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翻译研究新探索丛书

逻辑比较 与英汉翻译

*A Practical Course of English-Chinese and Chinese-English
Translation Based on Logical Contrast*

穆凤良 编著



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前 言

翻译实践的最大障碍是理论不切实际,不但不能指导实践,反而起干扰作用。例如:在科技翻译中谈 Venuti 的后殖民理论,就会把科技借鉴转化为意识形态的战场。王宏印提出,“不是一切翻译理论都可以成为翻译教学理论”。(王宏印,2007:2)他建议把翻译理论、翻译批评理论和翻译教学区分开来。对此,我们不妨从形而下的角度来切入讨论。

对于学生而言,翻译既是英语学习的手段,也可能是将来工作的领域。但是在翻译的时候,有多少人是自觉地采用翻译理论,来指导自己的实践呢?我们大多数人作翻译,是因为要交作业,要把手里干的活赶出来、干出来,才是宗旨和目的,所以,什么理论都要缓行。

结果不乏盲动,乃至错误泛滥。英语堪忧,母语亦堪忧。叶明指出,“员工中文基础薄弱,他们在撰写中文文件时问题百出。例如工作计划、项目策划和总结报告的语言组织混乱,细节叙述不清,商务信函中的错误比比皆是……方案或合作协议晦涩难懂”,很是有一些人患了“母语遗忘症”。(叶明,2008)例如,在公务电话中自报家门:“我是一个小李。”显然是英文不定冠词练得太多的缘故。其实,如果考一考他们的英语,一定也有文法问题。

空理论不能用,大理论用不上,无理论则无方向。翻译教学迫切需要理论的指导,因为学生最大愿望是认知翻译规律,使翻译实践有律可循。如果凭悟性、凭灵感,就不需要选修翻译课程了。

本书的目的就是满足翻译教学与翻译理论相结合的需要,特别是要探索那些“比较直观、易懂、可复制、易模仿的部分,所以,如果我们从译入语和译出语的逻辑对比入手来切入翻译讨论,就

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比较容易操作。”(穆凤良,2008:53)有鉴于此,本书致力于建立基于逻辑对比的翻译模式。

在结构上,本书用英语编写,但各章正文之前有汉语的内容概述,每章英译汉、汉译英的讨论平行进行,章后配有适量练习,书后附有答案。主要内容有:

1. 翻译的基本概念,包括翻译的定义、文化的交错、不当的匹配、翻译个性与共性和翻译规范等,为翻译的批评和鉴赏打下初步的基础。

2. 翻译的单位和逻辑的对比,包括从最小翻译单位词汇到句法的英汉对比,以及因果律、先后律、大小律、轻重律、凝固律、音韵律、骈偶律和虚实律等逻辑的探讨,甚至连时态都别有一番深层意义。

3. 不同体裁的英汉语篇对比,包括科技英语、书信、广告等文体特点及翻译。

4. 由笔译到口译,为从笔译向口译过渡作入门性质的比较和介绍。

5. 将逻辑对比的翻译模式应用于各类文体的英汉互译练习。

从内容看,本书没有按照语法编目法编写,未必大而全。然而,正如《数学用表》虽全,未必是解读哥德巴赫猜想的秘笈。不按语法编目不等于没有章法。例如,本书在因果律单元中涉及原因状语从句和篇章写作中的因果关系;先后律、大小律和轻重律各单元中涉及时间、地点、条件、让步等状语从句和定语从句,也涉及拆分与合并的技巧;凝固律、音韵律、骈偶律和虚实律涉及更加丰富的语言文化对比和表现手段的差异。本书将逻辑对比贯穿始终,其优势在于:一是有利于深入浅出,使学习者看到翻译实践存在可认知的规律;二是有利于激活母语的认知潜能,用来增强双语的驾驭能力。

认知常常需要来自外部的激励;而外部的激励又必须结合内部的需要。对于初学翻译者来说,他们的主观向往是翻译有律可循。客观而言,翻译的确存在规律。因此,基于逻辑对比的翻译模

式应运而生。对比表明,翻译规律并不完全陌生,至少母语一面属于已知,一旦激活,就能帮助化解未知,以弥补翻译学者悟性的不足,从而把以教师为中心的授业转向以学生为中心的研讨,营造出学生主动积极学习的氛围。(穆凤良,2008:48)

对于英语教师而言,我们不论教英语,还是教翻译,都希望课堂里有共鸣、有笑声,于是才没有酣睡。既然是教英语,我们希望能买到用英语编写的教材,拿来就能直接用;既然是教翻译,中英语言文化则一样都不能少。鉴于这样的需要,作者大量研究中外翻译教材和专著,提炼精华,集于本书,它突出实际、蕴涵规律,突出对比、蕴涵感动。

本书初衷有三:一是为翻译课堂提供一本务实好用的教材;二是该教材能激活学生的已知,变学生为教学中的主体;三是致力于中英文的语言互补和共同提高,因为一旦语言逻辑的能力提高了,所有的能力都会水涨船高。

本书能够问世得到了许多人的帮助,借此一并致谢。感谢许建平教授在翻译教学中给予作者的提携和帮助,他的《英汉互译实践与技巧》一书给了作者许多启示和灵感,希望能以《逻辑比较与英汉翻译》作为《英汉互译实践与技巧》的姊妹篇。感谢清华大学给予作者的翻译教研资助,乃至燃起作者编著本书的愿望。

作者在编写本书过程中参考了业内学者和专家的著作,根据学术惯例标明了出处,但是难免有疏漏处、理解偏颇处或内容编排不当处,还望译界同仁及读者朋友斧正。

作 者

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UNIT 1 Introduction

概 述

本单元定义翻译不求详尽,但求借助历史的演绎来认识翻译的本质。学识应该百家争鸣、百花齐放,但是论述要自圆其说,例如“有人说”,后面的话会非常主观,应该争取改成“孔子说”或其他具体出处,使讨论和引用学术化,否则无法说服读者。

I 翻译课程描述

翻译课程是文化之旅。翻译教室是令人愉快的场所,因为这里是用智慧丈量世界的地方,目的在于文化共享,知而获智,智达高远。

II 翻译的界定

贵在确切、确当、确实、确定、确论。

III 译史钩沉

通译自古发生,到西周已经有比较健全的官方通译岗位,曰寄、象、鞮、译。汉代有“重九译,致殊俗”的记载。(司马迁,汉代:20)在译经深入中国之后,译者发现,“译”术已经不能满足受众的需要。为了便于诵经,译者需要添加翻译的手段,而“翻也者,如翻锦绮,背面俱花,但其花有左右不同耳”。(释赞宁,宋代:132)

IV 论有分歧与译无定法

理论与争鸣共存,实践因译者不同。但是译界历来充满切磋的机会,于是推动了翻译认知水平的不断提高和翻译实践的不断进步。

I Description of Translation Course

Translation course is a journey to cross cultures, as the journeys

that Faxian and Xuanzhuang took. However in this course, it is not a bitter journey which Yu Qiuyu experienced, but a happy one that we all shall enjoy. For it is an amusing place where the world is to be measured with intelligence, knowledge is to be shared, and our translation will help us go far.

Translation class is a cultural class, for the essence of man is culture. On one hand man is born out of cultural activities, on the other hand, man is developing culture forward all the time. In translation course, such being the case, two cultures and more classmates meet with a mission for epiphany (真情), intuitive knowledge (良知), aesthetics (美感), or poetic beauty (诗情画意), as well as discussions on science and technology, to develop oral, written and social skills to a stage where they will be able to serve as effective and responsible intermediaries between texts (and speakers) in English and Chinese, based on fact that Languages, like cultures which are dynamic, are rarely sufficient unto themselves. The necessities of intercourse bring the speakers of one language into direct or indirect contact with those of neighboring or culturally dominant languages and bring us together.

Comment from Previous Classes:

For many years, I got a lot of criticism from students in my translation class. For each new term, when I'd like to share with the students some criticism from some previous classes, I would ask the class which kind of criticism they would like to see? Positive or negative one? They would shout back all together in one voice: "The negative one please!" But each time I have to explain that the negative one was not available not because I wanted to keep it in secret, but because up to now I haven't got any negative comment yet. I'd like to share one positive comment from previous translation classes: "It's a course unique and unconventional, which inspires us to find that translation class can be fun and fascinating, so we do not feel boring, and

consequently we quit the habit of skipping classes. All the influence comes from his intelligence and humor as a university professor, which may be a general staff feature, only the rest of the teachers are either too dominating or too rigid. I don't think there is any necessity to change his teaching style, in which we can feel his passion and 'heart'. As a result, we really enjoy his class and feel that time flies fast. Finally, we're so glad to be his students as we have gained so much knowledge and understanding."

This is a generous encouragement from students. But I know that the translation course has many rooms to be improved and this course book is not perfect. For example, in the aspect of intext citations and referent books, some information is not complete due to its background of coming from classroom teaching rather than a systematic academic research.

Course Organization and Evaluation: This course book is for one term teaching.

Course Evaluation:

Name	Type	Score	Remark
H1	Written Translation (team work)	10%	Four students form a group. For each homework, 2 translate, and 2 read to review and criticize the translation. The review should be sent to the translators and the teacher. Then the reviewers get scored for the review, while two translators got a second chance to modify their translation before they get scored. The translators and readers change roles when next homework comes
H2	Written Translation (team work)	10%	
H3	Written Translation (team work)	10%	
H4	Written Translation (team work)	10%	
H5	Oral Presentation on any issues in Translation Studies (team work)	10%	
H6	Default	10%	Based on classroom performance