

翻译教学与

On the Development of
Translation Competence
through Translation Instruction

翻译能力发展

Miao Ju

苗 菊

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前言

在南开大学与美国印第安纳大学交流项目中，作者由印第安纳大学认定为研究学者，于2004年9月15日至2005年9月5日在美国印第安纳大学比较文学系进行了翻译学领域博士后研究，在有关专家学者的指导下，立项题为——翻译教学与翻译能力发展。本书即此项研究成果。

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本研究是作者在博士论文研究翻译过程与译者的基础上进行的深入而具体的研究，目的是提出在研究翻译能力的基础上研究翻译教学，从而建立一个综合的翻译教学模式，包括翻译教学所涉及的各个方面——课程设置、教材选择、教学内容、教学方法论、翻译评估、现代教学手段。该模式是建立在相关的当代西方翻译理论基础上和对翻译过程、译者翻译能力的综合、具体研究之上的，因此本项目首先对译者翻译能力进行了前沿性研究，综合分析了译者能力的构成，相应进行了翻译能力和翻译过程的实证性个案研究，并比较了西方译者与东方译者的翻译过程。在此基础上，探索构建系统综合的翻译教学模式。

本研究的特点是：应用当代西方翻译理论作为理论基础和研究方法，包括西方翻译学领域前沿性研究内容——译者翻译能力构成分析的内容和翻译教学研究新发展的内容，采取前沿性研究方法——实证研究模式的内省实验方法，应用具有当前国际研究水平的实验设计、研究条件和媒介，对研究内容给予了有力的论证支持。研究结果能够促进翻译学研究的应用分支——翻译教学的完善与发展。因此具有理论性、前沿性和应用性。

翻译活动在人类文明、文化的交流中发挥的重要作用将与人类历史无限拓展。在现代社会中，翻译更促进了精神文明、文化交流、科学技术信息的传播。因此，当今社会各个领域都需要翻译人才，翻译教学研究和建立翻译人才的培养模式成为社会的明确需要。

回顾过去翻译教学的状态，明显问题是没有建立、发展一个综合的翻译教学模式，应用科学的教学方法。本研究切合这一需要，探讨了翻译教学中的相关问题，在研究翻译过程与译者能力构成的基础上，指出翻译教学的研究应建立在研究和认识翻译能力及其发展过程的基础之上这一创新观点，并提出了促进翻译能力发展的过程教学方法论，为建立翻译教学模式、发展翻译教学、培养翻译人才做出了重要探索。

本博士后研究项目在印第安纳大学受到多方面高度评价和鼓励支持，特别得到印第安纳大学国际交流处和副校长办公室科研处的科研资助，因此获得特殊荣誉。项目完成后获得了印第安纳大学比较文学系、国际项目交流处、博士后研究指导教授的评估证书（见书后附录证书原文）。

苗 菊

于南开大学

Contents

I. Introduction	(1)
1. Background	(1)
2. Objectives	(2)
3. Significance	(2)
4. The Theoretical Framework	(4)
4.1 <i>Descriptive translation studies</i>	(4)
4.2 <i>German functionalist approach</i>	(7)
4.3 <i>Text linguistics</i>	(16)
4.4 <i>Empirical model in translation studies</i>	(19)
5. The Contents	(24)
5.1 <i>Research on translation competence</i>	(24)
5.2 <i>Empirical study on translation competence and translation process</i>	(25)
5.3 <i>A model of translation instruction</i>	(26)
6. Methodologies	(28)
6.1 <i>Theoretical application in the investigation of translation instruction</i>	(28)
6.2 <i>Descriptive analysis of translation teaching, based on the experiences of translation instruction</i>	(29)
6.3 <i>Empirical approach to the objects of investigation, empirical study of think-aloud protocols on translation</i>	

<i>competence and translation process</i>	(30)
7. Conclusion	(32)
II. Research on Translation Competence	(34)
1. A General Overview	(34)
2. The Translator's Role	(45)
2.1 Reader and rewriter	(45)
2.2 Mediator and communicator	(48)
3. Translation Competence and Its Sub-Competences	(52)
3.1 Cognitive competence	(53)
3.2 Linguistic competence	(57)
3.3 Communicative competence	(59)
4. Developing Translation Competence	(63)
4.1 Developing stages	(63)
4.2 Linguistic competence and comprehensive knowledge	(66)
4.3 Cognitive structures and operations	(68)
4.4 Prestructure, preinterpretation and intermediary system	(72)
4.5 Cultural accomplishment	(76)
4.6 Creativity	(78)
III. Empirical Study on Translation Competence and Translation Process	(82)
1. Objectives	(82)

2. Experimental Design A (Occidental group).....	(85)
2.1 Instruments	(85)
2.2 Think-aloud empirical study--- experimental descriptions.....	(85)
2.3 Participants selection	(89)
2.4 Experimental texts and questions	(90)
2.5 Hypotheses.....	(93)
3. Data Analysis A (Occidental group).....	(94)
3.1 Problems identified.....	(94)
3.2 Competence components (presence/absence) identified	(96)
3.3 Sub-processes of translation.....	(96)
3.4 Revision tasks	(97)
3.5 Techniques applied	(97)
3.6 Translog file descriptions	(97)
3.7 Translation competence descriptions	(98)
4. Conclusions.....	(99)
5. Experimental Design B (Oriental group).....	(102)
5.1 Instruments	(102)
5.2 Experimental descriptions	(103)
5.3 Participants selection	(107)
5.4 Experimental texts and questions	(108)
5.5 Hypotheses.....	(111)

6. Data Analysis B (Oriental group)	(111)
6.1 Problems identified	(111)
6.2 Competence components (presence/absence) identified	(117)
6.3 Sub-processes of translation	(118)
6.4 Techniques applied	(118)
6.5 Translog file descriptions	(119)
6.6 Successful translation	(120)
7. Summary	(121)
IV. A Model of Translation Instruction	(124)
1. Course Design	(125)
2. Curriculum Design	(135)
2.1 Organized by the professional craft/skills/ techniques	(135)
2.2 Assorted to text types and functions	(136)
2.3 Exemplified with theoretical components	(141)
2.4 Selected for culture learning	(142)
2.5 Arranged in topics/issues	(143)
3. Quality Assessment	(143)
3.1 A general review	(143)
3.2 Methodological emphasis	(146)
4. Process-Orientation in Translation Teaching— Methods and Results	(149)

4.1 <i>The teaching process</i>	(151)
4.2 <i>Translation strategies and the decision-making process</i>	(158)
5. Computer Aid in Translation Instruction	(162)
V. <i>Conclusion</i>	(169)
Acknowledgement	(176)
Bibliography	(179)
Appendix: Project Assessment	(188)

目 录

第一章 引论	1
1. 研究背景	1
2. 研究目的	2
3. 选题意义	2
4. 理论框架	4
4.1 描写翻译研究	4
4.2 德国功能学派理论	7
4.3 语篇语言学	16
4.4 翻译实证研究模式	19
5. 内容提纲	24
5.1 翻译能力研究	24
5.2 翻译能力和翻译过程的实证研究	25
5.3 翻译教学模式	26
6. 研究方法论	28
6.1 翻译教学研究中的理论应用	28
6.2 翻译教学的描写分析	29
6.3 翻译能力与翻译过程的实证研究	30
7. 总结	32
第二章 翻译能力研究	34
1. 引言	34
2. 译者的角色	45
2.1 读者与作者	45

2.2 协调者与交际者	48
3. 翻译能力及其成分构成	52
3.1 认知能力	53
3.2 语言能力	57
3.3 交际能力	59
4. 发展翻译能力	63
4.1 能力发展阶段	63
4.2 语言能力与综合知识	66
4.3 认知结构	68
4.4 认知系统	72
4.5 文化造诣	76
4.6 创造力	78
第三章 翻译能力和翻译过程的实证研究	82
1. 研究目的	82
2. 实验设计 A (西方受试组)	85
2.1 实验媒介	85
2.2 有声思维实证研究——实验描述	85
2.3 受试者选择	89
2.4 实验文本与问题设计	90
2.5 假设	93
3. 数据分析 A (西方受试组)	94
3.1 问题分析	94
3.2 翻译能力分析	96
3.3 翻译子过程	96
3.4 修改任务	97
3.5 应用技巧分析	97

3.6 Translog 文件分析	97
3.7 翻译能力描述	98
4. 结论	99
5. 实验设计 B (东方受试组)	102
5.1 实验媒介	102
5.2 实验描述	103
5.3 受试者选择	107
5.4 实验文本与问题设计	108
5.5 假设	111
6. 数据分析 B (东方受试组)	111
6.1 问题分析	111
6.2 翻译能力分析	117
6.3 翻译子过程	118
6.4 应用技巧分析	118
6.5 Translog 文件分析	119
6.6 成功的翻译	120
7. 总结	121
第四章 翻译教学模式	124
1. 课程设置	125
2. 授课内容设计	135
2.1 技巧类	135
2.2 文本类型与功能类	136
2.3 理论概念类	141
2.4 文化内容类	142
2.5 辅助补充类	143
3. 质量评估	143

3.1 引言	143
3.2 侧重方法	146
4. 翻译教学的过程教学法	149
4.1 教学过程	151
4.2 翻译策略与决策过程	158
5. 计算机辅助翻译教学	162
 第五章 结论	 169
 致谢	 176
 参考书目	 179
 附录: 本研究项目评估证书	 188

1. Introduction

1. Background

Translation has long been a purposeful human activity for communication and exchange. Its role in contemporary society is increasingly important as a means of conveying information and disseminating culture. In the pursuit of spiritual and material life, mankind has benefited from a wide range of translation activity, expanding infinitely into a new period of modern history.

More and more translators/interpreters are needed in various fields—literature, politics, economy, commerce, education, law, mass-media, science and technology, international relations, and so on. Although machine translation is now able to accomplish many routine and simplified tasks, it can never take over complicated human operations and manipulation, for the profound cultural connotation, artistic significance, and aesthetic sentiment of texts are always unique and characteristic expressions of human civilization.

This fact has led to an emphasis on translation pedagogy to produce eligible, qualified translators/interpreters to meet the needs of an era of globalization and cross-cultural communication. In retrospect, as we examine the teaching of translation in past decades, an emerging problem is conspicuous—the lack of a consistent, systematic and scientific methodology/pedagogy in translation teaching. Translation teaching is featured by anecdotal reflections and fragmentary experience.

Scholars of Translation Studies have come to realize that we need to identify theoretical hypotheses based on actual teaching practice and to construct general principles, rules, and methods that govern or underlie such practice.

2. Objectives

There has been an increased interest in the search for a pedagogical model to improve the quality of translation instruction. The need for an objective description and systematic conception of the teaching of translation is becoming urgent. The present research intends to devise a pedagogical model that will serve to establish criteria for translation teaching. This ultimate aim will be reached with the fulfillment of the following objectives:

- To connect theoretical research to teaching practice to demonstrate how theory and practice are combined to the benefit of the profession.
- To propose that translation instruction be conceived on a scientific basis and in a theoretical framework to improve expertise.
- To foster the recognition and explication of translational activities from the theoretical perspective so as to be able to defend the decision-making processes.
- To obtain empirical data on translational behaviour and translation competence.
- To illustrate and propose a pedagogical emphasis in developing translation competence that is process-oriented as opposed to the product-oriented approach that has dominated the pedagogical scene.
- To present a systematic methodology of translation instruction that will replace the traditional classroom experience with respect to teaching concepts, principles, and methods.

3. Significance

This research is designed to propose a pedagogical model of

translation instruction based on consistent, systematic, and appropriate concepts, principles, and methods that will lay a foundation for translation instruction, and is intended as a contribution to the profession that is in need of such enhancement.

In addition, it posits a strong pedagogical emphasis on a process-oriented approach to the development of translation competence, in order to enhance the quality of instruction, and to offer an alternative to the prevalent pedagogical technique for “teaching” translation skills based primarily on the comparison of the source text and the “standard” target text.

However, the significance of such research goes beyond teaching expertise; it is the realization of applied translation studies, and is related to the establishment of Translation Studies as an independent discipline. In his seminal article of 1972, “The Name and Nature of Translation Studies,” James Holmes proposed the theoretical scheme for the establishment of the discipline. In Holmes’ scheme, translation teaching is categorized under application extensions, but it is related to areas of study on various fronts of the discipline. The following diagram illustrates the significance of the present research as related to Translation Studies:

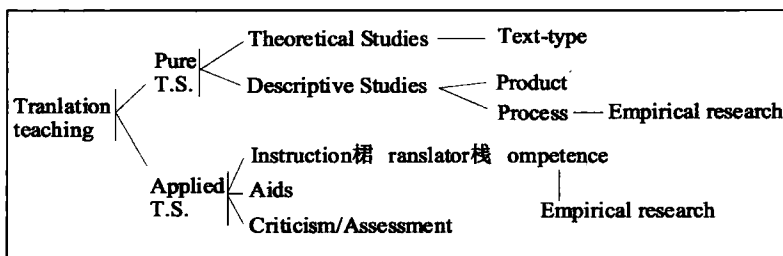


Figure 1: Research related to Translation Teaching

4. The Theoretical Framework

The present research will draw on and thus benefit from significant theoretical approaches to the study of translation. It is located within a theoretical framework consisting of four recent bodies of theory in translation studies relevant to the research on translation process and the development of translation competence by means of translation instruction:

4.1 Descriptive translation studies

The present study is conducted in the light of descriptive translation studies, as proposed by the Dutch translation theorist James S Holmes and advocated and implemented by the Israeli theorists Itamar Even-Zohar and Gideon Toury. It is of first consideration as a branch in the discipline—Translation Studies.

In 1972, James Holmes in his seminal article “The Name and Nature of Translation Studies”, envisaged product, process, and function oriented descriptive studies in the theoretical scheme for a scientific discipline of Translation Studies. He is credited with the first attempt to chart the territory of translation studies as an academic pursuit (Baker 1998:277). From his delineation, it follows that translation studies is an empirical discipline which has two main objectives: (1) to describe the phenomena of translating and translations as they manifest themselves in the world of our experience, and (2) to establish general principles by means of which these phenomena can be explained and predicted (Holmes 1988:71).

Holmes divides the discipline into two major areas: pure translation studies and applied translation studies. The two branches of pure translation studies concerning themselves with the two objectives are designated descriptive translation studies