H2 TRANSLATION SYLLABUS (CHINESE)

PRE-UNIVERSITY

Implementation starting with
2015 Pre-University One Cohort

目录

1. 课程理念与目标

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课程理念

　　翻译是一种以语言对比为基础的双语活动。翻译是把一种语言（即原语）的信息用另一种语言（即译语）表达出来，使译文读者能了解原文作者所表达的思想，得到与原文作者大致相同的感受。[1] 翻译又有"笔译"和"口译"之分：口译是现场的口头翻译；笔译则是书面的翻译。H2 翻译课程只涉及笔译的部分。

　　一个成功的翻译文本，必须将原文所表达的意思完整、准确地体现出来。在翻译的过程中，译者不但需要理解原文的字面信息和隐含信息，还需要考虑读者的语言习惯和文化背景，才能成功完成翻译任务。简言之，译者是原文作者和译文读者之间的桥梁，是跨语言、跨文化的桥梁。译者必须了解两种语言在语音外壳、词汇语义、语法结构和修辞手段等诸多方面的异同。译者也必须掌握各种翻译技巧，以解决语言差异所带来的翻译问题。译者还必须根据翻译任务、翻译环境及翻译对象使用适当的翻译技巧进行翻译工作。

　　H2 翻译课将培养学生对比中英文的能力，提高学生对语言的认知及敏感度。H2 翻译课程也将让学生了解各种翻译技巧，并培养学生的鉴赏能力，为学生日后从事翻译实践奠定基础。学生也将有机会思考新加坡的独特社会环境如何影响翻译的实践。在进行翻译的过程中，学生必须不断反思自己的翻译选择，因此，H2 翻译课程也将培养学生思辨、批判性思维的能力。

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[1]范仲英《实用翻译教程》, 1994。

H2 翻译是一门以华文为教学与测试语言的高中课程。课程设计主要是依据 2010 年母语检讨委员会报告书、教育部的"理想教育成果"、"21 世纪技能框架"及"科技教育总蓝图",同时考虑新加坡的社会需要以及学生中、小学的双语教育基础。

学习翻译的基础是译者的语言素养,因此,有意修读 H2 翻译课程的学生必须符合以下条件:

- 剑桥普通水准（'O'水准）会考中,英文和华文考获至少 A2;或者

- 剑桥普通水准（'O'水准）会考中,英文考获至少 A2,高级华文考获至少 B3

课程目标

在完成 H2 翻译课程后,学生能:

a. 针对中、英两种语言进行对比分析。
b. 理解翻译理论知识,掌握翻译技巧。
c. 理解与分析原文,做出准确的翻译。
d. 掌握翻译赏析的能力。
e. 了解新加坡的独特社会环境如何影响翻译实践。

2. 教学内容

H2 翻译课程包括了语言学与翻译部分。语言学部分以学生的双语能力为基础，重点在于引导学生系统地分析中、英两种语言，培养学生对于语言差异的敏感度。翻译部分的内容则提供学生关于翻译理论和翻译技巧的相关知识，让学生懂得如何根据翻译任务、翻译环境和翻译对象适当地进行翻译，同时培养学生的鉴赏能力。翻译的鉴赏，也将帮助学生反思自己的翻译实践，提高自己的翻译能力。通过对语言、对翻译的探究，H2 翻译课程也培养学生 21 世纪技能中的跨文化交流能力。课程的框架可从下图体现：

21世纪技能：公民意识、环球意识与跨文化沟通技能

翻译鉴赏

翻译理论与技巧

语言学知识

双语能力（先备知识）
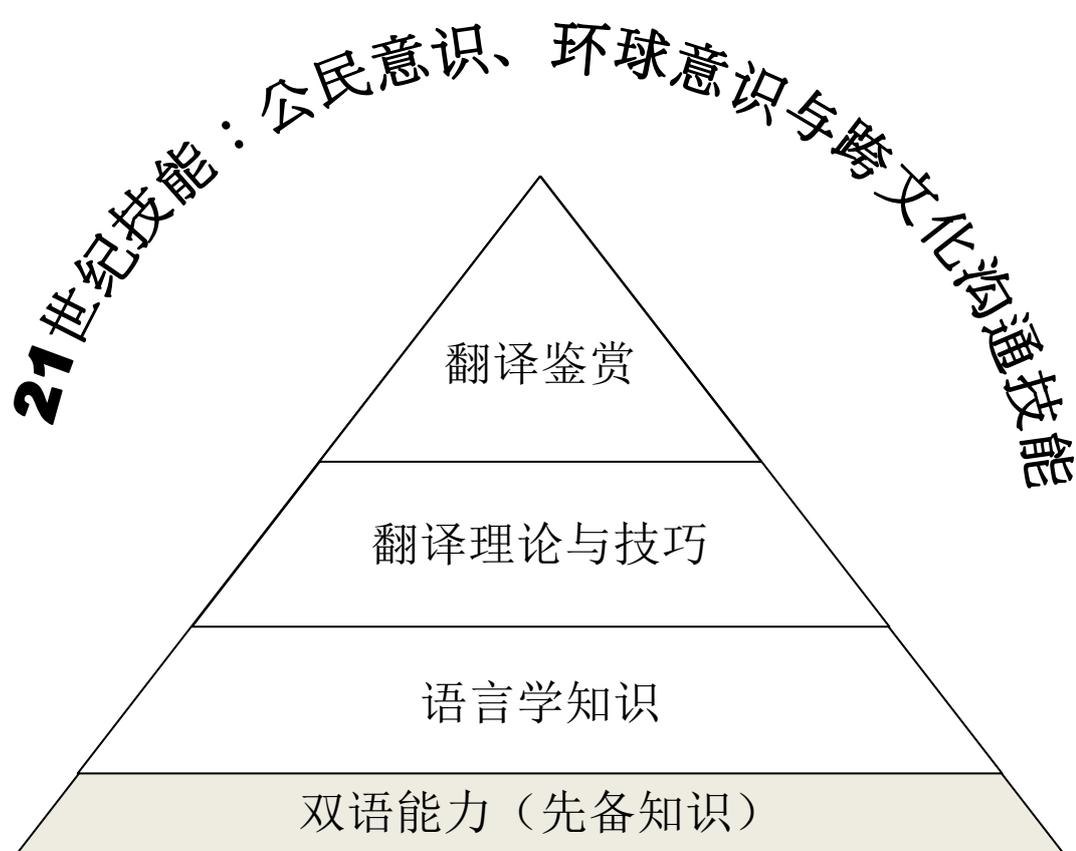
H2 翻译课程将在 2015 年实施。这个为期两年的课程建议课时为 200 小时，即每周 4 小时。初级学院第一年会考在 2016 年，三年制高则在 2017 年。

语言学部分

1. 语言学部分由五个项目组成，即：人类语言共同的特性、词汇、语法、语义以及语用。

2. 学生将系统地从词、句、段不同层面进行中、英文的对比分析，了解语文差异所带来的翻译问题。

3. 对语言的深层分析，将帮助学生在进行翻译时准确理解原文，从而做出准确的翻译。这也将帮助学生进行翻译的赏析。

翻译部分

1. 翻译部分由八个项目组成，即：翻译简介、东、西方翻译的发展、翻译理论、翻译手法、翻译的文类、翻译评论、翻译误区以及新加坡语境下的翻译。

2. 翻译理论是一篇翻译的依据。课程所教授的翻译理论包含了东方与西方不同学派的理论。这些理论是在不同的社会、文化背景下产生的。学生将学习每种理论的核心概念以及理论形成的基本原由和脉络。学生将运用这些知识对翻译进行校对和赏析。

3. 所翻译的文类多样化，以让学生有更多机会运用他们所学的翻译理论与翻译手法的知识。同时，选用的体裁也应该是学生在日常生活中会接触到的。

4. 翻译，不仅仅是把语篇从原文语译成译文语的过程。学生也应该掌握评价翻译作品的能力，这有助于他们区分译文的优劣。

H2 翻译课程内容

语言学部分	人类语言共同的特性	• 易境性 • 任意性 • 分离性 • 延生性 • 文化传递性
	词汇	• 词的构造 • 构词的方法 • 衍生义 • 词类 • 固定语
	语法	• '句子'的定义 • 句子成分与它们的功能
	语义	• 词义的类型 • 语义关系
	语用	• 什么是言语义？ • 主要的语用概念：言语行为、指示性、预设、合作原则
翻译部分	翻译简介	• 什么是翻译？ • 译者与读者之间的关系 • 译者的责任
	东西方翻译的发展	• 讨论翻译的发展史（从圣经与佛经的翻译开始），进而探讨翻译的未来发展（机器翻译）
	翻译理论	• 信、达、雅（严复） • 翻译行动的目的 • 翻译规范的本质 • 灵活对等 • 语篇分类

翻译部分	**翻译手法**	- 直译、意译 - 词类转换法 - 增词法、省词法 - 正说反译、反说正译 - 套用法 - 译音、译义（属专有名词译法） - 变序法 - 转句译法 - 异化、归化
	翻译的文类	- 广告 - 报章新闻 - 演讲稿 - 传单 - 报告 - 手册/使用说明书 - 本地食谱（学生只需翻译"做法"的部分） - 本地文学作品（节选）（不包括诗歌、戏剧）
	翻译评论	- 语篇分析 - 分析译者的目的 - 比较原文与译文 - 评论译文

	翻译误区	翻译常犯的错误：
		a. 理解错误
		  i. 词汇理解
		  ii. 语法结构
		  iii. 文化背景知识
		  iv. 逻辑关系
		b. 表达错误
		  i. 用词不当
		  ii. 语句不顺
		  iii. 严重欧化

	新加坡语境下的翻译	- 新加坡是个多元文化、多元语言的社会。新加坡有四种官方语言，即英语、华语、马来语和淡米尔语。语言之间相互影响，许多新加坡独有的词汇也因此产生。 - 学生将通过不同语篇或文类，了解新加坡这独特的社会环境如何影响翻译实践。

3. . INTRODUCTION

H2 TRANSLATION (CHINESE) AND THE 'A' LEVEL CURRICULUM

The 'A' level curriculum offers a broad and flexible curriculum to students entering Junior Colleges (JCs) and the Centralised Institute (CI). It aims to develop in students a wider range of skills so that students are challenged to think critically and creatively.

Translation (Chinese) is a <u>Chinese medium</u> subject designed to develop students' interest and proficiency in practical translation as well as critical appreciation of translations. The subject is offered at H2 level.

2015 is the first year of implementation of the subject. The total recommended curriculum time for Translation (Chinese) in a 2 year programme is 200 hours, with a recommended curriculum time of 4 hours per week.

The first year of examination will be in end 2016 for Junior Colleges and end 2017 for Centralised Institutions.

4. SYLLABUS FOR TRANSLATION (CHINESE)
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INTRODUCTION

Translation is the process of transferring text from one language into another. It is a complex skill requiring several abilities. The term "translation" is normally reserved for written renditions of written materials. Translation is thereby distinct from interpretation, which produces a spoken equivalent between two languages. A successful translation is one that conveys the explicit and implicit meaning of the source language into the target language as fully and accurately as possible. From the standpoint of the user, the translation must also meet the prescribed specifications and deadlines.

Competence in two languages is necessary but not sufficient for any translation task. Though the translator must be able to (1) read and comprehend the source language and (2) write comprehensibly in the target language, the translator must also be able to (3) choose the expression in the target language that both fully conveys and best matches the meaning intended in the source language. The relationship between language competence and knowledge of translation theories and strategies described as follows: Language (linguistic) sensitivity provides the translator with possible options. Translation theories and strategies help him select the best option according to the needs of the task.

H2 Translation (Chinese) is a <u>Chinese medium subject</u> designed to encourage students' interest in the Chinese language through analysis of practical issues associated with communications across languages and cultures. Students will learn to analyse both the Chinese language and the English language, and perform translations of texts from Chinese to English, and vice versa. The subject also develops students' critical thinking and reflection skills, as students will be required to both rationalise their translation choices, and demonstrate critical appreciation of translations. In addition, students will understand the contexts in which translation operates in Singapore and think about the issues that surround localised translations.

PREREQUISITES

As H2 Translation (Chinese) will require students to study and analyse the construct of both Chinese Language and English Language, and perform translation from English Language (EL) to Chinese Language (CL) and vice versa, students would need to be sufficiently competent in both EL and CL. The prerequisite criteria for H2 Translation (Chinese) will be:

    i.   At least A2 in GCE 'O' Level English Language and GCE 'O' Level Chinese Language

   OR

    ii.   At least A2 in GCE 'O' Level English Language and at least B3 in GCE 'O' Level Higher Chinese Language

AIMS

The H2 Translation (Chinese) course aims to:

- Develop students' skills to compare and contrast the Chinese and English languages
- Develop students' understanding of translation theories and strategies
- Develop students' ability in the precise comprehension of source texts and accurate production to target languages
- Develop students' ability in the critical appreciation of translations

LEARNING OUTCOMES

By the end of the course, students will be able to:

    a) Make systematic comparisons of Chinese and English languages
    b) Demonstrate understanding of translation theories and strategies
    c) Produce appropriate translations of Chinese text to English, and English texts to Chinese
    d) Demonstrate critical appreciation of translations
    e) Demonstrate understanding of socio-cultural and functional issues in the Singapore context

GUIDING QUESTIONS

The study of H2 Translation (Chinese) is framed by the following guiding questions:

- How are the constructs of the Chinese language and English language different?
- What makes a good translation?
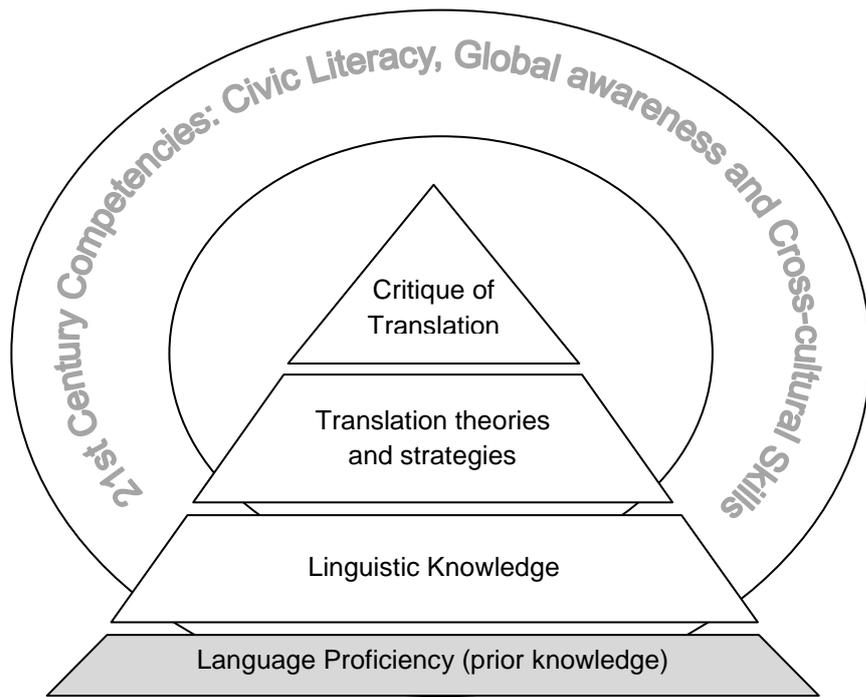- What are the considerations in order to perform a good translation?

5. CONTENT

The H2 Translation (Chinese) course is made up of two main components, linguistics and translation. The linguistic component serves as a foundation for the course, and provides students with the tools and imbues them with the aptitudes for systematic analysis of both the English and Chinese languages. The translation component builds upon this foundation and provides students with the strategies and theories of translation. Further, the translation component develops students' ability to critically analyse translations as well as the appreciation of cultural contexts in translation. All of this is built upon students' proficiency in both the English and Chinese languages. Without a high level of proficiency in both languages, students will not be able to perform translation nor analyse translated texts.

The relationship between the various components of the subject can be described as follows: Language proficiency and linguistic sensitivity provides the translator with possible options when engaging in the translation task. Translation theories and strategies help him select the best option according to the needs of the task. Learning to perform critical analysis of translation develops appreciation of source and translated texts, and heightens awareness in the issues of translation. The systematic consideration of language and translation issues develops improved communication skills, keener global awareness and cross-cultural skills and prepares the learner for the 21st century.

This relationship is explicated in the diagram below:

Critique of
Translation

Translation theories
and strategies

Linguistic Knowledge

Language Proficiency (prior knowledge)

21st Century Competencies: Civic Literacy, Global awareness and Cross-cultural Skills

Linguistic Component	(25% of curriculum)
Content	**Remarks**
Design features of human language • Displacement • Arbitrariness • Duality • Productivity • Cultural transmission	• Introduction to "human language" in contrast to other forms of communication (between humans, between animals). • Introduction to the design features common to languages around the world. • To develop students' metalinguistic awareness necessary for the scientific study of language.
Morphology and Lexicon • Structure of words • Ways of making new words • Ways of using old forms to get new meanings • Parts of speech • Fixed expressions	• Understand the concepts of "word", "lexicon", and "parts of speech". • Show how the structure of words in a language can be described. • Identify and exemplify some of the main ways of creating new words. • Compare and contrast between EL and CL and develop an understanding of the impact to translation.
Syntax • Notion of Sentence • Syntactic units and their functions	• Understand the key concepts of syntax: Openness, grammaticality and hierarchical structure. • Present the fundamental syntactic units, and give criteria for their identification. • Understand the need to identify syntactic relations. • Identify some of the major types of syntactic relation. • Compare and contrast the differences in the structure of sentences between EL and CL. • Develop understanding of the impact to translation.
Semantics • Different types of meanings • Semantic relations	• Differentiate among different types of meaning, including between literal and non-literal (figurative) meanings. • Discuss the main semantic relations between words. • Develop understanding of the impact to translation.
Pragmatics • What is utterance meaning? • Key pragmatic concepts: speech acts, reference, presuppositions, cooperative principle	• Understand the difference between sentence meaning and utterance meaning. • Understand the 4 key pragmatic concept: speech acts, reference, presuppositions, cooperative principle. • Understand the role of context in utterance meaning. • Develop understanding of the impact to

	translation.

Translation Component (75% of curriculum)

Content	Remarks
Introduction to Translation:	• What is Translation? • The relationship between a translator and his readers. • The role of a translator. • Different types of translation, e.g. subtitling.
The Development of Translation in the East and West	• Will start with the translation of religious scriptures, e.g. Bible for the West and Buddhist scripture for the East and touch on the future development of translation, i.e., machine translation.
Translation Theories 1. 信("Fidelity") 、达 ("Comprehensibility")、雅 ("Elegance") 严复(Yan Fu) 2. System Theories: Norms of Translation (Gideon Toury) 3. Equivalence and Equivalent Effect: Dynamic Equivalence (Eugene Nida) 4. Functional Theories of Translation: Skopos Theory (Hans. J.Vermeer) 5. Discourse and Register analysis approach:Text Typology (Ian Mason and Basil Hatim) Common Problems of Non-equivalence	• Students will learn the main features of each translation theory and the rationale behind their formation. • Students will read one or two articles by/on the respective translator and reviews on their translation theories. • With this knowledge, students will be able to critique translated texts. • **The translation theories taught can be applied when translating works of any genre.**
Translation Strategies **(Teaching Hours: 120 hours, including practical)** 1. 直译 (Literal Translation:	• The various types of translation strategies will be taught, starting from translation at the sentence level before moving on to the textual level. • Students will need to tap on their linguistics knowledge when executing translation as they need to be aware of some of the

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Metaphrase)
 	
2. 意译 (Free Translation: Paraphrase)
 	
3. 词类转换法(Transposition)
 	
4. 增词法 (Expansion)
 	
5. 省词法 (Omission)
 	
6. 正说反译、反说正译法; 套用法 (Modulation)
 	
7. 译音法（属专有名词译法）[Transliteration]
 	
8. 译义法（属专有名词译法）[Through-Translation]
 	
9. 变序法 (Denominalization)
 	
10. 转句译法 (Recasting)
 	
11. 异化 (Foreignisation)
 	
12. 归化 (Domestication)
	grammatical differences between the English and Chinese Language, to decide which translation strategies they should adopt when translating a sentence or short text.
	
	• **The translation strategies taught can be applied when translating works of any genre.**
	
	• Teachers will also incorporate the "Common Pitfalls" for some of the Translation Strategies.
	
	--- Common Pitfalls in EL-CL Translation
	
	1. Error in Understanding the meaning of the text 理解错误
	
	   • Lexicon 词汇理解
	
	   • Grammatical Structure 语法结构
	
	   • Cultural Understanding 文化背景知识
	
	   • Logical reasoning 逻辑关系
	
	2. Error in Expression 表达错误
	
	   • Mis-use of words 用词不当
	
	   • Sentence Sequence 语句不顺
	
	   • Westernization 严重欧化

1. **Translation Genres***Advertisements 2. News Articles 3. Speeches 4. Brochures 5. Reports 6. Manuals 7. Local Recipes（Students are only required to translate the "Method" component) 8. Extracts of Local Literary Texts: (except poetry and	• Students will be expected to perform EL-CL and CL-EL translation for the mentioned genres. • Students will be taught how to apply the translation theories and strategies which they have learnt earlier when they translate the different genres. They would be asked to consider the target audience, the objective of the source text before they start translating the texts. • **When selecting the materials for teaching and learning, teachers are to ensure that the materials are:** 1) Able to illustrate the translation strategies or theories taught/to be taught 2) The content are age-appropriate and

drama)	level-appropriate.
*Students are only required to translate a few paragraphs or short extracts of the genres listed, for both exercises and assessment.	
Translation Criticism • Text Analysis • The Translator's Purpose • Comparing the translation with the original • Evaluation of Translation	• Students will be taught how to appreciate and critique translations, based on the theories and strategies adopted by the translators. • A re-cap of the common pitfalls in translation. Common pitfalls in translation at the lexical and structural levels will be studied. This knowledge will be required for the evaluation of translated texts.

Common Pitfalls in EL-CL Translation
 	
1. Error in Understanding the meaning of the text
 	
  • Lexicon
 	
  • Grammatical Structure
 	
  • Cultural Understanding
 	
  • Logical reasoning
 	
2. Error in Expression
 	
  • Mis-use of words
 	
  • Sentence Sequence
 	
  • Westernization
	• A re-cap of the common pitfalls in translation. Common pitfalls in translation at the lexical and structural levels will be studied. This knowledge will be required for the evaluation of translated texts.

Contrastive Understanding at the Text Level 1. Socio-cultural issues (cross-cultural interpretation) 2. Functional issues (intentions vs acceptance)	1. Singapore is a metropolitan city with the co-existence of many cultures. Due to its strategic location and unique history, languages and cultures have evolved in Singapore. 2. One of the most pertinent challenges in translation is the understanding and interpretation of the subtle similarities and differences between these languages and

	cultures
	3. This bicultural component aims to develop students' ability to distill the socio-cultural similarities and differences between Chinese and English in the Singapore context, as well as for students to examine the translation strategies and vocabulary use which should be used due to this context.

4.   Students would also consider and evaluate the functional issues of translation in the Singapore context. |