard enough and the work that he had done was verypoor).(B.D Graver, Advanced English Practice, p. 133).

“As” may also introduce a non-defining (co-ordinate) clause

Such clauses differ from all other relative clauses, however, in that way they can precede the main clause, as well as interrupting or following it.

E.g: As he later admitted, it was a stupid thing to do.

It was, as he later admitted, a stupid thing to do.

It was a stupid thing to do, as he later admitted.

CHAPTER 3: RESEARCH FINDINGS

1. Overview of the novel “The Old Man and the Sea”

“The Old Man and the Sea” tells the story of a battle between an aging, experienced fisherman, Santiago, and a large marlin. The story opens with Santiago having gone 84 days without catching a fish, and now being seen as “*salao*,” the worst form of unluckiness. He is so unlucky that his young apprentice, Manolin, has been forbidden by his parents to sail with him and has been told instead to fish with successful fishermen. The boy visits Santiago's shack each night, hauling his fishing gear, preparing food, talking about American baseball and his favorite player, Joe DiMaggio. Santiago tells Manolin that on the next day, he will venture far out into the Gulf Stream, north of Cuba in the Straits of Florida to fish, confident that his unlucky streak is near its end.

On the eighty-fifth day of his unlucky streak, Santiago takes his skiff into the Gulf Stream, sets his lines and, by noon, has his bait taken by a big fish that he is sure is a marlin. Unable to haul in the great marlin, Santiago is instead pulled by the marlin, and two days and nights pass with Santiago holding onto the line. Though wounded by the struggle and in pain, Santiago expresses a compassionate appreciation for his adversary, often referring to him as a brother. He also determines that, because of the fish's great dignity, no one shall deserve to eat the marlin.

On the third day, the fish begins to circle the skiff. Santiago, worn out and almost delirious, uses all his remaining strength to pull the fish onto its side and stab the marlin with a harpoon. Santiago straps the marlin to the side of his skiff and heads home, thinking about the high price the fish will bring him at the market and how many people he will feed.

On his way in to shore, sharks are attracted to the marlin's blood. Santiago kills a great mako shark with his harpoon, but he loses the weapon.

He makes a new harpoon by strapping his knife to the end of an oar to help ward off the next line of sharks; five sharks are slain and many others are driven away. But the sharks keep coming, and by nightfall the sharks have almost devoured the marlin's entire carcass, leaving a skeleton consisting mostly of its backbone, its tail and its head. Santiago knows that he is defeated and tells the sharks of how they have killed his dreams. Upon reaching the shore before dawn on the next day, Santiago struggles to his shack, carrying the heavy mast on his shoulder, leaving the fish head and the bones on the shore. Once home, he slumps onto his bed and falls into a deep sleep.

A group of fishermen gather the next day around the boat where the fish's skeleton is still attached. One of the fishermen measures it to be 18 feet (5.5 m) from nose to tail. Pedrico is given the head of the fish, and the other fishermen tell Manolin to tell the old man how sorry they are. Tourists at the nearby café mistakenly take it for a shark. The boy, worried about the old man, cries upon finding him safe asleep and at his injured hands. Manolin brings him newspapers and coffee. When the old man wakes, they promise to fish together once again. Upon his return to sleep, Santiago dreams of his youth of lions on an African beach.

The scope of relative clause is quite extensive. By the investigation, there are 103 relative clauses found in 12 Chapters in “The Old man and the Sea” by Hemingway into “Ông già và Biển cả” by Lê Huy Bắc.

Here, I analyze in detail the methods of transferring the relations from English to Vietnam in the work.

Reduction relative clauses (73c=70.88%)	Reduction RC (57c=55.34%)	
	Translate into “mà” (6c=5.83%)	
	Translation of proposition (3c=2.91%)	
	Splitting (4c=3.88%)	
	Translate into complex sentence	Translate into “nên/vì” (1c=0.97%)
		Translate into “đề” (2c=1.94%)
		Mixed approach “,” (5c=4.85%)
Marks employment (2c=1.94%)		
Translating relative clauses (30c=29.12%)	Keep stable (29c=28.15%)	
	Put the end of the sentence (1c=0.97%)	

Table 2: Statistics the relative clause sentences in the work “The Old Man and the Sea”

This is the most method that is used accounts for the superiority (70.88%) of the translations relative clause in the work. Because the translation equivalence is not available in Vietnamese as in English, so the translation from English to Vietnamese will often make it difficult for the translator. Therefore, people often reduction the relative clause and instead of using the most appropriate translation methods for context and style.

Not translate RC

Eg: He was sorry for the birds, especially the small delicate dark terns **that** were always flying and looking and almost never finding, and he thought, the birds have a harder life than we do except for the robber birds and the heavy strong ones.

→ Lão thương cho lũ chim, đặc biệt là loài nhạn đen nhỏ, mỏng manh cứ bay và tìm kiếm mãi nhưng hầu như chẳng tìm thấy gì; lão nghĩ loài chim

sống khô hơn ta trừ mấy cái giống chim kẻ cướp và những loài to xác, kền càng.

Eg: He looked down into the water and watched the lines **that** went straight down into the dark of the water.

→ Lão nhìn xuống nước, theo dõi mấy sợi dây được thả thẳng đứng xuống vùng đen của đại dương.

Eg: Those who had caught sharks had taken them to the shark factory on the other side of the cove **where** they were hoisted on a block and tackle, their livers removed, their fins cut off and their hides skinned out and their flesh cut into strips for salting.

→ Những người bắt được cá mập thì đưa chúng đến xưởng cá mập phía bên kia vịnh; chúng được móc treo lên bằng ròng rọc, gan bị mổ lấy, vi bị cắt, da bị lột và thịt thì được xẻ thành súc đưa ướp muối

Eg: The successful fishermen of that day were already in and had butchered their marlin out and carried them laid full length across two planks, with two men staggering at the end of each plank, to the fish house **where** they waited for the ice truck to carry them to the market in Havana.

→ Mấy tay đánh cá thành công của ngày ấy đã trở về, xả thịt con cá kiếm của họ, sắp đầy lên hai tấm ván, mỗi người khiêng một đầu đi xuyên đến nhà để cá, đợi chiếc xe tải ướp lạnh đưa đến chợ Havana

Eg: The box with the baits was under the stern of the skiff along with the club **that** was used to subdue the big fish when they were brought alongside.

→ Thùng đựng mồi để ở đuôi thuyền, bên cạnh cái chày được dùng để quật những con cá lớn khi bị kéo lên khoang.

Eg: But he said nothing of this to the bird **who** could not understand him anyway and **who** would learn about the hawks soon enough

→ Nhưng lão không nói điều ấy với con chim bởi làm sao mà nó có thể hiểu được lão và đâu có thể lập tức hiểu ngay được lũ điều hâu

Eg: Now everything is cleared away **that** might make trouble and I have a big reserve of line; all that a man can ask.

→ Giờ thì mình đã dọn sạch mọi thứ vướng víu và mình lại có cả đồng dây dự trữ; con người ta chỉ cần có thể thôi.

This is the largest number of translations (56.31%) in translating from English to Vietnamese. In the above two examples, when the meanings of the two preceding and the last relational pronouns are closely related, the translator may reduction relative clause to help The text is more concise but still guarantees the allegiance and nature of the original text.

Translating RC into “mà”

Eg 1: Then he began to pity the great fish **that** he had hooked.

→ Rồi lão bắt đầu ái ngại cho con cá lớn **mà** lão đã câu

Eg 2: He put his left foot on the heavy line that the left hand had held and lay back against the pull against his back.

→ Lão giẫm chân trái lên sợi dây nặng **mà** bàn trái phải đã nắm giữ và uốn người làm giảm bớt sức nặng dồn lên lưng lão.

Eg: He saw the phosphorescence of the Gulf weed in the water as he rowed over the part of the ocean **that** the fishermen called the Great Well because there was a sudden deep of seven hundred fathoms **where** all sorts of fish congregated because of the swirl the current made against the steep walls of the floor of the ocean.

→ Lão thấy ánh lân quang của đám rong vùng Nhiệt lưu trong nước khi lão chèo qua vùng biển **mà** ngư dân gọi là vùng Giếng Lớn, bởi vì độ sâu ở đây bất thành tình hình tụt xuống đến bảy trăm sải nước; họ hàng nhà cá đều dồn tấp tại đó do xoáy nước dội thẳng vào bờ vách dốc của đáy đại dương

Eg: Then he began to pity the great fish that he had hooked. He is wonderful and strange and who knows how old he is, he thought. Never have I had such a strong fish nor one who acted so strangely.

→ Rồi lão bắt đầu ái ngại cho con cá lớn **mà** lão đã câu. Nó tuyệt vời, kỳ lạ và tuổi tác của nó là sao nhỉ, lão nghĩ. Chưa bao giờ mình gặp một con cá nào kiêu hùng và hành động quá đỗi kỳ lạ như nó.

This translates account for 5.83% all sentences relative clause that is translating from English to Vietnamese. Instead of translating the pronouns into “người mà”, “cái mà” we can use the word “mà” to make the sentence more natural, more suitable with the style of the Vietnamese. As in example 1, if the sentence is translated in the correct text, it will be translated: “Rồi lão bắt đầu ái ngại cho con cá lớn **cái con mà** lão đã câu”. In this case, the sentence will become difficult to understand and lose its naturalness in Vietnamese. Similar to example 2, “Lão giẫm chân trái lên sợi dây nặng **cái mà** bàn tay phải đã nắm giữ và ưỡn người làm giảm bớt sức nặng dồn lên lưng lão”

Translation of proposition

Eg 1: It was noon when I hooked him.

→ Minh câu được nó vào quăng trưa

Eg 2: He had sung when he was by himself in the old days and he had sung at night sometimes **when** he was alone steering on his watch in the smacks or in the turtle boats.

→ Ngày xưa khi lủi thủi một mình, lão thường hát; thỉnh thoảng lão hát vào ban đêm cô đơn trong phiên trực lái trên những chiếc thuyền buồm đánh cá hay thuyền săn rùa.

Eg 3: It was difficult in the dark and once the fish made a surge **that** pulled him down on his face and made a cut below his eye.

→ Trong bóng tối, công việc quá khó khăn và một dạo con cá lồng lên kéo lão ngã sấp mặt xuống, đứt một vết bên dưới mắt.

Eg 4: It was the yellow Gulf weed **that** had made so much phosphorescence in the night.

→ Đây là giống rong vàng vùng Nhiệt lưu, ban đêm tỏa nhiều lân tinh.

This translates account for 2.91% all sentences relative clause that is translating from English to Vietnamese. In the above two examples, instead of translating normal pronouns, the translator translates two pre-and post-

relational clauses. This translation helps the sentence become richer, although there is no relation clause but still ensure logical and natural.

Splitting

Eg 1: He was sorry for them all, even the great trunk backs **that** were as long as the skiff and weighed a ton

→ Lão xót thương cho cả họ hàng nhà chúng, thậm chí cả với loài lưng hộp không lồ, dài bằng chiếc thuyền và cân nặng cả tấn.

Eg 2:From where he swung lightly against his oars he looked down into the water and saw the tiny fish **that** were coloured like the trailing filaments and swam between them and under the small shade the bubble made as it drifted.

→ Từ nơi khẽ đưa mái chèo, lão nhìn xuống nước và thấy những con cá nhỏ có cùng màu với đám sợi tua đang bơi giữa chúng và cả dưới cái bóng nhỏ mà con sứa kia tạo ra khi trôi đi.

Eg 3: The myriad flecks of the plankton were annulled now by the high sun and it was only the great deep prisms in the blue water **that** the old man saw now with his lines going straight down into the water **that** was a mile deep.

→ Những cụm rong bể dày đặc bây giờ đã bị nhòa đi bởi mặt trời lên cao và ánh sáng chỉ còn là những khối lăng trụ đồ sộ trong làn nước thẳm; nơi mấy sợi dây câu của lão chìm sâu xuống đáy, lão thấy, sâu hơn cả ngàn rưỡi mét.

Eg 4: He could not see the green of the shore now but only the tops of the blue hills **that** showed white as though they were snow-capped and the clouds **that** looked like high snow mountains above them.

→ Bây giờ lão không còn nhìn thấy viền xanh của bờ mà chỉ còn thấy đỉnh của mấy ngọn đồi trắng xóa như thể phủ đầy tuyết, cả những đám mây **tựa như** ngọn núi tuyết đùn cao bên trên chúng.

The method of translating the propositional clause by dividing into two sentences account for 4.6% the total sentencesrelative clause translating the

English-Vietnamese in the work. This is one way that translators can translate affirmative clauses in an authentic and effective way. The information of the sentence became clearer, more specific, but kept the writer's style. This translation makes the reader no longer notice the "traces" of the relational clause in the text.

Translate into complex sentence

Translate into “nên”

Eg: If they don't travel too fast I will get into them, the old man thought, and he watched the school working the water white and the bird now dropping and dipping into the bait fish **that** were forced to the surface in their panic.

→ Nếu chúng không bơi nhanh quá thì mình sẽ đuổi kịp, ông lão nghĩ và nhìn đàn cá quẫy tung bọt nước trắng xóa, con chim bây giờ buông mình sà xuống đàn cá mồi do hoảng sợ **nên** đã trôi hẳn lên mặt nước.

In the above two examples, if the translator just translates the pronoun simply "người mà", "cái mà", or other translation methods, it is difficult to convey the intention of the author. . So in this case, the choice to remove the relative pronouns instead of the "nên" will help the translator to reach the author's intentions clearer and more natural.

Translate into “để”

Eg 1: Here there were concentrations of shrimp and bait fish and sometimes schools of squid in the deepest holes and these rose close to the surface at night **where** all the wandering fish fed on them.

→ Ở đây tập trung tôm, cá mồi và thỉnh thoảng hàng đàn cá mực, sống trong những hố sâu nhất ngoi lên gần mặt nước vào ban đêm **để** làm mồi cho những con cá lang thang.

Eg 2: I wish I could see him only once to know what I have against me.

→ Mình ước mình có thể nhìn thấy nó. Ước chi mình có thể nhìn thấy nó đầu chỉ một lần để biết đối thủ của mình là ai.

In this example, the translator is the "đề" word that helps convey the author's intentions and the relationship between the two clauses of the sentence, making the reader easy to understand more meaningful.

Mixed approach

Eg 1: The door of the house **where** the boy lived was unlocked and he opened it and walked in quietly with his bare feet.

➔ Cánh cửa ngôi nhà thằng bé sống không khóa, lão mở rồi khẽ đưa đôi chân trần bước vào.

Eg 2: He was sorry for the birds, especially the small delicate dark terns **that** were always flying and looking and almost never finding, and he thought, the birds have a harder life than we do except for the robber birds and the heavy strong ones

➔ Lão thương cho lũ chim, đặc biệt là loài nhạn đen nhỏ, mỏng manh cứ bay và tìm kiếm mãi nhưng hầu như chẳng tìm thấy gì; lão nghĩ loài chim sống khổ hơn ta trừ mấy cái giống chim kẻ cướp và những loài to xác, kền càng.

Eg 3: He rowed slowly and steadily toward **where** the bird was circling. He did not hurry and he kept his lines straight up and down.

➔ Lão chèo chậm rãi, đều đặn tiến về phía con chim đang lượn vòng. Lão không vội, lão cần giữ cho những sợi dây thẳng đứng xuống

This translates account to 4.85% the sentences containing the relative clause translated in the work. The choice of this translation method helps translators both faithful to the original, while ensuring the clarity and nature of the sentence. From there, it makes it easier for the reader to understand the relationships of propositions in the relation clause.

Marks employment

Eg1: He always thought of the sea as *la mar* **which** is what people call her in Spanish **when** they love her.

→ Lão luôn nghĩ về biển như lamar- cách người ta gọi biển bằng tiếng Tây Ban Nha khi họ yêu biển.

Eg2: Then, while the old man was clearing the lines and preparing the harpoon, the male fish jumped high into the air beside the boat to see where the female was and then went down deep, his lavender wings, **that** were his pectoral fins, spread wide and all his wide lavender stripes showing.

→ Rồi trong lúc lão đang rửa sợi dây câu và xem xét lại cây lao, con cá đực tung mình nhảy vọt lên lửng lơ trong không trung bên cạnh chiếc thuyền để xem con cá cái ở đâu, rồi rơi lặn sâu xuống; đôi cánh màu đỏ hồng, (**tức đôi vây hai bên ngực**) xòe rộng phô hết ra những đường sọc đỏ hồng rộng.

In the example, it has the effect as non-defining relative clause, provides interesting additional information to understanding the meaning of the sentences. In this case one, translators choose to use the "-" sign to help the sentence become clear, easy to understand and in accordance with the Vietnamese writing.

2. Translating relative clause

With this method, the author use far less than the method reduction.

Keep the original meaning

Eg 1: I can remember you throwing me into the bow **where** the wet coiled lines were and feeling the whole boat shiver and the noise of you clubbing him like chopping a tree down and the sweet blood smell all over me.

→ Cháu nhớ ông ném cháu ra đằng mũi thuyền, nơi lũng nhùng những sợi dây ướt rồi cháu cảm thấy toàn bộ con thuyền chao đảo và tiếng ông quật con cá nghe như thể đang đốn cây, máu nóng hồi bắn cả lên người cháu.

Eg 2: They had coffee from condensed milk cans at an early morning place **that** served fishermen.

→ Họ uống cà phê trong hộp đựng sữa đặc tại điểm phục vụ những người đánh cá vào sáng sớm.

Eg 3: He also drank a cup of shark liver oil each day from the big drum in the shack **where** many of the fishermen kept their gear.

→ Hàng ngày lão cũng uống một lá dầu gan cá mập ở cái thùng lớn trong căn lều nơi nhiều ngư dân cất dụng cụ.

Eg 4: Just then the stern line came taut under his foot, **where** he had kept a loop of the line, and he dropped his oars and felt the weight of the small tuna's shivering pull as he held the line firm and commenced to haul it in.

→ Chỉ khi ấy sợi dây ở đuôi thuyền giật giật dưới chân, nơi lão buộc hờ; lão buông tay chèo và cảm thấy độ nặng của một chú cá thu nhỏ đang giật giật khi lão nắm chặt sợi dây, từ từ kéo vào.

In the total of 30 English-to-Vietnamese sentences containing the relative clause using the translation method, there are 29 general relational sentences and the remainder of the sentence. In some cases with simple sentences the meaning of transmission of the original has no other implication, the translator still chooses to translate the relational pronoun by the above method to ensure the loyalty to the original. The style or style that brings the work closer to the reader.

Put the end of the sentence

Eg 1: He saw the phosphorescence of the Gulf weed in the water as he rowed over the part of the ocean **that** the fishermen called the Great Well because there was a sudden deep of seven hundred fathoms **where** all sorts of fish congregated because of the swirl the current made against the steep walls of the floor of the ocean.

→ Lão thấy ánh lân quang của đám rong vùng Nhiệt lưu trong nước khi lão chèo qua vùng biển **mà** ngư dân gọi là vùng Giếng Lớn, bởi vì độ sâu ở đây bất thành tình tự xuống đến bảy trăm sải nước; họ hàng nhà cá đều dồn tấp tại đó do xoáy nước dội thẳng vào bờ vách dốc của đáy đại dương.

Eg 2: The boy was asleep on a cot in the first room and the old man could see him clearly with the light **that** came in from the dying moon

➔ Thằng bé ngủ trên chiếc giường nhỏ ở phòng đầu tiên; và ông lão, trong ánh trăng sắp lặn, có thể nhìn rõ nó.

In the whole work, there is only 2 sentences using this method. As we saw in Listing 1, the author still translates the adjective “Where” into “that place”. This is also a translation method that ensures the truth and nature of the sentence. At the same time, it also helps the translator create the richness of translation modes in the whole work.

CHAPTER 4: CONCLUSION

1. Recommendations

The combination between the analysis and comparison above shows that the transfer of the propositional relationship from English to Vietnamese has become somewhat popular, from the translation of literary works to the curriculum for the student. Together with previous studies I have synthesized the importance of the propositional problem in translation. Through the comparison of research works, the transfer of relative clause in the work “The Old Man and the Sea” I can find on the methods of translating relative clause from English into Vietnamese:

Through the synthesis and analysis I find that there are many methods of translating relative clause, such as: Use of terminology, isometrics, elimination of relations, forming a new sentence... From the sum in all four studies, there are general translation method that are either relinquishing the clause, separating the sentence or converting it into a new one. However, the authors have not yet shown the most commonly used methods in handling sentences that contain relational pronouns.

Through the study of “The Old Man and the Sea” I find that the most common mode of translation is the relational translation. As our previous studies and research have shown, there are many different ways that translators can use to translate relational pronouns, such as un-translated pronouns, using the word “that”, translating into Complex sentences, separated by two sentences, using “-“. Particularly, in the work “The Old Man and the Sea”, when the elimination of relations, translators also use the method of reversing the clause. In this translation mode, the postulate of the relation is pre-translated and the preposition is translated from the relation. This is a translation method that translators can refer to when translating relative clauses so that the expressions are richer.

The subject: Study on translating relative clauses from English into Vietnamese in “The Old Man and the Sea” by Ernest Hemingway to study the modes of translation of relative clauses in a work. The subject uses comparison methods, descriptive statistics as well as comparison, investigations of the translation of sentences containing the relative clauses in the work. Specifically, in Chapter I, I have provided a general overview of the topic, namely:

The topic shows the importance of language learning in general, in which translation is playing an important role as well as a promising field for students in the field of language. Thus, the problem of transitional relations between two English-Vietnamese languages is content that has never been mentioned in the curriculum. However, only some of people understand the benefits and importance of translation in today’s evolving society, in which translating the clauses from English into Vietnamese needs more attention. Because in Vietnamese there is no structure similar to the propositional clause as in English, the translation of this sentence is still difficult, confusing translators.

In Chapter II and III, I have analyzed clearer and more specific from every angle so readers can understand the subject thoroughly transferring the propositional relations from English to Vietnamese; provided definitions about compilations, methods commonly used to facilitate translation and also introduce to relative clauses, namely the use of relational pronouns in English; given the evidence for the application of different relative clauses in the work “The Old Man and the Sea” by Hemingway. Through which I draw some translation methods of relative clauses.

Due to the limited time and scale, the research is not intensive, the general knowledge has not fully evaluated the value of the mode of transfer. Therefore, my shortcoming will be studies that need to be carried out in the future. I look forward that this small study can add a little knowledge in

translation and interpretation as well as the sentence translation contains relations clause in particular.

2. Suggestions for further studies

There are two groups of solutions proposed to two main subjects in the training and improvement of translation quality in general, the ability to translate clauses in particular:

2.1. To teacher

Teachers play an important role in driving students as well as improving their translation skills, so the supply of background knowledge and the reduction of mistakes made by students depends largely on the teacher

Firstly, the teacher is the person who directly teaches and guides the students so it is necessary to give an overview of the English-Vietnamese language system, the knowledge of relative clause. Teachers should help students understand the characteristics of the translation to minimize errors in translation. In particular, for the relative clauses that are not structurally equivalent in Vietnamese, the translation causes many confusion for students. Students mainly translate “instinct”, depending on the language of the author in the original text. Understanding the fundamental difference between the two languages, students will be more active in the translation process, and the basics will be limited in terms of expressions, not literal original. Thus, in the modules related to language such as Grammar, Phonetics - Phonology, Translation Theory, Compilation, the teacher will guide the student to compare, contrast the basic difference between English and Vietnamese. It then creates a second language foundation for students.

Secondly, the teacher should strengthen the student's hands-on instructions in the classroom so that students can directly discuss and address the difficulties they face. Enhancing specific examples, practical exercises for students to understand the common and appropriate translation methods, giving you a richer and richer view of the translation of clauses. And the

practice of repeating it in the course of learning when a student makes a mistake will be an effective way of forming the habit of translating students.

Thirdly, teachers should focus on introducing reference systems and practices so that they can be supplemented in the course of self-study. Taking the initiative to research and explore through the materials and practice interpreters will help students remember and expand the knowledge easier. Effective self-coaching methods include: searching for English language books, comparable short texts of content written in two languages for ease of comparison, comparison as well as observation and analysis or simply learn how to translate.

Fourthly, teachers also need to diversify their teaching methods to inspire learners. Changing bad habits of students like lazy reading, afraid to learn overnight, so teachers are required to motivate students to gradually abandon bad habits. For example, each week students will divide student into groups, request translations, cross-assess the quality of each other... This way students can learn from each other, know the strengths or findings. Making mistakes in practice, contributing to the improvement of student autonomy.

2.2.To student

If the teacher is leading and orienting the path for students, the object of realization of these orientations is the students. Continuous efforts to change teaching methods and teacher training organizations have been successful, with only serious collaboration and practice in the student body.

Firstly, students need to actively practice their language skills, especially interpreting skills. As a matter of fact, moving the relative clause from English to Vietnamese is a skill training. Active self-learning plays an important role in the learning process of students. However, one fact is that students are still limited in their self-study. Or, more clearly, students are lazy in revising their lessons as well as learning from outside sources. Most students share the same trajectory in the evening before tomorrow's subject, even if the exam preparation is not well prepared. In addition to the limited

resources available, the assignments and knowledge provided by each teacher in the classroom, it is rare to gather more classroom knowledge. Meanwhile, there are many useful references around us such as newspapers, bilingual books, movies...

Secondly, students also need to be active with their teachers in the classroom. Students should actively communicate with teachers about difficulties and obstacles encountered to be instructed by the teacher to find solutions. As we know, the time for each subject in a week is very small, so the promotion of students is not simply to acquire the knowledge of the teacher as well as the environment where students face to face. The teacher, thanks for the help as well as the exchange of knowledge. The university's learning method is different from that of the previous level, teachers can not tutor all students for guidance and directions throughout the 4 years. Thus, if there is no change in the way of learning, training, students do not automatically enlist the time of each class, no one will recognize the mistake to promptly remind.

Thirdly, in addition to learning, exchanging with teachers, students should have the spirit of learning in groups. If the class time is not enough to solve all the questions then students should better learn from friends around. In addition, our friendships also make us feel more comfortable than talking to the teacher, because the difference in age is also causing many students to shy away from the teacher's direction. Grouping together students can translate together documents, collating each other's ability to speak, then learn the methods, the words from his friend. In addition, group study is a way to energize students in emulating and striving for healthy competition. Also, share knowledge, work together and strengthen the knowledge of students, because only when the course content is sure to be able to detect errors and correct your friend.

Last but not least, students should intensively participate in activities related to foreign languages or the field of translation. Foreign language

learners always have to be active and creative, because language is about expressing the outside, always having to practice and communicate regularly. The field of translation is no exception, in addition to the minimum requirements for students studying translation is reading books, participating in related activities are always encouraged. The students of the Hai Phong Private University, when they are studying in the third year, can say, the background is almost fully equipped. So finding a part-time job in translation is a good idea. The work environment is always highly appreciated for providing knowledge and skills that are useful for all students with limited professional experience. In addition to having the environment to practice the knowledge in the classroom, as well as picking up the quiz skills on the subject is essential for each student.

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APPENDIX

The author Ernest Hemingway (1899-1961)

Ernest Miller Hemingway was born on July 21, 1899, in suburban Oak Park, a small town in the state of Illinois. As a young man, he was interested in writing; he wrote for and edited his high school's newspaper, as well as the high school yearbook. Upon graduating from Oak Park and River Forest High School in 1917, he worked for the Kansas City Star newspaper briefly, but in that short time, he learned the writing style that would shape nearly all of his future work.

Hemingway began his writing career as a journalist and in the 1920s, while living in Paris, worked as foreign correspondent for the Toronto Star. As a journalist he learned to focus only on events being reported, and to omit superfluous and extraneous matter. The late 1920s were a time of many publications for Hemingway.

Hemingway lived in Paris from 1921-1926. This time of stylistic development for Hemingway reached its zenith in 1923 with the publication of *Three Stories and Ten Poems* by Robert McAlmon in Paris and the birth of his son John. In 1926- the year he left Paris, *The Torrents of Spring* and *The Sun Also Rises* were published by Charles Scribner's Sons.

The year 1929 was marked by the publishing of his famous novel *A Farewell to Arms* that stresses the necessity to attain moral courage to live and face the social chaos.

From 1928 to 1938 the writer lived in Florida. He traveled a lot to France and Spain. Some his works in this period such as *Men Without Woman* (1927), *Winner Take Nothing* (1933). In addition to personal experiences with war and death, Hemingway's extensive travel in pursuit of hunting and other sports provided a great deal of material for his novels. Bullfighting inspired *Death in the Afternoon*, published in 1932. In 1934, Hemingway went on

safari in Africa, which gave him new themes and scenes on which to base *The Snows of Kilimanjaro* and *The Green Hills of Africa*, published in 1935. In 1937 he traveled to Spain as a war correspondent, and he published *To Have and Have Not*.

In 1950 he published *Across the River and Into the Trees*, though it was not received with the usual critical acclaim. In 1952, however, Hemingway proved the comment "*Papa is finished*" wrong, with *The Old Man and the Sea* winning the Pulitzer Prize in 1953. In 1954, he won the Nobel Prize for Literature.

On July 2, 1961, he died of self-inflicted gunshot wounds. He was buried in Ketchum. "Papa" was both a legendary celebrity and a sensitive writer, and his influence, as well as some unseen writings, survived his passing. In 1964, *A Moveable Feast* was published; in 1969, *The Fifth Column and Four Stories of the Spanish Civil War*; in 1970, *Islands in the Stream*; in 1972, *The Nick Adams Stories*; in 1985, *The Dangerous Summer*; and in 1986, *The Garden of Eden*.

Hemingway is a democrat and humanist. He devoted his whole life to the struggle against fascism and wars. He considered arts and literature as having an important role in the world so he always tried to use his language to convey his message to mankind through simply words.