

二十一世纪普通高等院校规划教材

Sight Interpretation

视译教程

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河南人民出版社

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视 译 教 程

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前 言

视译(Sight Interpretation)是指译员拿着讲话人的发言稿或者其他相关文字,边听发言,边看原稿,边进行传译。在会议的场合,视译是接近于同声传译的一种工作方式,因此常常也被称为“带稿同传”(Simultaneous Interpreting with Texts)。在美国蒙特雷国际研究学院高级翻译学院、巴黎高等翻译学校、联合国口译司等国际主流的译员培训院校和机构中,同声传译训练均是从注意力的分配训练(如影子跟读练习)到视译,然后再过渡到无稿同声传译。

本书详细阐述了视译原理、技巧和质量评判标准等,具有很强的实践性和实用性,适用于专业教学和自主训练。主要特点如下:(1)教学设计循序渐进:由易到难讲授和训练各项视译技巧,并重点训练长句、难句的视译,为“同传”打下坚实基础;(2)训练素材真实广泛,结合河南省发展现状,选文涵盖食品、粮食安全、经济、文化等专题内容;(3)技巧讲解注重实效:每单元突出一个重点,以大量实例进行示范;(4)视译练习丰富多样:各单元课堂实战练习与课后自主训练相辅相成,有助于学习者巩固视译技巧,提高实战能力;(5)所有练习均配有参考译文,方便学习者比较和提高;(6)视译练习形式突破传统模式,纸质材料、电子PPT材料、视频材料视译练习相结合,接近实战。

本书共18单元,涵盖视译概论、视译的基本原则、视译中存在的困难及应对策略、视译的速度、视译中的文稿标识、视译预测能力及其训练方法、视译技巧(增补、减词、转换等)以及视译质量评判标准等主要技能和知识;同时还包括了经济、商务、旅游、体育、教育、科技、文化等多个专题的全真会议材料视译实际操作,强化视译技能的掌握。

《视译教程》的适用对象是英语专业本科生、翻译专业硕士研究生、语言文学专业硕士研究生等,也是自学英语、翻译的重要参考教材。

本书是多位专家通力合作的成果。各章撰写分工分别是:

李宁一撰写第二、四、九章,约7万字;王琳撰写第三、五、七章,约7万字;焦丹撰写第六、十一、十三章,约7万字;谢迪撰写第八、十四、十五章,约7万字;崔琦超撰写第十、十二、十四章,约7万字;主编沈国荣、李洁负责本书其他部分的编写(约20万字),并负责全书的统筹策划。以上编写人员除李洁任教于郑州大学外,均为河南工业大学教师。

在本书编写过程中,我们参考和借鉴了国内外相关研究资料并在每章文后及书后参考资料中列出。在此,谨向各位学者表示由衷的敬意和感谢。同时感谢河南工业大学教材建设基金对本书的资助。

本书是河南省教育厅 2012 年度人文社科项目“整合‘传统翻译技巧与当代翻译技术’，塑造 e 时代应用翻译人才研究”的成果之一。

由于作者水平有限，书中疏漏之处在所难免，欢迎读者批评指正。

编 者

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第一章 视译简介

第一节 理论指引

1. 视译的定义和特点

口译类型的划分有3种不同的方法,即形式分类法、方向分类法和任务分类法。

口译按其操作形式可以分为以下5种:①交替口译(Alternating Interpretation)。交替口译是指译员同时以两种语言为操不同语言的交际双方进行轮回交替式口译。这种穿梭于双语之间的口译是最常见的一种口译形式。交替口译的场合很广,可以是一般的非事务性的交谈,可以是正式的政府首脑会谈,也可以是记者招待会。这种交谈式的传译要求译员不停地转换语码,在交谈双方或多方之间频繁穿梭,来回传递以语段为单位的简短的信息。②接续口译(Consecutive Interpretation)是一种为演讲者以句子或段落为单位传递信息的单向口译方式。接续口译用于多种场合,如演讲、祝词、授课、高级会议、新闻发布会等。演讲者因种种原因需要完整地表达信息,所以他们往往作连贯发言。这种情况需要译员以一段接一段的方式,在讲话者的自然停顿间隙,将信息一组接一组地传译给听众。③同声传译(Simultaneous Interpretation),又称同步口译,是译员在不打断讲话者演讲的情况下,不停顿地将其讲话内容传译给听众的一种口译方式。因为译员的口译与讲话者的发言几乎同步进行,所以这种口译也被称为“同步口译”。同声传译的最大优点在于效率高,可以保证讲话者作连贯发言,不影响或中断讲话者的思路,有利于听众对发言全文的通篇理解。同声传译被认为是最有效率的口译形式,是国际会议所采用的最基本的口译手段。同声传译有时也用于学术报告、授课讲座等场合。④耳语口译(Whispering Interpretation),顾名思义,是一种将一方的讲话内容用耳语的方式轻轻地传译给另一方的口译手段。耳语口译与同声传译一样,属于不停顿的连贯性口译活动。所不同的是,同声传译的听众往往是群体,如国际会议的与会者等,而耳语口译的听众则是个人,其对象往往是接见外宾、参加会晤的国家元首或高级政府官员。⑤视阅口译(Sight Interpretation)(通常叫做“视译”),是以阅读的方式接收来源语信息,以口头方式传出信息的口译方式。视译的内容通常是一篇事先准备好的讲稿或文件。除非情况紧急,或出于暂时保密的缘故,译员一般可以在临场前几分钟(甚至更长的一段时间)得到讲稿或文件,因而译员可

以将所需口译的文稿快速浏览一遍,做一些必要的文字准备。与同声传译和耳语口译一样,视阅口译属于不间断的连贯式口译活动。

口译按其传译方向,可呈单向口译和双向口译两种:①单向口译(One-Way Interpretation)是指口译的来源语和目标语固定不变的口译,译员通常只需将某一种语言口译成另一种语言即可。②双向口译(Two-Way Interpretation)是指两种不同的语言交替成为口译原语和目标语的口译。这两种语言既是原语,又是目标语,译员在感知、解码、编码、表达时,必须熟练而又快捷地转换语言。

在前面所讲的5种口译形式中,交替口译自然属于双向口译的范畴;接续口译因场合不同可以表现为单向口译,也可以是双向口译;同声传译、耳语口译和视阅口译这三种形式通常表现为单向传译。

口译按其操作内容可以分成导游口译、礼仪口译、宣传口译、会议口译、会谈口译等类型:①导游口译(Guide Interpretation)的工作范围包括接待、陪同、参观、游览、购物等活动。②礼仪口译(Ceremony Interpretation)的工作范围包括礼宾迎送、开幕式、闭幕式、招待会、合同签字等活动。③宣传口译(Information Interpretation)的工作范围包括国情介绍、政策宣传、机构介绍、广告宣传、促销展销、授课讲座、文化交流等活动。④会议口译(Conference Interpretation)的工作范围包括国际会议、记者招待会、商务会议、学术研讨会等活动。⑤谈判口译(Negotiation Interpretation)的工作范围包括国事会谈、双边会谈、外交谈判、商务谈判等活动。

上述分类旨在说明口译活动的几种不同类型,而在口译的实际工作中,界线分明的口译类别划分往往是不可能的,也是不必要的,因为许多场合的口译不是单一性的,而是混合性的。所以,一名优秀的译员应该是兼容性强的通用性译员,是能胜任各种类型口译工作的多面手。

视译的定义和特点:视译(Sight Interpretation)是指译员拿着讲话人的发言稿或者其他相关文字,边听发言,边看原稿,边进行传译。在会议的场合,视译是接近于同声传译的一种工作方式,因此常常也被称为“带稿同传”(Simultaneous Interpreting with Texts)。弗里西博格认为,视译是“普通口译的一种特殊情形,译员凭借书面文本,而非口头文本,用会议或听众的语言朗读出来”(Frishberg, 1986: 20)。可见,视译其实是一种形式比较特殊的口译。严格来说,视译并不是纯粹的口译,因为在有原稿的情况下,讲话人通常照稿朗读,语言相对会较为书面化,而译员受到原稿文字的限制,所使用的技巧和单纯的无稿同传是不同的,这也是为什么译员经常会觉得有稿同传比脱稿同传更难。赛莱斯科维奇和勒代雷(2007)认为,视译更接近于笔译,可以说,视译几乎是一种以口译形式进行的笔译。但是显然由于工作方式和翻译时间的限制,译员是不可能像做笔译那样去字斟句酌的。

就其定义而言,在同传环境中,视译是指同传译员拿着讲话人的发言稿,边听发言,边看原稿,边进行同声传译,也称为“有稿同传”。视译训练是同声传译前的初级练习,旨在使学员学会断句并迅速反应,提高口头表达能力。就其性质而言,视译是介于口译与笔译之间的一种方式,其特点是以阅读方式接收信息,以口头方式传出信息,可视为口译与笔

译的混合体。就其与笔译的区别而言,它与笔译相似之处在于译者能看到文字。就其与口译的区别而言,它与口译相似之处在于译者需用口头表达。就准备时间而言,可分为有准备时间的视译与即时视译。其实在非同传场合视译也很常用,如公司文秘边看英文稿边译成汉语念给经理听,英语导游讲解时边看中文介绍边译成英文,会议上口译员边看幻灯片边译给听众。就其要求而言,视译要求译者在准备时间短甚至没有准备时间的情况下快速地将书面符号转换成口头信息,因此译者必须快速理解文本内容,并克服文本造成的视觉干扰,能边看边译,做到“一心二用”。

2. 视译的运用

视译是国际会议中经常使用的一种翻译方式,因其独特的工作方式,其与同声传译既有相似之处又有较大差异。总结起来,相似之处在于:同传和视译在翻译要求、原则和技巧方面基本是相同的;不同之处则在于:两者在步骤、媒介(听觉和视觉)和难点上均有所差异。由此可见,视译是同声传译训练不可逾越的一个阶段。在美国蒙特雷国际研究学院高级翻译学院、巴黎高等翻译学校、联合国口译司等国际主流的译员培训院校和机构中,同声传译训练均是从注意力的分配训练(如影子跟读练习)到视译,然后再过渡到无稿同声传译。

3. 视译的教学步骤

教学步骤如下:

(1) 视译特点、基本原则(如:顺句驱动)和技巧;(2学时)

(2) 视译技巧(如:断句、增补、简约、反说等)的综合训练。教师准备有代表性的句子和段落,学生当堂视译,教师进行评讲;(4学时)

(3) 有原文讲稿和译文的视译,由教师提供译文,或提前将原文稿发给学生准备译文。课堂上放发言的原声录音,学生在讲话人发言的同时完成读译文稿视译。这个阶段训练的难度不大,但要求学生跟上讲话人速度,并且追求译文稿朗读的清晰和流畅;(4学时)

(4) 有译文稿无原文稿的视译。课堂上放发言的原声录音,学生在讲话人发言的同时完成读译文稿视译。这个阶段比上一阶段难度提高,因为学生在读译文稿的同时要集中听讲话人的发言,以进行速度和内容变化上的把握和协调;(4学时)

(5) 有原文稿无译文稿的视译。这应当是该课程的训练重点。教师准备会议的真实讲话稿,提前或当堂发给学生,控制学生的准备时间,指导学生进行标注、分段等准备。本阶段教学进入后期时,教师可以同时使用会议的原声录音,训练学生“听”和“视”的协调;(12学时)

(6) 无原文稿,但有讲话提纲或者 PPT 的视译。在完成了有原文稿视译的基础上,学生对视译中的语言处理和转换已经能够掌握,教师可以加大训练的难度,不再提供全文的讲稿,而仅提供大纲。这时,学生仍然需要进行“视”,但是已经逐渐向同声传译过渡,从而形成了口译教学体系中视译与同声传译训练的连接;(6学时)

(7) 模拟会议。教师根据学生的情况,可以安排两次模拟会议,按照国际会议的具体工作流程,安排如“教育国际交流”、“中国商务与投资”等口译中的常见话题,给学生提供

讲话稿,或者让学生自己准备讲稿,将学生分成发言人和译员,模拟会议的真实场景进行训练。(4 学时)

第二节 课后阅读

(1)

Training of Interpreters: Some Suggestions on Sight Translation Teaching

by Ph. D. Elif Ersozlu

Abstract: Sight translation has been considered as a part of simultaneous and consecutive interpretation. However, due to recent developments in the fields of business, finance, international trade, science and technology and due to changing market demands, sight translation has gained an extra place beyond consecutive and simultaneous interpretation. This paper aims at laying groundwork for teaching sight translation, based on concepts and strategies of skill training.

Key Words: sight translation; interpreter training; teaching methods; simultaneous interpretation; consecutive interpretation

1. Introduction

Recent developments in many fields such as international relations, business, trade, social sciences, and technology and the need for accessing information in the shortest possible time necessitate an active and effective communication medium. Translation, notably interpretation, is one of those communication media.

The term "interpretation" generally brings simultaneous, consecutive or liaison interpretation to mind. Sight translation has mostly been considered as a supportive interpretation method for simultaneous and consecutive interpretation. Jean Herbert (1952) characterized sight translation as a type of simultaneous interpreting. For many scholars, sight translation is just a pedagogical exercise for getting started in the techniques of consecutive interpreting and simultaneous interpreting, an exercise by which interpreter trainees can learn to react quickly and improve their oral skills (Spilka, 1966; Curvers et al., 1986; Weber, 1990; Falbo, 1995; Viaggio, 1995). However, sight translation, consecutive interpreting and simultaneous interpreting are performed under different conditions. Even though there are similarities in the mental process, the overall process is different. In sight translation, the translator reads a written text, whereas the interpreter, in both consecutive and the simultaneous modes, listens to a speaker. Due to the differences in the process, the methods and strategies that an interpreter trainee uses in

sight translation will change.

This paper will present some suggestions for sight translation teaching. However, sight translation will not be considered as a supportive method for simultaneous and consecutive interpretation but a sole interpretation method that can be used by the interpreter trainees in various fields.

2. Pre-exercises

Sight Translation (ST) is generally taught in the second semester of the second year or in the first semester of the third year in the departments of translation and interpretation in Turkey. The main reason is that general skills such as reading, writing, textual analysis and vocabulary are taught in the first two years. The first exercises to be used in a sight translation course will be directly related with those basic skills.

The first two weeks of the semester can be devoted to fast reading, skimming, scanning and reading comprehension activities. Those activities will enable students to speed up their reading and get the gist of the text that they are working on in the shortest possible time.

Exercise 1

In the beginning, the students are given a text (250—300 words) in their native language and are asked to read the whole text in 20—30 seconds. Then, they are asked general questions about the subject of the text. In the second phase, they are asked more specific questions (such as names, dates, places, etc.) before they are asked to read the text for the second time. This time, they are given 10—15 seconds to find the specific information. Lastly, the students are given enough time to read the text thoroughly. This time, they are asked to comprehend questions. The same exercise is repeated with the texts written in the second language. The aim of this exercise is to develop reading comprehension and fast reading skills.

Exercise 2

In the following weeks, the instructor chooses texts from various fields and gives only the titles of the texts and asks students to use their passive knowledge on the subject. For example, the instructor asks students what they expect from a text entitled "Painful Changeover to Euro". The students produce key words by brainstorming on the subject. In the beginning they may wander from the subject and produce irrelevant keywords. However, as they begin to use their passive knowledge and make logical connections they will come to the point. Then, the instructor randomly chooses keywords from the text and asks students to make logical connections between those keywords and form a bold outline of the text. The aim of this exercise is to enable the students to use their passive knowledge and make logical connections between the facts. Following this exercise, the students are handed out the original text and are asked to check if their outline and assumptions are correct. Then they read the text one more time by using fast reading techniques and mark the unknown words. However, the instructor does not explain those unknown words at this stage.

Exercise 3

The same text used in the previous exercise will be used in this exercise. This time, the students are asked to analyze the text in detail. What is the type of the text? Is it informative? Is it vocative? How is the form of the text? Does it include titles, subtitles, articles, tables, graphs, etc? What is the message of the text? Does the text include technical words, jargon, abbreviations, etc.? Are the sentences complex? Those questions will prepare the student for the translation process. The following exercises will enable students to develop their own strategies to deal with language-specific problems.

Exercise 4

One of the problems that perplex students is the presence of unknown words. This problem also slows down the reading speed of students and disables them to deal with other problems they face in sight translation. In fast reading process, when the student encounters an unknown word, or a word that is difficult to pronounce, his/her reading speed will slow down. However, in a slow and meaningful reading process, he/she either will be able to guess the meaning of the unknown word by using contextual clues or will realize that the word is not crucial for understanding the message of the whole text. In some cases, however, the word may be directly related to the message and it may cause problems in translation if the word is omitted or ignored. Bearing this in mind, the lecturer may choose texts that may help students to deal with unknown words. The following strategies can be applied on the sample texts:

(1) To focus on the message of the sentence/paragraph rather than the meaning of the word.

Sample text: If anyone is asked to rate a person, whom he knows sufficiently well, on a number of personality variables, he will tend to be influenced by his general opinion of the person. If he has a high opinion of the person he will tend to rate him high on all desirable qualities, and vice versa if he has a *low opinion*. (C. J. Adcock: Fundamentals of Psychology)

(2) To guess the meaning of the word by using contextual clues.

Sample text: If you were to place a human brain on a table in front of you, you would notice that it is divided neatly into two halves vertically from front to back: these are the right and left *cerebral hemispheres*. And each hemisphere is further divided into four so-called lobes: the one at the front (the frontal lobe) is responsible for controlling movement and for some aspects of emotions; the *occipital lobe* (at the back) deals with sight, the lobe at the side (the temporal lobe) is an important memory store; and the parietal lobe (at the top) has a vital role in comparing and integrating information that flows into the brain through the sensory channels of vision, hearing, smell and touch. (Richard Leakey and Robert Lewin: People of the Lake)

Exercise 5

Another language-specific problem that may cause problems in the process of sight translation is complex sentence structures. Long, complex and compound sentence structures generally

slow down the reading speed and increase the risk of wrong interpretation. Using “parsing” and “chunking” methods may eliminate this problem.

For this exercise, the students are handed out texts, which are written in complex sentence structures. The students are asked to parse each sentence in order to work out to what grammatical type each word and clause belong. Then, they are asked to determine the smallest semantic units in each sentence. Depending on the sentence structure of the language they are translating into, they restructure their sentences. However, it should be noted that the aim of this exercise is to analyze the sentence structure and to re-formulate it in the target language. The aim is not to use the same grammatical structure but to give the same message in the target language.

Exercise 6

This exercise will help students to focus on the meaning rather than the structure and the words of a given text. The students are given texts written in their native language and they are asked to “paraphrase” each sentence. They are expected to use their own words to give the same message. They try to re-express each sentence in 2—3 different ways without changing the meaning. They are allowed to make additions and omissions, to break a long sentence into smaller sentences, to combine short sentences and make a longer sentence and to change the sentence structure (e. g. active sentences to passive ones, and passive sentences to active ones). The only rule is not to change the meaning.

3. Suggestions

The above-mentioned exercises aim at enabling students to produce correct, coherent and fluent translations. However, all those exercises are in-class activities. It is obvious that real-life conditions will be different and sometimes more difficult. Therefore, the students should be prepared to solve various problems before they work in real-world conditions. For example:

The text to be sight translated may be handwritten. Hence, in order to familiarize the student with various handwritings, in-class activities should include handwritten texts.

The text to be sight translated may involve ungrammatical sentence structures and poor punctuation. Therefore, texts written by non-native-speakers who are unfamiliar with the rules of grammar and punctuation should also be included in the exercises to make students familiarize with that kind of texts.

The text to be sight translated may be incoherent, or poorly organized. In such a case, the student should be able to detect shortcomings and correct them in the shortest time.

The text to be sight translated may involve graphs, tables, pictures or diagrams. The students should be able to read and interpret those visual-aided texts.

In order to expose the students to different styles of writing and document structures, texts of considerable difficulty and complexity should be chosen. Though text types and topics may vary according to market demand, a sight translation course syllabus design should include the following text types: Commercial and economic texts, e. g. real-world texts on current world

economic and financial issues, international trade and business, scientific and technical texts, e. g. medicine, environment, computer science, journal articles, manuals, and patents, political and legal texts.

In conclusion, it should be noted that training time is the time to introduce students to the real-life process of translation. They should be made aware of the fact that there are many factors which may act as constraints on the process. Their role is to make certain decisions in order to maneuver among those factors.

(2)

1. What is Sight Interpreting?

Sight interpretation consists of reading a source-language text aloud in the target language. Sight interpreting is basically similar to simultaneous interpreting in approach on the part of interpreter. It is simultaneous interpreting with the source text. It is a combination of simultaneous interpreting with sight translation. It occurs frequently in international conferences. In doing sight interpretation, the interpreter has a written text to be interpreted into the target language while the original speaker is reading the same text.

Three points of attention in sight interpreting:

(1) Properly Chopping the Sentences into Sense Groups

While doing sight interpreting, the interpreter has to master the skills of properly chopping the original speech into sense groups for delivery in the target language. In practice, the crucial step of chopping the original speech into sense groups is usually taken by means of marking the end of each sense group with a slash (/) or double-slash (//) to indicate the end of a sentence. This step will markedly facilitate their sight-interpretation as well as their future job of simultaneous interpreting.

(2) Resisting the Temptation of Seeking Perfection

The interpreter-trainee should always keep in mind the actual working situation in which an interpreter operates at the meeting. At the meeting, their input is what the speaker is speaking in the Source Language. Therefore, the interpreter-trainee, who has been supplied with an advance copy of a text, must resist the temptation of seeking perfection as they would do in written translation. The actual working situation of interpreting simply does not allow the interpreter to do so.

(3) Checking the Output of Sight Interpretation

To learn sight-interpretation, the interpreter-trainee is advised to have their own output of sight-interpretation recorded and then play back the recorded output, for them to check against the text, sentence by sentence. In this way, they will be able to see their strong and weak points and to gain some practical experience each time.

2. Two Skills of Sight Interpretation

(1) Linearity (顺句驱动)

Linearity is a very common skill in sight interpreting. It means the interpreter closely follows the source-language structure and lexical choices in interpreting. Such a skill helps the interpreter to follow the speaker closely and keep pace with the speaker's utterance.

Both Chinese and English sentences follow the same pattern of "Subject - Verb - Object" (SVO), which helps the interpreter to apply the tactic of linearity in sight interpreting. For example, when interpreting "China is a developing country with a population of over 1.3 billion, of whom over 300 million are children under the age of 16, making up about one fifth of the total number of Children in the world", the interpreter may resort to the tactic of linearity and interpret it into "中国是一个发展中国家,人口 13 亿。其中,超过 3 亿是儿童,年龄不足 16 岁,占世界儿童总数的 1/5"。

However, it is also risky to follow the source-language structure and lexical choices in interpreting. Linearity sometimes drives the interpreters into a trap that target sentences are wrongly rendered and difficult to complete. More often than not, they get stuck in the process, as the two languages are not always in syntactic and grammatical symmetry.

(2) Anticipation (预测)

Due to the syntactic and grammatical difference between Chinese and English, the interpreters often get stuck and have to delay response waiting for more information or go back to correct the mistakes and reformulate their interpretation, which will certainly waste time and impair the quality of the interpreting. However, if the interpreters are able to anticipate what is going to be uttered in the source text, they may save time to find an appropriate structure or a right word in the target language so that the interpreted text could be properly arranged and the rendering could proceed smoothly, and so could the interpreted text be better understood.

Anticipation in interpreting means that the interpreters are able to predict the potential information in the source language and interpret it into the target language before the actual utterance of the original speech so that the rendering could go smoothly and the target text could be better comprehended. In every language, words follow each other not at random, but with certain rules and collocations. For example, in English, an object must follow a transitive verb. There are also a lot of fixed collocations in Chinese, such as "只要……就……", "只有……才能……" and so on.

Given the knowledge of syntactic structures and words collocation, the interpreters are sometimes able to anticipate the latter part of a certain sentence when they hear or read the former part of the sentence. For example, when hearing "I'd like to extend, on behalf of the municipal government and all the citizens..." it is possible to anticipate that the following part of the sentence must be something like "our heart-felt gratitude" or "our sincere thanks". Such anticipations are surely of great help in interpreting. If applied properly, such linguistic antici-

pation will surely make the rendering smoother.

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第二章 视译的基本原则

第一节 理论指引

所谓视译,就是看着原语文稿不间断地口头翻译成目标语。视译是同声传译中最常用的训练方法之一。视译练习不仅越来越多地被用于交替传译的培训,同时也是汉语主导环境条件下练习口语的有效方法。

在视译特别是汉英视译工作中,以下几条可以作为指导我们进行翻译的原则:

1. 顺句驱动

在视译过程中,译员按听到的原语的句子顺序,把整个句子切成意群单位或信息单位,再使用连接词把这些单位自然连接起来,译出整体的意思。这种翻译方法为“顺句驱动”。如以下句子按顺句驱动的原则来译:“所有人//都可以借助互联网资源//来学习,不论他们是哪个民族//何种性别//何种肤色//,只要他们可能接入互联网。”译文:“All can study //by relying on internet resources// regardless of their race, nationality and color// providing that//they could have access to the internet.”视译传译是与原语发言人的发言同步进行的,翻译活动必须在原语发言人讲话结束后瞬间内(或同时)结束。因此,视译译员要最大限度地翻译过程中争取缩短翻译与原语发言之间的时间差。这个时间差越小,译员记忆的内容就会越多,译出的信息也就越多。英汉语的语序差别较大,要完全听明白原语语序、意义之后再行翻译则很难跟上原语发言人。因此,“顺句驱动是英汉视译的一个最大特征”。

2. 随时调整

调整是视译中的校译过程,是译员根据接受到的新的内容调整信息、纠正错译、补充漏译的重要环节。如英语中的时间、地点状语等大多出现在句尾,在使用“顺句驱动”进行翻译时,会出现译完主句,又出现状语的情况。如:“I went to holiday inn//for a seminar// at 10 o'clock//yesterday.”按顺句驱动的原则,可能这样译:“我去了假日酒店//参加一个研讨会//在十点钟//昨天。”加上调整过程,这个句子在实际翻译中可能会被译为:“我去假日酒店//参加一个研讨会//时间是昨天上午10时。”