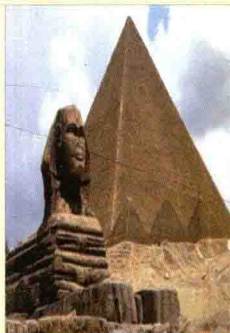


Theory & Practice  
& Teaching & Method on  
Translation

翻译理论  
· 实践 · 教学 · 方法研究



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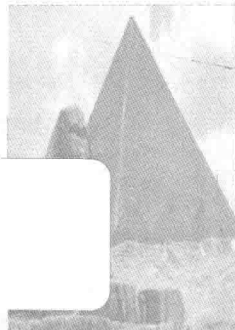




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Theory & Practice & Teaching & Method on Translation

李 芸 著

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知识经济时代的到来，加速了世界经济一体化的进程。全球经济化促进提升了不同国家和地区的人们在人类活动的各个领域进行广泛深入的合作与交流，不同语言之间的翻译也变得越来越重要。多元文化的频繁交流，经济的全球一体化，蕴含着对翻译的极大需求，翻译工作在今天显得更加重要而不可或缺；翻译事业出现了前所未有的繁荣和发展的景象。我们欣喜地看到，翻译作为一种社会迫切需要、大有用处的知识技能，翻译学作为一门内涵深广的人文学科，在最近 30 年发生了巨大变化和有了长足发展。学翻译、教翻译、研究翻译、评论翻译和从事翻译职业的实践，已经成为与对外开放同步前行的社会文化热点之一，持续升温。

在今日“地球村”，离开翻译谈论知识信息是不可思议的，同样，信息爆炸、知识爆炸、也就是翻译爆炸。我国译界正值躬逢其盛，翻译实务与日俱增，翻译研究

受到极大重视，出现了一个令人振奋的新局面。翻译高潮的出现是以中国推行改革开放新政，走上社会主义市场经济的现代化强国之路为契机的。在人类高奏和平发展的大乐章中，翻译无疑是其中不可或缺的旋律。历史的潮流滚滚向前，在中华民族复兴的大进军里，翻译必然是一支活跃的先头部队。

翻译是运用一种语言把另一种语言所表达的思维内容准确而完整地重新表达出来的语言活动。语言是思维的外壳，人类的思维是由存在决定的，而客观存在是可以认识的，因此一种语言所表达的思维内容，用另一种语言重新表达出来也是完全可能的。

翻译是沟通各族人民的思想，促进政治、经济、文化、科学、技术交流的重要手段，也是进行国际斗争的必要武器。翻译是学习外语的重要手段之一，也是探讨两种语言对应关系的一门学科。

翻译的理论、实践、教学和方法的关系是辩证的。翻译实践是翻译理论的基础，又是检验翻译理论是否正确的标准。科学的翻译理论是前人翻译实践经验的总结，掌握这种翻译理论，有助于我们进行翻译教学和翻译实践。这四者的关系似乎构成一个金字塔关系，宏观理论代表最高水平，能起宏观指导作用。处于中层的微观方法技巧，能描述、指导较多的具体现象。而语言实践能力则处于最基础的层次，是翻译中最根本的因素。但如果翻译实践者能得到宏观理论与微观方法技巧的指导，便可在原有基础上得到较大幅度的提升。介于翻译宏观理论与翻译实践中间的翻译技巧，与实践的关系特别密切，对实践的指导作用较大。因此，既要重视翻译实践和方法技巧，又不能忽视必要的翻译理论知识。

只有理论与实践互动,翻译事业才能健康发展。

翻译活动的范围很广,种类很多。按其涉及的语言来分,有本国语译成外语,外语译成本国语两种;按其工作方式来分,有口译和笔译两种;按其翻译材料来分,有科技材料的翻译,文学作品的翻译(小说、戏剧、诗歌等),政论作品的翻译(社会科学论文、报告、演说辞等)以及其他应用文的翻译(新闻报道、电报、文件等);按其处理方式来分,又有全译、摘译和编译等。

为顺应信息时代社会发展对翻译工作的要求,为适应国内高等院校翻译教学工作的需要——大学翻译课已不再是外语教学的手段,而是在双语知识基础上培养口笔翻译技能的高级课程。本书从中西方翻译理论与研究、翻译与实践、翻译与方法、翻译与教学等几方面进行讨论和阐述。

本书共分五篇,第一篇主要涉及对翻译应用、翻译教学方面的实证调查、分析、研究,阐述翻译应用及翻译教学研究的重要性及必要性。第二篇主要涉及学习翻译的基本理论,对掌握翻译的基本方法和技巧能起到很好的作用,同时能使读者目睹从理论到实践这一过程的重要性,而要达到对源语和目的语的表达和语篇的透彻理解,既要有宽广深厚的实践基础,又要有多门学科的理论知识和中外文化素养,同时语言的功底是最主要的基础,没有这一主要的基础,就很难获得有意义的翻译实践的论述。第三篇主要涉及对翻译方法的比较研究,其中有理论,有实践,有作者自己的观点、思想,是对第二篇在理论和实践上的深化和补充。第四篇主要涉及对翻译实践的研究,这种研究与英语在实际应用中的理解相关联,对提高英汉和汉英翻译质量有较大的促进

推动作用。第五篇主要涉及对翻译教学方面的研究，为英语语言的教学和研究提供了新的理论、方法和思路。

因水平和经验所限，书中缺陷和谬误之处在所难免，恳请同行不吝斧正。

昆明学院 李芸

2017年5月16日于昆明

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## Part 1

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# Translation Research and Study



# **A study of the mitigation effects of prefabricated chunks on English-Chinese consecutive interpreting: On Chinese translations of Southeast Asian English variants**

**[ Abstract ]** This study carried out a tracking experiment on the English-Chinese consecutive interpreting of 22 seniors who majored in English under the context of Southeast Asian English variants, and examined the mitigation effect of prefabricated chunks on English-Chinese consecutive interpreting. It was found that Southeast Asian English variants have great negative impact on the listening comprehension, note processing, mental state, memory capacity and language output of interpreters in the process of consecutive interpreting. Interpreters can use prefabricated chunks to achieve the mitigation effects of the five aspects above, which help reduce the consumption of intellectual resources and pressure. Based on the above results, it was suggested that interpreters should establish a long-term prefabricated chunk consciousness, reinforce the input basis of prefabricated chunks, and enhance the ability to use prefabricated chunks, in order to improve the efficiency and quality of interpreting the code conversion.

**[ Key words ]** prefabricated chunks; Southeast Asian English variants; English-Chinese consecutive interpreting; mitigation effects.

## Introduction

Due to the unique geographical location of Southeast Asia, the coexistence of various ethnic groups and historical reasons, Southeast Asian English variants have strong geographical features. After its localization, huge differences in voice, vocabulary and grammar between Southeast Asian English variants and “Standard English” with Britain and the United States as the core have manifested (Jenkins, 2007; Kirkpatrick, 2010; Song Jing, 2010). This kind of differences in language directly affects the quality of language communication. According to a survey carried out by the International Association of Conference Interpreters AIIC (2002), 86% of interpreters believe that complex accents with high frequencies that are difficult to understand are the main source of the potential threat and psychological stress to interpreting. In addition, the word evolution of English variants has become universal, and the tendency of grammatical simplification has become obvious. If interpreters are unfamiliar with the characteristics of these regional variations, interpreting may become extremely passive. With the promotion of China’s “Belt and Road Initiative”, the economic and trade cooperation between China and ASEAN have become increasingly close. Many speakers in various international conferences and professional forums come from ASEAN countries. These speakers have strong Southeast Asian dialect accents and native language habits, which often make experienced interpreters feel uncomfortable and increase their consumption pressure of intellectual resources. In recent years, the rise of corpus linguistics and the development of interpreting research have revealed that the advantages of the overall extraction of prefabricated chunks can ease the cognitive load pressure of interpreters to a certain extent, and improve the speed and efficiency of interpreting. In interpreting scenes where every minute counts, the reserves of prefabri-

cated chunks and abilities of interpreters to use them are directly related to the quality of interpreting. Therefore, the overall extraction of prefabricated chunks has important research and application values in English-Chinese consecutive interpreting under the context of Southeast Asian English variants.

## The theory of prefabricated chunks

The corpus linguistic research revealed that 90% of the language communication in English discourses is realized by a series of semi-fixed “prefabricated chunks”. These “prefabricated chunks” constitute the smallest unit of English language communication (Yang Yuchen, 1999: 24). As a kind of ready-made and meaningful vocabulary phenomenon, chunks integrate the grammar, semantics and context, which can be extracted and used directly in real-time communication without any grammar generation and analysis (Sinclair, 1991; Wray, 2002). Lewis (1997) divided these chunks into four categories from structures and functions: (1) plural word refers to fixed phrases that are accustomed to the native language; (2) collocate refers to words with high co-occurrence frequencies; (3) institutionalized discourse refers to word combinations with pragmatic functions in the fixed or semi-fixed forms; (4) sentence structure and quotation only refer to the written vocabulary. From the convenience of interpreters and the actual needs of interpreting, these prefabricated chunks in interpreting can be divided into three categories: (1) idiom refers to Chinese idioms, proverbs and fixed chunks with idiomatic nature such as “call a spade a spade”, “strike while the iron is hot”, and “in light of”; (2) collocation refers to co-occurrence phrases with high frequencies such as “draw up a contract” and “opportunity arises”; (3) commonly used sentences and sets of words, such as “It’s (high) time that…” and “It’s my great pleasure that…” (Song Ying, Jiang Qinfang,

Ma Qiuwu, 2014: 77). The categories above show a significant feature of prefabricated chunks: prefabricated chunks are semi-finished products of languages that can be ideal units for storage and output.

## Research on the mitigation effects of prefabricated chunks on interpreting cognitive load

Chunks commonly exist in all languages as a prefabricated component. Therefore, the process of these source language chunks and target language chunks in interpreting is very frequent. In recent years, theoretical studies related to chunks and translations have shown that chunks' replacement of words to be the smallest unit of vocabulary teaching have practical advantages in English translation and interpreting teaching. The advantage of the overall extraction of chunks helps ease the cognitive and processing information load of interpreters, improve the efficiency of decoding and coding between two languages, and improve the fluency and accuracy of interpreting, thereby ensuring the overall quality of interpreting.

Yuan Zhuoxi (2009) argued that rich chunk reserve and knowledge not only help interpreters carry out unlabeled language information processing during the translation to achieve the fluency and accuracy of the translation, but also provide the brain the space required for interpreters to process larger labeled language information and greatly reduce fine memory load during interpreting. Through the research on the relationship between the state of chunks in long-term memory and interpreting quality, Song Ying (2012) found that the storage of prefabricated chunks can directly improve the quality of simultaneous interpreting. Furthermore, Li Yang and Wang Nan (2012) discussed how interpreters can use chunks to ease brain consumption pressure during simultaneous interpreting. Moreover, Song Ying, Jiang Qinfang and Ma Qiuwu (2014) explained that a lack of chunk

knowledge would result in low efficiency in interpreting decoding, excessive loss of cognitive resources, insufficient active speculation, difficulty of listening comprehension, insufficient fluency and idiomaticity of the target language, and other defects. These studies have enriched the relevant theoretical achievements of chunks and translations to a certain extent, and have some guiding effects on how to integrate chunks into interpreting teaching practice.

Based on these experience discussions, empirical studies were conducted with Wang Wenyu and Huang Yan (2011), Wang Jianhua (2012), Zhou Dandan and Guo Xinlin (2014) as the main representatives, exposing the shortcoming that the ability of Chinese students to use chunks in interpreting was weak. At the same time, they found that the chunk teaching strategy has advantages in Chinese-English translation, and has positive predictability for the accuracy of interpreting of students. However, present experimental research remains limited, which urgently needs more teaching practice for demonstration and improvement. This is also the starting point of this study.

Interpreting teaching in China has always been dominated by British and American "Standard English". There is little understanding of regional variants other than the "Standard English". However, the possibility of exposure to different geographical English variants in practical work is continuously increasing. Due to the strong regional features of the Southeast Asian English variants and significant linguistic differences between the Southeast Asian English variants and the "Standard English", the interpreting behavior cognitive load in this context is especially prominent. Therefore, it has important research value to study how the advantages of the overall extraction of prefabricated chunks can be used to ease the cognitive load pressure of interpreters, and improve their quality and efficiency of interpreting in the context of Southeast Asian English variants.



## Experimental design

### Experimental assumptions

The study aims to observe and analyze the mitigation effect of prefabricated chunks on English-Chinese consecutive interpreting in the context of Southeast Asian English variants. The experimental assumptions are as follows: (1) In the process of consecutive interpreting, these Southeast Asian English variants have an impact on the listening comprehension, note processing, psychological state, memory capacity and language output of interpreters. (2) Interpreters can achieve this mitigation effect in the five aspects above using prefabricated chunks, which helps reduce mental resource consumption pressure.

### Experimental design

(1) **Program:** The experiment took 22 students who majored in English from a comprehensive college, and had similar TEM-4 interpreting levels as the study object. Group A and Group B English-Chinese consecutive interpreting tests and questionnaire surveys were carried out on these students. The subjects took Test A before receiving the prefabricated chunk training, and received the prefabricated chunk training at one month before taking Test B. These tests were carried out and recorded in strict accordance with the English-Chinese test process in TEM-8. After the test, the interpreting records were scored. Then, the subjects were randomly selected for semi-structured interviews.

(2) **Subjects:** A total of 26 subjects participated in this experiment. These subjects were seniors who majored in English from a comprehensive college. Their