建构主义的项目式翻译能力培养研究

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内 容 简 介

　　本书运用建构主义教育理论,结合项目式教学法,建立一种新的翻译教学模式。该模式是以项目为驱动,学生为中心,提高翻译能力为最终目标,通过协作式学习的试验教学证明其有较强的可操作性。此研究还详细描述了该项目的具体实施步骤,对有志改革传统翻译教学的教师提供参考。

　　本书适合广大高校开设翻译课程的授课教师、英语专业学生及相关专业领域的研究者们。

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20 世纪 70 年代以来,翻译能力研究一直是翻译教育研究的重要课题。如何加强翻译职业化教育,培养高素质的翻译人员,以满足日益扩大的翻译市场的需要,成了翻译教育亟待解决的问题。

对于"翻译能力"(translation competence)究竟是什么,国外学者皮姆(A. Pym)、海姆斯(D. Hymes)等有所论及。西班牙翻译能力研究小组 PACTE 认为翻译能力由若干次能力构成,其提出的翻译能力模式在本研究领域被广泛引用。21 世纪以来,翻译研究进入了"认知"时代,学者们从认知心理学和海姆斯的交际能力理论出发,把翻译能力看做一种基于翻译社会情境和功能的专业交际能力。如瑞斯库(H. Risku)认为,翻译能力是"有意义的情境化的理解和建构译文的能力,是译者在特定社会、文化情境下创造性地生成翻译产品的自主意识和实践能力"①。

项目式学习(project-based learning,简称 PBL)是国际应用语言学研究的前沿课题,也是外语教学和二语习得研究的热点。PBL以真实项目为语言学习的依托,既注重过程又注重产出,鼓励学习者在完成项目的过程中了解、分析、内省并最终按要求自主完成相关任务。PBL 被认为是建构主义学习理论(constructivist learning

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① Risku, Hanna. A Cognitive Scientific View on Technical Communication and Translation:Do Embodiment and Situatedness Really Make a Difference? [1]. Target, 22 (1),2010:94—111.

theory)的衍生物。建构主义学习理论认为,学习不是学习者被动地接受知识的过程,而是一种积极主动的建构过程,是在新知识内部和新旧知识之间建立联系的过程。PBL 根据建构主义理论,让学习者在一定情境即社会文化背景(如项目)下,利用必要的学习资料,通过协作式学习主动建构意义而获得知识和能力。PBL 是 20世纪 70 年代末被引入外语教学和二语习得的理论和实践,但将其用于翻译能力培养研究的目前甚少。

王湘玲教授基于其博士论文的专著《建构主义基于项目的翻译能力培养研究》,探讨的是如何在中国高校培养学生的翻译能力,尤其是以市场为导向的翻译能力。这项研究运用建构主义的基于真实翻译项目的翻译教学法,谋求建立一种新的翻译教学模式,并把这种模式用于实用翻译(科技类翻译)的教学试验。通过对试验结果的统计和分析,考察学生翻译能力是否提高,衡量各种翻译次能力提高的幅度并分析其原因,进而评价基于这种教学模式的翻译教学是否有效。一些学者认为,国内翻译教育还未能有效地结合市场需要培养翻译人才,翻译教育研究总体上还处在起步和探索阶段,表现在只是一般性描述翻译教学的现状,或者研究某种具体教学方法,借用新理论进行深入探讨的少;尝试建构翻译能力模式的多,为此作实证研究的少;鲜见基于建构主义,将真实项目纳入翻译教学,以定性和定量分析评价学生翻译能力发展和教学模式效度的研究。① 因此本书的研究内容、理论视角、研究方法都具有前沿性,在一定程度上填补了国内翻译能力研究和翻译教学研究的空白。

21 世纪的翻译市场发生了很大的变化。美国权威机构对世界翻译市场的调查显示,全球翻译市场的产值 2005 年已达到 227 亿元人民币,其中中国占 200 亿元。近年来国内年均翻译产值已增加

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① 笔者目前查到翻译能力实证研究的文章 10 篇,从建构主义的角度研究翻译能力的文章 3 篇,尚无专著。

到近 300 亿元。一个耐人寻味的事实是,国内翻译公司承担的翻译任务只占市场份额的 10％ 左右。其中一个重要原因是具有较高翻译能力的专业人员极其匮乏。初入翻译市场的译者,即使是翻译专业毕业的本科生和硕士研究生,其双语能力、双语转换能力、处理相关人际关系和其他问题能力,都远远不能达到市场的要求,这在某种程度上是翻译人才培养和外语教学的失误。另一方面,由于国内翻译本科和硕士学位的设立相对较晚,翻译人才的培养在翻译市场变化的新形势下面临诸多挑战。本书的研究着眼于国内高校培养学生多元化、高层次的翻译能力,以适应翻译职业化(翻译产业)和翻译人才培养的需要,为翻译专业制定教学大纲、设计教学内容、改革教学方法、评估教学质量等方面提供启示。

湘玲曾从事语言学学习和研究(其硕士论文是《影响理工科学生英语阅读效率的学生因素实证研究》)。当她进行博士论文答辩时,她的令人耳目一新的选题、研究视角和方法,她的开放性思维和探索学科前沿问题的精神,以及其自然流利的英语表达,给答辩小组留下了深刻印象,使大家深切感受到她良好的专业素质和学科交叉优势。她发表的近 20 篇相关论文和主持的多项省、部级课题,证明了她的学术潜力,也说明她涉足的是一个值得探索、有重要理论价值和实用价值的翻译学研究领域。

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蒋坚松

2012 年 3 月于湖南师范大学

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Abstract

The main purpose of this book is to explore how to better develop in Chinese universities, students' translation competence (TC), especially market-oriented translation competence, which consists of a number of sub-competences (hereafter "competences" for short). The research seeks first to apply a constructivist project-based approach (PBA) to building a pedagogy model for improving the translation competence most needed by the market which can not otherwise be developed adequately, in the traditional translation class for example. The pedagogy model is later implemented in a practical education experiment of technical translation as the centre of an empirical study. The empirical study also seeks to measure the data drawn from the experimental teaching to see if students' translation competences have been improved and, if so, to what degree. The research results can also be used to evaluate the effectiveness of the teaching programme based on the pedagogy model.

The research is significant as part of translation studies, as an effort to promote professional translator training, and as a probe into an important aspect of translation pedagogy.

Firstly, as one of the sub-branches of applied translation studies, research in translator training is an important component

of translation studies as a whole, and progress in this area will undoubtedly contribute to the development of the discipline. Although it is generally agreed that the ultimate goal of translator training is to foster students' translation competence, not much has been published in translation studies on what translation competence really is, how it should be developed and evaluated, or how its development should be built into a training programme. The attempt to give a working definition, to build a pedagogy model for its development in a Chinese context, and to test the validity of this model in an empirical study, will help make up this deficiency in applied translation studies.

Secondly, the 21st century has seen great changes in the translation market, especially with the rapidly developing technology. In the face of those changes, student translators should prepare well to adapt to the current translation market. This means translation programmes and courses must respond to the changing needs of the market. However, as many researches show, the discrepancy between the growing needs of the translation market and the deficiency of translation training in meeting those needs is striking. Graduates complain that after years of translation education in the university they have not learned the most-needed knowledge and skills of a professional translator, and employers also complain that they are unable to get competent translators. Research in this area will lead to more effective programmes for training professionally competent translators for the market.

Thirdly, an undergraduate degree in translation is a comparatively recent phenomenon faced with many challenges.

The current research, which seeks to explore how undergraduate translation programmes in China can have validity both for the profession (the needs of the industry) and for translation studies as an academically-based discipline, will shed light on a less investigated area of translation pedagogy.

Research questions based on the research purpose are:

(1) What constitutes market-oriented translation competence?

(2) What is the model of the constructivist, project-based translation pedagogy used in this research? From a theoretical perspective, in what ways can this model help improve student translators' market-oriented translation competence?

(3) From an empirical perspective, to what degree does the translation project based on this model help improve student translators' translation competence?

The research synthesizes the methods of conceptual speculation and empirical research. By conceptual speculation, the study seeks first to build a constructivist project-based model of translation pedagogy. Based on this model, experimental teaching is conducted in a real translation project. Data drawn from the experiment are analyzed to find out if students' TC is developed after the project.

Qualitative and quantitative methods are combined to analyze the data in the empirical study. The two methods complement each other in exploring in width and depth if students' TC can be improved and, if yes, how much it can be improved with the model. The study also seeks to explain why some TC can be improved and others can not.

The thesis is divided into seven chapters. Introduction gives

an account of the purpose, significance, questions, feasibility and methodology of the research as well as a summary of the structure of the thesis.

Chapter 2 reviews current research in TC, which mainly falls into three kinds: (a) defining TC and TC models, (b) how to develop TC especially in an academic setting, and (c) how to measure empirically the development of TC. The study seeks to borrow previous empirical research on how to develop TC, especially how to use a PBA in translation education in a university to develop the students' TC, where the results can be demonstrated in two ways: a publishable artefact of translation work, and convincing result derived from a series of statistical analyses of data drawn from experimental teaching.

Chapter 3 concerns itself with the theoretical basis of the research—— constructivism —— and its application to translation education. The history of constructivism is traced from prehistory to the present. The myriad varieties of constructivist thought espoused by a number of highly regarded cognitive and social psychologists and educators are reviewed. Their basic themes are generalized and the possible manifestations of a constructivist approach to teaching are considered.

Chapter 4 presents one of the author's contributions, i. e. a workable model evolved from previous translation pedagogy and her own research. First, a working definition of market-oriented TC is offered as a point of departure. This is followed by conceptual speculation, in which the model is considered seeking to answer how translation teachers and researchers should work out an approach to help develop students' TC and to evaluate it. The

approach is to be situated in an authentic project based on social constructivism and applied to translation education in a Chinese university. The model that supports the approach is to be empirically tested through experimental teaching.

Chapter 5 is the empirical study on developing TC. It explains in detail the research purpose, research hypotheses, research subjects, the project, research methods, research instruments and research procedures. It sets out to find to what degree the constructivist project-based translation pedagogy model helps improve student translators' TC. Experimental teaching through a real project is carried out based on the pedagogy model with a group of students. Data from the experiment are collected and analyzed by statistical methods to test if the students' TC has improved after the project and, if so, how effectively the project has helped improve them.

Chapter 6 presents and discusses the results of the empirical study. It seeks to test if the students' market-oriented translation competence is improved after the implementation of the translation pedagogy model. In addition, it also demonstrates if the different components of market-oriented translation competence are improved in different degrees and in a hierarchical system in their significance.

Moreover, research on the students' translation quality (TQ) shows that the quality of the students' translated texts at the second stage is improved compared with that at the first stage of the project, and that TC correlates with the quality of translated texts at both stages.

Chapter 7 is the conclusion, in which the research questions

are revisited, pedagogical implications discussed, limitations of the study presented, and suggestions for further research put forward.

In response to the research questions, the major conclusions are:

(1) What constitutes market-oriented translation competence?

Conceptual studies in the thesis reveals that the market-oriented translation competence in the study is composed of four sub-competences, i. e. psycho-physiological, instrumental, knowledge about translation, and professional competence in its narrow sense. They are considered to be catering for the real market demands on professional translators.

In sum, the four sub-competences and the components of each are the capacities, knowledge, awareness, reflectiveness or resourcefulness of (a) Physical and Psychological Conditions, (b) Translation Resources Management, (c) Quality Management Skills, and (d) Professional Competence in its narrow sense, which consists of Ethics, Working Attitudes and Behaviours, Interpersonal Skills, Training, and Certification.

(2) What is the model of the constructivist, project-based translation pedagogy used in this research? From a theoretical perspective, in what ways can this model help improve student translators' market-oriented translation competence?

A model of constructivist project-based translation pedagogy aims to involve students in the translation community in the real world that they are to enter after graduation. The model engages students in real projects to motivate them in problem-solving and learning autonomy, thus paving the way for their future profession. The following explains in some detail how such a

model works in our case as well as the underlying mechanism.

The specific goal of this model is to help students achieve a semi-professional level of autonomy and expertise through authentic experience. From the perspective of ecological validity, the benefits of authentic work in translation education and professional assessment procedures are readily apparent. First, it seems plausible that having students handle real translation assignments embedded in authentic situations with the same sorts of complexity and problem-solving constraints that they can expect to face after graduation will be more motivating than having them complete mere exercises. It can be hypothesized that students' self-confidence will improve if they can see progress in their work on the basis of what are demonstrably professional criteria. In addition, students can be expected to be better prepared for the market if they work on texts chosen to reflect the work actually done on the market rather than textbooks selected for the sake of expediency by the teacher's personal preferences. Moreover, by actively doing exactly what professional translators do, students gradually learn the discourse of the translating community and know the norms and conventions of the community. They acquire significant personal and interpersonal experience of how to translate. They learn to work collaboratively with others, to negotiate with authors and clients. They learn to compromise, to give and accept criticism, and they come to understand that there are no right answers, only more or less viable ones. They learn how to use the tools of the trade and how and where to obtain information they need in order to translate.

In short, the model reflects all the students-teacher, students-

client, students-users, and students-resources relationships. Following this pedagogy model, students, having actively participated in extensive learning-centred classrooms, will find it natural to work as experienced semi-professionals. They will become self-confident autonomous learners with a sense of responsibility towards work and achieve "metacognitive strategies" of planning, monitoring and evaluating the success of their own performance.

(3) From an empirical perspective, to what degree does the translation project based on this model help improve student translators' translation competence?

Based on the statistical analysis and accompanying discussion in Chapter 6, the following conclusions regarding the above question are drawn:

(a) The students have made remarkable progress in improving their market-oriented TC, which testifies to the positive effect of authentic translation experience in cultivating students' TC.

(b) The components (or sub-competences) of TC have also been improved in different degrees and in a hierarchical ranking in significance. The three best developed components of TC are: Ethics, Interpersonal Communication Skills and Translation Resources Management, followed by Physical and Psychological Conditions, Training, Working Attitudes and Behaviours, and finally Quality Management Skills.

(c) There is a significant difference between statistics on TQ collected at the first stage and those collected at the second stage of the translation project. In addition, the mean value for each item

of TQ at the second stage is larger than that at the first stage, which signifies a great improvement in the students' translation quality.

(d) There is a positive correlation between TC and the quality of the translated text, though with some TC components including B3 (Visits to the Factory and Workers) (0. 097), C5 (Keeping the Latest Information of the Translation Project) (0. 064), D3 (Attitude towards Payment) (0. 089) and G2 (Awareness of the Importance of Further Training in Translation Theories) (0. 043), the correlations are low and insignificant, possibly due to the limited size of the group of subjects. Ethics (Component C), Interpersonal Communication Skills (Component F) and Translation Resources Management (Component B) are the top three that show significant positive correlations with the quality of the translated texts(see 6. 3)

Granting that all the sub-competences interact with each other in any translation and the improvement of one may lead to the improvement of others, the study infers that the other competences, bi-lingual, extra-linguistic and strategic, which are excluded from this study, might still be improved. This is suggested by the results gained from the questionnaires on translation quality for the client.

摘　要

　　本书主要探讨如何在中国高校培养学生的翻译能力(Translation Competence),尤其是以市场为导向的翻译能力,该能力由多种次级能力构成。研究首先运用建构主义的基于真实翻译项目的翻译教学法(项目式教学法),建立一种新的翻译教学模式,以培养具有市场迫切需要的翻译能力的人才,而这在目前国内翻译课堂上未能得到有效开发。然后把这种新的翻译教学模式运用于实用翻译(科技类翻译)教学试验,并对试验结果做实证分析。实证分析基于试验教学数据,旨在考察学生翻译能力是否得到提高,提高的程度如何。研究结果同样可用于评价基于这种教学模式的翻译课程是否有效。

　　此项研究无论是作为翻译研究的一部分,或作为提高职业翻译能力的一种尝试,还是作为翻译教学法的一种重要探索,都是很有意义的。

　　首先,作为应用翻译研究的一个分支,译者培训的研究是翻译研究整体中的一个重要组成部分,该领域的学术发展无疑将推进翻译学科的发展。尽管人们普遍认为译者培训的最终目标在于培养学生的翻译能力,然而,关于翻译能力究竟是什么,如何培养和评价翻译能力,如何把翻译能力的培养融入翻译课程等问题,并没有太多论著发表。尝试提出一个操作性定义,开发一种适合于中国语境的教学模式,并以实证研究检验该模式的有效性,对于应用翻译的这个研究领域将是一种有益补充。

其次，21 世纪的翻译市场已发生了很大变化，翻译技术的发展尤其引人注目。面对这种变化，翻译学子必须做好准备，以适应当前翻译市场。也就是说，翻译教学模式和翻译课程必须对市场变化做出回应。然而，大量研究表明，不断增长的翻译市场需求与翻译教学效果之间仍存在很大差距。毕业生抱怨说，大学的学习没有教会他们职场迫切需要的知识和技能，雇主也抱怨说合格译者难求。针对这些问题展开深入研究，将有助于更加有效地培养适应市场需要的合格翻译人才。

第三，翻译的本科学位设立相对较晚，尚面临诸多挑战。本研究着眼于探讨在中国大学培养学生翻译能力，以适应翻译职业化（翻译产业）和翻译学科研究的需要，其研究成果将给翻译教学法中这一较少有人涉足的领域带来启示。

本课题研究的主要问题如下：

（1）以市场为导向的翻译能力由什么构成？

（2）建构主义的基于项目的翻译教学模式是什么？从理论上说，这种模式为什么能提高学生译者以市场为导向的翻译能力？

（3）从实证角度看，这种建构主义的基于项目的翻译教学模式能在多大程度上提高学生的翻译能力？

本研究属探索性和试验性研究，理论探讨（建立模式）和实证研究（试验教学）相结合。首先，从理论探讨角度建立了建构主义的以项目为基础的翻译教学模式，然后根据这种教学模式，通过真实翻译项目进行试验教学，对收集的数据进行分析，以考察学生的翻译能力是否在项目完成后得到提高。

在实证研究中，综合使用了定性方法和定量方法。两种方法互为补充，从广度和深度上探讨学生翻译能力在这种翻译教学模式中是否得到提高，如果结论是肯定的，提高的程度又如何。本研究还将解释，为什么有些翻译能力能够得到提高，而有些则不能。

全书分为七章。绪论部分概述了研究的目的、意义、问题、可行