Lexical Ways of Expressing Interpersonal Meaning and Translation Strategy

Xiufang Xia

Qingdao University of Science and Technology, China

Abstract—In translation, the study of meaning is the key factor. About the unsatisfying translation version, usually the interpersonal meaning is not transferred probably. This paper first explored the difference usages to express mood and modality in English and Chinese, and then it studies mainly the lexical ways of expressing interpersonal meaning and translation strategy between English and Chinese. On the basis of this comparison, the paper tries to summarize the strategies in translation to use lexical ways to express interpersonal meaning.

Index Terms—interpersonal meaning, translation, lexical

I. INTRODUCTION

Language is a tool, but it has the special characteristics compared with other ordinary tools. Language is not created by man deliberately. It is a social and historical development, so it entails a very complicated series of human activities but it is not a finite system. Through the study of linguistics, many of the studies deal with the field of meaning, but the complexity of language made this field very hard to give an explanation.

Because communication between people or groups or nations or other social organizations becomes more and more important, the need to study meaning of language becomes even more pressing. The study of meaning concerns many fields, so considering just one field in the study of meaning is not enough. Philosophy, psychology and linguistics all claim a deep interest in the study of meaning, so if semantics is defined as the study of meaning, there will be many different, but intersecting branches of semantics.

Existence and cognition are the most important pairs in philosophy. At first, meaning was interpreted from the dimension of existence. Matin (2003) argues that the limitation of early theories are that they consider language as static, isolated and study the meaning of language mechanically, without paying enough attention to the different factors and variation that emerged in human beings everyday life. Generally speaking, these theories tend to study language within the scope of grammar and logic and insist to get rid of the elements that are concerned with psychology. They did not realize that as a social phenomenon that is closely related to human activity, language develops as the society develops, therefore, no one can study meaning without considering the practice of human being in which language is used.

With the development of philosophy, meaning was understood from the dimension of cognition, that is, people began to associate meaning with human mind. The famous "semantics triangles" of Ogden and Richards shows a great improvement in the interpretation of meaning and shows that the psychological factors began to attract people's attention. In the triangle, the symbol of a word signified "things" by virtue of the "concept" associate with the form of word in the minds of the speaker of the language.

Later, meaning was understood from a wider dimension and the study from a context point of view came out. This study is based on the presumption by Halliday (1985) that one can derive meaning from or reduce it to observable context. The famous formula of Bloomfield, which is the representative mark of behavioral school, clearly points out the importance of the situation in which the speaker utters. Bloomfield argued that if there is not the situation, the response will not happen, and this is the function of context. In various context, or in various register in a more narrow sense, language may has different meanings and functions, for example, speaker may use language to persuade, to inform, to ask or to invite, etc. According to functional grammar, the meaning is classified into three types: experiential, interpersonal and textual functions.

Experiential meaning is the meaning about how people represent experience in language. Interpersonal meaning is a strand of meaning that is running throughout the text and expresses the writer's attitude towards the subject matter. finally, while expressing both experiential and interpersonal meaning, a text also makes what we describes as textual meaning. Textual meaning refers to the way the text is organized as a piece of writing. Halliday (2000) claims that a text can make these different meanings because units of language are simultaneously making three kinds of meaning.

Translation is the transfer of meaning from one language to the other. In order to transfer the meaning exactly, translator has to master the meaning in context. This paper will explore the lexical ways of translation of interpersonal meaning in context. During the translation process, readers always expect omniscient translators to have an ideal translation version, judging by the stands of equivalence put forward by Eugene Nida (1991). The concept of "equivalence" is not clear and cannot be applied to translation or interpretation today. In today's translation theory, "adequacy" is a criterion as to judge whether the translation is acceptable or not.

The systems of modality in Chinese and English are different, so the translation of the modality is not simply to find

the corresponding words of the original language, but to understand the meaning of the original modal operators of English and the Nengyuan words in Chinese, then to find a right way to translate the interpersonal meaning.

II.   DIFFERENT VOCATIVE AND TRANSLATION STRATEGY

The vocatives are a very potent area for the realization of interpersonal meanings, an area very sensitive to these contextual constraints of tenor. Now let's look at the following examples. Although the different ways of vocative represent the same person, it is apparent that they can show quiet different interpersonal meaning.

1. My dear son, would you like to finish your homework?
2. My darling, would you like to finish your homework?
3. Sweetheart, it is time to finish your homework, please.
4. Dear, finish your homework.
5. Finish your homework, son.
6. Child, finish your homework.
7. Mike, finish your homework.
8. You little fool, go to finish your homework.
9. You fool, if you don't finish your homework, I will punish you severely.

In the above examples, all the vocatives refer to the same boy, that is to say the ideational meaning is the same, but the communication effect is quite different. In the first four examples, readers or listeners can sense the tender affection of the parent to the boy, and from the fifth example to the seventh one, the addressing have not tender love nor scolding, which is the neutral meaning, but the last two examples show that the parent starts to get angry and his patience is running out. In order to show the subtle difference of the addressing, the translation of these vocatives should also express these differences.

Now, let's examine some examples of Chinese to see how vocatives affect the interpersonal meaning of the sentence.

老伙计！最近怎样？

这能够关系到企业生死存亡，张总！

还有呢，哥哥，这是总部首长叫我送给您的。

In the first example, the vocative shows the close relationship between the speaker and the listener. In the second example, the vocative has the meaning of eagerness to persuade the person who is called, and in the third one, the vocative can attract the attention of the listener, and it tells the listener that what the speaker is going to say is very important.

The big difference between English and Chinese on the point of vocative is that Chinese vocatives often has modal auxiliary words after them. e.g.

1.老张啊，斗争很复杂！咱们可不能稍微打个盹儿，更不能当唐僧。

2.明天天亮......儿呀......你......就要离开娘！

儿呀儿呀，你听那催命的更鼓三声响，儿呀儿呀，为娘恨不能替代我儿赴刑场。

《洪湖赤卫队》

3.周总理啊，周总理，全国人民都在哀悼您，都在呼唤您，都在想念您。

《敬爱的周恩来总理永垂不朽》

In the first example, the modal auxiliary word after the vocative shows that the speaker says these words after deep thinking and he really hopes that the listener will listen to his persuasion.

In the second one, the continuous using of vocatives and modal auxiliary words shows the agony and frustration of the mother when her son will be sentenced to death by the enemy.

Usually when the speaker uses vocatives, the person who is called can be seen when the sperker talks, gut the last example is different from the other examples because the person called is not present, but in this sentence, the vocative and the modal auxiliary word "啊" still can show the deep sorrow of people on losing their beloved premier.

Translation Strategy: Because the vocative can show the strong interpersonal meaning, translators have to grasp this sentiment and transfer it into another language with vocative or other lexical ways.

e.g. "I don't have to tell you anything, Norman Page, not a single thing." She said.

The person who is talking is the lover of Norman Page. Usually she only calls him Norman, and now the vocative shows that she is very angry. Besides this vocative, an adjunct can be used "愤愤地说"

"我不需要告诉你任何事情，诺曼.佩奇，任何事情都不需要。"她愤愤地说。

III.   DIFFERENT PRONOUNS AND TRANSLATION STRATEGY

The different usages of the pronouns can also show the different interpersonal meaning although in modern English, there is no difference of "tous" and "vous" like French, and similarly the difference of "您"and "你"in Chinese, the use of "we" can also show the different interpersonal meaning in various situations. Let's examine the following examples:

1 We are going to spend the winter vacation in the Hainan Island.

2. 我们明天开始放假，你们呢？

This is the usual usage of the pronoun "we". Here "we" indicates the meaning of the party of the speaker side, which is the opposite side of the listener in the conversation.

3. Shall we sit there and have a talk, John?

4. 明天我们去爬山吧。

Different from the first example, here "we" includes the speaker and the listener. It is clear that the speaker wants to sit to have a talk, and he wants to ask the idea of the listener. Here the pronoun "we" is used to indicate that there is little distance between the speaker and the listener. In the fourth example, the speaker wants to climb the mountain the next day, and he asks if the listener also wants to go with him. In order to show the close relationship with the listener, he uses "我们" instead of "你".

5. Now, we must be a good boy, and stop crying.

6. The teacher said to his class, "我们必须遵守纪律，好好学习。"

Different from the above examples, here the pronoun "we" and "我们"has quite different meaning with the traditional meaning of "we". It only represents the listener without including the speaker. This kind of usage may be found especially in the case of speaking to children and to patients. "We" indicates the meaning of persuasion or consolation, and when the listener hears the pronoun, he may have a feeling of comfort and he will have the feeling that there is little distance between the speaker and him. In this way, a friendship may be easily established.

Translation Strategy: The choice of the pronouns can clearly shows the feeling of the speaker or writer. It is an important way to express the minute sentiment. Translator should catch this interpersonal meaning in its context expressed by the pronouns, and transfer the meaning in a corresponding context in another language.

IV. DIFFERENT VERBS, NOUNS AND TRANSLATION STRATEGY

Aside from vocatives and pronouns, there are many other very significant ways in which these dimensions of tenor impact on language usage can be found. Different choices of verbs, nouns adverbs and adjectives can also show the different attitudes of the speaker or writer. Readers can find the different verbs in the following examples.

1. No matter how you sing highly about him, I still dislike him.

2. I hate mice!

3. I really appreciate of your coming despite the hostile weather.

4. Everyone loves his motherland.

All these sentences clearly show the different attitudes of the speaker because of the meaning of these verbs. In the first two examples, the speaker shows the negative interpersonal meaning because the meanings of the verbs are derogatory, and in the last two examples, the meanings are commendatory. These examples tell us that the different choices of verbs have the function of expressing the interpersonal meaning.

There is another type of showing interpersonal meaning by using verbs. In this case, the verbs have the same ideational meaning, but the connotative meaning is different, which also has the function of expressing different attitude of the speaker.

Let's see the following examples:

5 His grandfather died martyr's death in the revolutionary war.

6. John's father has passed away before he went to school.

7. Alice died in a car accident.

8. That old guy has kicked the bucket.

Although the four expressions have the same meaning of "death", they should be used in different situations to show the different interpersonal meaning. In the first two examples, the two phrases show the respect to the people who died, and in the third one, "die" has the neutral meaning, but in the last example, the phrase can show that the person who died is not important at all and the speaker does not show any sorry to his death.

The above eight examples show the two kinds of verbs that have the function of expressing interpersonal meaning: one way is using the original meaning of the verbs, and the second type is using the different connotative meaning of the verbs or verb phrases.

Similarly, the different choices of nouns can also express interpersonal meaning.

9. I consider her a very special soul and I know the world misses her.

Here the singer of "Yesterday Once more" Richard Carpenter recalled her sister Karen Carpenter with the feeling of love, respect and regret.

10 His principle virtue is his honesty.

When readers see the word "virtue", they will have a kind of positive feeling because the noun itself carries the interpersonal meaning.

11 The accident victims were taken to hospital.

The word "victim" can clearly show the sympathetic feeling of the speaker.

12 What a mess you have made!

The word "mess" bears the meaning of dissatisfaction of the speaker towards the listener.

13. You are really a troublemaker.

The word "troublemaker" has the negative meaning, so it can express the anger of the speaker.

Translation strategy: since the verbs, nouns can express the attitudes of the writer or speaker, translators have to find out the degree of the attitude, and use the most suitable word to transfer the meaning. If the original language is positive, translators have to find the positive words to translate. If the original language is negative, translators have to find the negative words to translate. If the original language is neutral, translator should not use any word that shows the positive or negative meaning.

e.g. 1. So very much money--well over $400 billion a year--is tossed around by the federal government that is not surprised that some of it is spend foolishly.

原译：联邦政府既然每年能将远远超过 4000 亿美元的巨款随随便便地花掉，那么其中有些钱花得愚蠢就不足为奇了。

As we know $400 billion is a great amount of money, so the original sentence is showing an attitude of surprise and anger, however, the Chinese version "随随便便地花掉"cannot express the angry feeling. Now we change the translation into:

改译：联邦政府既然每年能将远远超过 4000 亿美元的巨款挥霍掉，那么其中有些钱花得很愚蠢就不足为奇了。

In the new version, the word "挥霍"can express the anger of the speaker, but "随随便便地花掉"cannot express the degree of anger and dissatisfaction.

2. "My daughter Mallika is studying sociology at Stella Maris. She is just like you, an innocent baby."

原译： "我女儿麦莉卡在斯德拉.马里斯攻读社会学，她跟你一样，是个天真的孩子。"

In the original sentence, the mother uses the word "baby" but not "girl" when referring to her daughter, which shows the tender love to her child, however, "孩子"cannot express this subtle sentiment in the translation version. This example shows that the nouns can carry interpersonal meaning. When translating, translators also should pay attention to the minute difference of the meanings of different words. As to this example, it can be changed into the following one:

改译："我女儿麦莉卡在斯德拉.马里斯攻读社会学，她跟你一样，是个天真的小娃娃。"

3. Without the bureaucracy, the relations with other nations would be difficult to maintain; international trade would become unpredictable.

The word "bureaucracy" often has the derogatory meaning "官僚作风", but in this sentence, readers should notice that it has the commendatory meaning, talking about the positive function of government, so in translation, translators have to choose a corresponding word to express this meaning. Now the sentence can be translated into:

如果没有政府机构，与外国的友好关系就很难保持；国际间的贸易情况也将无法预料。

V. DIFFERENT ADVERBS AND ADJECTIVES AND TRANSLATION STRATEGY

Adverbs and adjectives are used to stress or reduce the degree of verbs and nouns, so they tend to express the kind of feeling or emotion of the speaker or writer. When translating, translators have to find the appropriate words to transfer the same meaning. Here translator should remember that to show the original interpersonal meaning, translators don't translate the words to the same type all the time. The change of word type can also express the meaning more accurately.

e.g. 我们几姊弟和几个小丫头都很喜欢——买种的买种，动土的动土，灌园的灌园；过不了几个月，居然收获了。

My brother, sister and I were all delighted and so were the young housemaids. And then some went to buy seeds, some began to dig the ground and others watered it and, in a couple of months, we have a harvest!

In this translation, the original adverb "居然"in Chinese version means unexpectedly or surprisingly. If we use these adverbs to translate, it is loyal to the original version and it is acceptable, but this translation version uses only one conjunction "and". This conjunction connects the meaning of the sentences naturally and expresses the interpersonal meaning delicately.

VI. EXCLAMATION AND TRANSLATION STRATEGY

In conversations, especially in informal conversation, people often use mood words to show his/her feeling.

1. Well, I'm going to be his mother now.嗯，现在我就是他的妈妈了。

2. So, um, what are you gonna call it?那么，嗯，你叫它什么？

3.Shh, don't tell the kid like that.嘘，不要和孩子那么说。

4. Ah, it's right behind you.啊，他就在你后面。

5. Uh? Piranha! Wow!唔？食人鱼！啊！

6. Oh, I bet you will.奥，你一定会的。

7. Oh, Jane, oh, thank goodness.奥，简，哦，谢天谢地。

8. Good heavens! What happened?老天，发生了什么事？

9. Oh boy ...哦，天啊......

10. It is not the baronet, it is, why, it is my neighbor, the convict.这不是准男爵，这是，啊，这是我的邻居，那个逃犯！

11. Aha! I've caught you at last!啊哈！我可抓住你了。

12. There, there! don't cry! 好啦，好啦，别哭了。

Translation strategy: Grasping the sentiment of the exclamation in the original context is the first step to translate it into another. The first important step is to find out whether they are expressing the meaning of surprise, happiness or disappointment from their context. Both in English and Chinese, there are a lot of exclamatory words that can express minute difference in their sentiment, and it is very difficult to translate them into another language without considering the context factors. In order to catch the meaning of the original language, translators need to study them in their context, and it is from the context that translators can decide which word to choose.

e.g. Ah! You're back in time.

啊！你们按时回来了！Here "ah" shows a feeling of gladness.

Ah! Never have I heard of such a Mr. Green.

吮！这样一位格林先生我可从来未听说过。Here "ah" shows a feeling of surprise.

The same exclamation word "ah" is translated into different words in Chinese, which is determined by their context.

VII. CONCLUSION

In the process of translation, translators have to consider the higher levels involving entire texts in situational, social, and cultural context, and besides these, lower linguistics levels involving sentences, and even words and phrased should also be taken into consideration. According to Newmark (1981), theories based on functional linguistics have major implications for thinking that good translation should consider factors at all levels. the functional school is mostly concerned with the establishment of what context factors translators should be aware of and what guidelines they should follow. Reiss (1989) emphases the basic competences and the overall perspectives from which translators should view assignments. Translators should be aware of the context factors in all levels before they undertake an assignment.

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Xiufang Xia was born in Gaomi, China in 1975. She received her MA degree in linguistics from Ocean University of China in 2002.

She is currently a lecturer in Qingdao University of Science and technology, China. Her research interests include functional linguistics and translation theory. She has published more than ten articles about functionalism and language teaching in recent years.