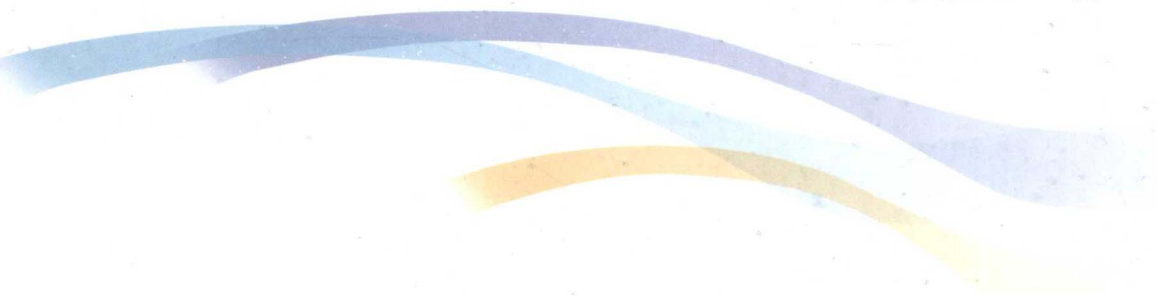


*Teaching Translation for
Undergraduate English Majors
in China's Universities*

中国高校英语专业 本科翻译教学研究

薄振杰 著



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序

我的博士生薄振杰副教授的博士论文要出版了,他请我为他历时五年有余而产出的成果作序,我非常愉快地答应下来。在我看来,这是一件很有意义的事情。

振杰是我指导的第一位从事翻译教学研究的博士。他治学态度憨实严谨,对学术研究有着执著的追求,是坐得起冷板凳的真正意义上的读书人。攻读学位期间,尽管教学任务繁重,还有诸多行政管理工作要做,但他阅读了大量文献,写了数十万字的读书笔记,在前人研究的基础上,勇敢地提出了自己的观点。值得一提的是,由于表现突出,振杰 2007 学年被评为山东大学优秀博士生,获得光华奖学金;2010 年 12 月作为山东大学外国语学院英语语言文学专业翻译方向第一个博士学位论文免匿名外审的博士生通过论文答辩,获得博士学位。

振杰将自己的博士论文定位在研究中国高校英语专业本科翻译教学,以最新的教学理念以及更加宽广的学术视野,针对中国高校英语专业本科翻译教学的无标题语段翻译能力培养问题进行了别开生面的探讨。读了他的著作,不仅可以对翻译教学研究迄今为止已经取得的成果有一个系统的回顾,而且能够发现作者自己对中国高校英语专业本科翻译教学的目标定位、模式构建、翻译能力研究以及目前科学研究的一个新倾向,即包纳简单性方法的复杂性方法等课题所持的态度。毫无疑问,翻译教学是人们谈论相对较多的一个话题,要想产生新意并非探囊取物,许多学者为此绞尽脑汁,煞费苦心,但是振杰凭借自己的智慧,理论探讨和实证研究相结合,提出了一个全新的设想:中国高校英语专业本科翻译教学究其实质应该是 OCTA 理论框架下的学生无标题语段翻译能力的培养过程,在我国的翻译教学研究领域向前迈出了大胆的一步。

我希望这部专著出版后能够引起国内同行的注意和讨论,对其中的不足

进行批评指正,以便使得该课题的研究能够不断深入。我也希望振杰泰而不骄,锲而不舍,在学术研究的道路上迈出更大的步伐,取得更大的成绩。在结束这篇序言之时,我已翘首期盼振杰下一部著作的问世。同时,我也衷心祝愿山东大学的翻译研究不断产生新的成果。

孙迎春

2011年3月于山东大学(威海)翻译学院

前 言

近年来,随着我国改革开放进一步深入,对外交流日益增强,社会对外语专业人才,尤其是翻译人才的需求量越来越大。然而,鉴于目前我国翻译专业本科教学、MTI/翻译学硕士培养、翻译学博士培养都还处于初创和试点阶段,大量翻译人才的培养仍旧主要依靠“外语教学”平台。本研究的主要目的在于结合 TEM8 考试(目前中国大陆唯一大规模测量英语专业本科生高级学习阶段英语水平的教学检查考试),以最新的教学理念以及更加开阔的学术视野重新审视中国高校英语专业本科翻译教学,把无标题语段翻译能力(No-Title Passage Translation Competence)之培养融入中国高校英语专业本科翻译教学,以适应翻译职业化和翻译学科研究的需要。具体来说,一方面,本研究借鉴吸收西班牙翻译能力研究小组 PACTE 的最新成果,从理论上对无标题语段翻译能力的概念和构成要素作出框定;另一方面,本研究受到科学研究的一个新倾向,即包纳简单性方法的复杂性方法的启示和指导,通过分析、整合现有两大教学范式,即客观主义教学范式(the Objectivist Paradigm)和建构主义教学范式(the Constructivist Paradigm)之合理成分,尝试性构建出一个更系统、更经济地培养学生无标题语段翻译能力的中国高校英语专业本科翻译教学新模式。

本研究的出发点在于:①篇章由一个或一个以上的无标题语段(No-Title Passage)组成。纵观历年 TEM8 试题,翻译部分所用材料全部都是篇幅较短(150~200 个英文单词或 200 个汉字左右)的无标题语段。毋庸置疑,作为具体教学内容,与篇幅较长的篇章翻译以及篇幅更短的句子翻译相比,无标题语段翻译更加切合翻译教学需要。而且,由于没有标题,作者意图以及语段主题难以确立,翻译难度大大增加。从这个意义上讲,只要学生具备了无标题语段翻译能力,也就具备了一般意义上的翻译能力,而这在中国高校英语专业本科翻译教学课堂上尚未得到有效开发。②无标题语段翻译能力之培养必须立足

于对其构成要素的科学认识。现有翻译能力及其相关模式研究成果为此提供了极大的可能性。③无标题语段翻译能力之培养必须立足于对其培养模式的科学认识。科学研究的一个新倾向,即包纳简单性方法的复杂性方法给予本研究以很大的启示和指导。这一方法借助于两个以至多个并列的彼此独立的理论系统使不同的认识结果互相补充。而且,通过对其优势与不足的分析,本研究发现客观主义与建构主义两大教学范式具有很大的互补性。显而易见,第一出发点反映了本研究的重要性、必要性,第二、三出发点反映了本研究的可行性、科学性。值得强调的是,第三出发点还反映了科学研究的新倾向,这也是本研究的理论意义所在。

本研究共分六章。第一章为总体介绍。第二至三章为相关文献综述:分析比对客观主义与建构主义两大教学范式的性质和特点,厘清各自功能和作用,以彰显本研究的必要性和可行性,为本研究奠定基础。第四章借鉴吸收现有翻译能力及其相关模式研究成果,尝试性探讨无标题语段翻译能力的概念及构成要素,为本研究提供保障。第五章以包纳简单性方法的复杂性方法为指导,尝试性构建以学生无标题语段翻译能力培养为基本目标的中国高校英语专业本科翻译教学新模式,内容主要包括模式总体介绍、具体应用以及通过试验教学进行实证性检验。第六章是结论,以总览全文。本研究主要采用定性研究方法,理论探讨(模式建立)和实证研究(教学试验)相结合。

如上所述,由于本研究的始发理论为客观主义教学范式(the Objectivist Paradigm)和建构主义教学范式(the Constructivist Paradigm),因此,本研究拟建构的翻译教学新模式被命名为 Objectivist-Constructivist Theoretic Approach,缩略为 OCTA。OCTA 是一个集客观主义与建构主义两大教学范式之优势于一体的二维翻译教学新模式。其中,客观主义教学范式的核心概念“知识传授”成为无标题语段翻译能力培养过程的重要前提,以补建构主义教学范式之不足;建构主义教学范式的核心概念“在真实情景中学习”成为无标题语段翻译能力培养的必要条件,以补客观主义教学范式之不足。在 OCTA 理论框架内,客观主义与建构主义两大教学范式都能得到丰富与补充。为了叙述上的便利,本研究依据 Richards & Rodgers (1986) 的教学方法分析模式,把 OCTA 分为三部分:“理论基础”(theoretical foundation)①、

① 本文将 Richards & Rodgers (1986) 在其教学方法(method)分析模式中所使用的 approach (理论基础)一词改称为 theoretical foundation,以避免与本研究常用术语 theoretic approach 中的 approach(模式)相混淆。

“课程设计”(instructional design)和“教学实践”(pedagogic procedures)。在OCTA理论框架内,“理论基础”是指关于翻译研究和教学的概念和理论;“课程设计”是指建立在“理论基础”之上的翻译课程总体规划;“教学实践”则是指基于“理论基础”和“课程设计”的具体翻译教学活动,它们相互影响,相互依赖:“理论基础”指导“课程设计”,“课程设计”指导“教学实践”,“教学实践”则可验证并进一步发展“理论基础”。

OCTA比较适合当下中国高校英语专业本科翻译教学语境。首先,客观主义教学范式仍旧占据绝对统治地位,广大教师和学生对其认识和应用已经成为习惯,而对建构主义教学范式的认识及运用能力亟待提高。此外,初级阶段学习内容多为结构良好(well-structured)问题,客观主义教学范式解决此类问题更为贴切。第二,建构主义教学范式更适合于高级学习阶段结构不良(ill-structured)问题的解决。具体到无标题语段翻译能力的培养,建构主义教学范式的有效运用不仅要求教师最好具有职业译者经验并接受过专门翻译教学培训,学生具有相关知识积累,而且需要师生必须具有较强的开展和实施建构主义教学的能力。与客观主义教学范式相比,建构主义教学范式虽然效果更好,但是教学周期较长,效率较低,硬、软件教学资源要求相对较高,对于当下中国高校英语专业本科翻译教学无疑是一个极大的挑战。本研究认为,在当下中国高校英语专业本科翻译教学语境下,宜视学生相关知识的积累情况以及师生开展和实施建构主义教学能力之实际,以学生无标题语段翻译能力培养为目标,将客观主义与建构主义两大教学范式之优势加以合理整合。简言之,中国高校英语专业本科翻译教学过程究其实质应为OCTA理论框架下的学生无标题语段翻译能力的培养过程。

最后值得指出的是,从宏观层面讲,本研究认同西班牙翻译能力研究小组PACTE的最新成果,即无标题语段翻译能力由双语能力、言外能力、翻译工具使用能力、翻译专业知识能力、策略能力,以及生理、心理能力六种次级能力构成。其中,策略能力用于协调其他各次级能力之间的相互转换和运作,居于核心地位。从微观层面讲,无标题语段翻译能力由三种次级能力构成:翻译专业知识能力、翻译工具使用能力以及翻译策略能力。翻译策略能力可以进一步分解为彼此相关、有层次、可转化、动态的五种成分,即原语语段潜在主题及作者意图确定能力、认知框架建构能力、原语词句潜在语义明示能力、目标语语段选词释义能力和目标语语段衔接连贯能力。其中,认知框架建构能力最为重要,居于核心地位。

Foreword

In recent years, along with the reform and opening-up policy going one step further, China has increased exchanges with many more foreign countries. More and more talents in foreign languages, especially qualified translators, are in great demand. It is a fact, however, that both undergraduate degree program and postgraduate degree program under the specific disciplinary name of Fanyixue (translation studies), MTI included, are still in their infant stage. Foreign language colleges or departments in China's universities have to share the task of potential qualified translator training. Generally speaking, the present research aims at a tentative exploration into teaching translation for undergraduate English majors in China's universities. To be more specific, on the one hand, the present research makes a tentative exploration into a workable definition and the possible components of no-title passage translation competence based on the research findings of Spanish PACTE's empirical translation competence (henceforth TC) study; on the other hand, the present research, greatly enlightened by a new trend in scientific research, namely, understanding complicated matters by drawing support from several theoretic systems or adopting a complex approach covering simple methods in the study of human beings and their real and mental world, tentatively establishes a new translation teaching approach to undergraduate English majors' no-title passage translation competence developing in China's universities by integrating the merits of two main pervasive pedagogic paradigms, namely, the objectivist paradigm and the constructivist paradigm.

The standing point of the present research lies in the following three

aspects: (1) A text is made up of one or more than one no-title passages. Very interestingly, the translation part of TEM8 paper only consists of two no-title passages that need to be translated, each of which has about 150-200 English words or 200 Chinese characters or so. It is clear that no-title passage translation is, compared with text translation and sentence translation, the right material to be used for translation teaching. After all, the title is very helpful for translators to determine the underlying theme and authorial intention of the original material. In this sense, it is certain that no-title passages, of which a text is made up, sound much more difficult to be understood and translated than the text itself. In other words, as long as one can do no-title passage translation well, s/he can do text translation well, too. However, this is not developed adequately when teaching translation for undergraduate English majors in China's universities. (2) No-title passage translation competence developing must depend on a scientific understanding of its possible components. And the research achievements of TC studies, one of the frontier areas in translation studies both at home and abroad, make it possible and feasible. (3) No-title passage translation competence developing should be based on an establishment of an applicable and efficient theoretic approach to translation teaching. A new trend in scientific research, namely, understanding complicated matters by drawing support from several theoretic systems or adopting a complex approach covering simple methods in the study of human beings and their real and mental world, provides the present research with enlightenment and guidance in its tentative establishment of a new translation teaching approach to undergraduate English majors in China's universities. It should be pointed out here that the present research, after analyzing advantages and disadvantages of the objectivist paradigm and the constructivist paradigm, identifies their mutual complementarities and the necessity and possibility of a synthesis of them. As far as the present research is concerned, it clearly can be seen that the first aspect highlights the importance and necessity while the last two aspects give more attention to its possibility and feasibility. Moreover, the third aspect reflects a new perspective of scientific research, which is regarded as the theoretical value of the present research.

This present research branches into six chapters. Chapter One presents a general introduction. Chapters Two and Three lay the foundation for the present research with a critical literature review, making an analytic comparison of the nature, characteristics, functions and identifying the necessity and possibility of a synthesis of the objectivist paradigm and the constructivist paradigm. Chapter Four provides assistance for the present research, making good use of research achievements of TC studies to explore no-title passage translation competence. Chapter Five, greatly enlightened by a new trend in scientific research, i. e. understanding complicated matters by drawing support from several theoretic systems or adopting a complex approach covering simple methods in the study of human beings and their real and mental world, formulates a synthetic new approach to translation teaching for undergraduate English majors in China's universities. Chapter Six offers conclusions. Methodologically speaking, the present research is mainly qualitative, synthesizing theoretical speculation (a new teaching approach establishment) and empirical study (teaching experiment).

As clearly can be seen from above, one focus of the present research is on a tentative establishment of a more efficient teaching approach to undergraduate English majors' no-title passage translation competence developing in China's universities. Since the two main pervasive pedagogic paradigms, the merits of which are to be integrated, are the objectivist paradigm and the constructivist paradigm, the name of the new teaching approach is Objectivist-Constructivist Theoretic Approach (OCTA for short). OCTA is a two-dimensional new approach, which draws upon the rich nutrition from both the objectivist paradigm and the constructivist paradigm. According to this new approach, *knowledge transmission*, the key notion of the objectivist paradigm to some extent can solve the main problems that the constructivist paradigm faces, while *learning in real-life or real-life-like situations*, the key notion of the objectivist paradigm to some extent can solve the main problems that the objectivist paradigm faces. In this sense, within the theoretic framework of OCTA, both the objectivist paradigm and the constructivist paradigm can be enriched and complemented tentatively. For the convenience of expression, the present research,

borrowing the theoretic framework proposed by Richards & Rodgers (1986) for analyzing instructional systems in the field of foreign language teaching, divides OCTA into three aspects: Theoretical Foundation^①, Instructional Design and Pedagogic Procedures. "Theoretical Foundation", the most fundamental level, refers to theories of translation studies and theories of learning & teaching that will serve as the source of principles in teaching translation for undergraduate English majors in China's universities. "Instructional Design" is the link between "Theoretical Foundation" and "Pedagogic Procedures". At the level of "Instructional Design", the use of certain types of teaching activities as a consequence of its theoretical assumptions about translation and learning will be seen. "Pedagogic Procedures" is the level at which how OCTA realizes its "Theoretical Foundation" and "Instructional Design" in translation teaching is described. All in all, the interplay among these three aspects of OCTA can be seen as follows: "Instructional Design" is a consequence of "Theoretical Foundation", while "Pedagogic Procedures" is realization and feedback of both "Theoretical Foundation" and "Instructional Design" in the actual instructional practice, i. e. teaching translation for undergraduate English majors in China's universities in the present research.

OCTA proves to be a workable approach in the current translation teaching context for undergraduate English majors in China's universities. Firstly, the objectivist paradigm still occupies the dominant position. Both teachers and students get accustomed to it. In addition, at the primary learning stage, what the students will meet with are mainly well-structured questions. Secondly, the constructivist paradigm, compared with the objectivist paradigm, is much more workable for ill-structured questions. As to no-title passage translation competence developing, the prerequisites to the effective application of the constructivist paradigm are: (1) Teachers are participants of formal translation teaching training and have professional translation experiences. (2) Students have grasped enough knowledge related

① The term "approach" in the framework of Richards & Rodgers (1986) is substituted with "theoretical foundation" in OCTA in order to reduce the possible terminological confusion.

to no-title passage translation competence developing. (3) Both teachers and students should be competent enough to make full use of the constructivist paradigm. Moreover, the constructivist paradigm, as opposed to the objectivist paradigm, does not work well without more teaching time and high-quality teaching resources, which sounds a great challenge in the current translation teaching context for undergraduate English majors in China's universities. It is believed that in the current translation teaching context for undergraduate English majors in China's universities, a new teaching approach should be established by integrating the merits of both the objectivist paradigm and the constructivist paradigm for no-title passage translation competence developing, considering the fact that almost all the novice students have very little translation knowledge and know nothing about the constructivist paradigm and the fact that few teachers are participants of formal translation teaching training and have professional translation experiences and know enough about the constructivist paradigm. The whole process for teaching translation for undergraduate English majors in China's universities should by nature be regarded as one that students develop their no-title passage translation competence within the theoretic framework of OCTA.

It should be pointed out at last that the conceptual studies in this present research reveal that: (1) In a broad sense, PACTE's TC model (2005: 3) is adopted, namely, no-title passage translation competence is made up of such six sub-competences as bilingual, extra-linguistic, instrumental, strategic, knowledge about translation sub-competence, and psycho-physiological components, among which strategic sub-competence is essential because it affects all the others and causes inter-relations among them by controlling the translation process. (2) In a narrow sense, the present research adopts PACTE's TC model but takes only three sub-competences from it, i. e. strategic, instrumental and knowledge about translation sub-competence, owing to the fact that any bilingual has knowledge of two languages and may have extra-linguistic knowledge, and that teaching time distribution is not suitable for the full development of all the six sub-competences in translation class only. More importantly, the

present research holds that strategic sub-competence, the essential one, can be divided further into such five sub-sub-competences closely interrelated, multi-layered, convertible and dynamic as competence to determine underlying theme and authorial intention, competence to construct a cognitive framework, competence to reveal implied meaning of the original, competence to conduct diction in target language, competence to make target language coherent and cohesive, among which the second occupies the most important position. In the course of students' no-title passage translation competence developing, all the sub-competences and sub-sub-competences are interwoven. The improvement of one will lead to the improvement of all the others.

List of Abbreviations

C-E	Chinese-English
E-C	English-Chinese
OCTA	Objectivist-Constructivist Theoretic Approach
QFNU	Qufu Normal University
SDUW	Shandong University at Weihai
TC	translation competence
TEM4	the Test for English Majors—Grade 4
TEM8	the Test for English Majors—Grade 8