**重庆第二师范学院全日制本科生毕业论文**

**开题报告**

**外国语言文学 学院**  英语（非师范） **专业** 2016 **级**

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| **论文题目** | Translation Report of *Culture and Translation* | | | **开题日期** |  |
| **学 号** | 1610403137 | **姓 名** | 吴萍频 | **指导教师** | 李亚星 |
| **Background of the translation**  *Technical Communication* is a popular science book about writing and technology published by Xiaoxiao Publishing House. The original text is telling in a simple, straightforward way, with more layout content, and can learn a lot of relevant knowledge about document design and production. The project will need to translate the source text into Chinese from September 9 to October 21, 2019, and complete the task of reviewing and typesetting. The target audience for translation is Chinese readers who interested in technical writing. From September 9 to October 19, it took 33 days to complete the translation project. During this period, the author of the report acted as translator, reviser and typesetter.  Implementation:  2019.9.9-2019.9.10 Divide the translation part of *Technical Communication*  2019.9.11-2019.9.16 Extract proper nouns and make a table  2019.9.17-2019.10.02 Complete the first draft  2019.10.05-2019.10.10 Review the first draft  2019.10.16-2019.10.21 Type set and complete final draft  Mike Markel, the author of *Technical Communication*, is director of technical communication at Boise State University, where he teaches both undergraduate and graduate courses. The former editor of IEEE Transactions on Professional Communication, he is the author of numerous articles and six books about technical communication, including Ethics and Technical Communication: A Critique and Synthesis.  *Technical Communication* is divided into five parts. Part 1 is understanding the Technical Communication Environment. Part 2 is planning the document. Part 3 is developing and testing the verbal and visual Information. Part 4 is learning important applications. Part 5 is appendix about reference handbook. The book is highlighting the importance of the writing process in technical communication and giving equal weight to the development of text and graphics in documents and websites. The sixth chapter, Researching Your Subject, is the part translated by the author of this report. This section focuses on using social-media data in research and tracking sources using online research tools.  Through this translation, the author learned about the technical communication and how to translate this type of text. And this plays a role in the spread of technical communication. What’s more, the translator can strengthen the knowledge of technical communication after translation. At the same time, the translator hopes that this part of translation can help people who want to learn about technical communication. Furthermore, translation strategy of domestication, the translation method of free translation and the translation techniques of addition can provide help for others. | | | | | |
| **Contents of the translation report**  Mike Markel introduced that the language of technical communication is easier for readers to understand. The sixth chapter describes how to conduct research. From a lexical perspective, the text uses many proper nouns, including the media, the name of the research tool, and the name of the person. From the sentence level, the author often uses long sentences, mainly composed of attributive clauses and adverbial clauses.  The preparation for translation begins with reading the full text, collecting text-related materials, understanding the background of the book and the author's introduction, and reviewing the author's other translation books, *Practical Strategies for Technical Communication*. The second step is to analyze the content and writing characteristics of the original text. Then, use Solid Converter to convert the format of the original text. Next, import the file into MemoQ and complete the pre-translation through Google Translate. Last but not least, export various types of files on MemoQ and make a glossary with Tmxmall.  Translating this book, the author used Skopos Theory. As a relatively comprehensive theoretical system, German functional translation theory divides the text types of translations with great initiative, especially the communication purpose of translation. The first is the shift from source-text oriented theories to target-text oriented theories and the second is the shift to include social factors as well as linguistic elements in the translation training models (Gentzler, 1993: 70). All Skopos Theories have a common feature, that is, the core of translation research is "the function of text and translation." In other words, translation and language functions are inseparable. Both Rice and Nord believe that the function of the text is determined by the purpose of communication. This view is similar to the translation strategy centered on the recipient or centered on the target language culture. On the basis of the combination of Buhler's language function and Rice's text typology, Nord is referring to Jacobson's theory of language function. In *Translating as a Purposeful Activity: Functionalist Approaches Explained* (Nord, 2001:40-43), proposed four text functions focusing on translation studies: the Referential Function, the Expressive Function, the Appellate Function and the Phatic Function. The main purpose of this book is to give the reader information and how to do it. In order to achieve this goal, it is necessary to rationally select and organize the textual information of this book. Therefore, the appropriateness of the expression of information functions is directly related to the realization of the calling function. At the same time, this book also includes information on the characteristics of research methods, tools and media resources, as well as the referential functions of the information text. Therefore, this book has the characteristics of both the summoning function and the information function.  The translation strategy adopted by the translator of the translation process is mainly domestication. The source text is a technical communication book. The source text language style is easy to understand, but it is not a paper or report on academic research. The target audience of the translation is mostly ordinary readers. The translation should be close to the reader, using words that are consistent with the language of the target reader. | | | | | |
| **Methodology of the translation**  Under the guidance of domestication, the translator adopts free translation methods and some translation techniques, such as amplification and splitting.   1. Free translation   Free translation, also called liberal translation, stresses on the meaning of the original text, while not closely follow the form, structure or rhetoric of the original text. But free translation cannot delete or add the content of the original text casually.  For example, “The good news is that there are billions of pages of information on the web. The bad news is that there are billions of pages of information on the web.” is translated as “好消息是，网络上有数十亿的信息页面，坏消息也是如此”. But if we use literal translation, it is translated as “好消息是，网络上有数十亿的信息页面。坏消息是，网络上有数十亿的信息页面”.  In literal translation, the sentence structure is closer to the original text, but repeated words make the whole sentence seem lengthy and lacking in fun. In free translation, the expression of the sentence is more in line with the reader's language habits, making the sentence more fluent and readable.   1. Amplification   Amplification is the addition of words, phases or sentences based on the source text. It helps “the structure of translated sentence more completely and the expression of source information more accurately (Feng, 2001)”  For example, “This is a broad term encompassing several kinds of media, all of which include user-generated content” is translated as “这是一个广义的术语，涵盖了几种媒体，所有媒体都包含用户生成的内容”.  The author uses “all of which” in the sentence to replace what appears in the previous sentence. In combination with the previous sentence, the author says "several kinds of media", then "all" in this sentence can well understand what it refers to. Therefore, when translating, translation is required to ensure the integrity of the meaning.   1. Division   The method of translation is to translate a word or phrase in the original sentence into a single sentence or clause in the target language, or to translate a long and complex sentence in the source language into two or more sentences in the target language (Tan, 2005). There are a large number of long sentences in the source text. When translating these sentences, this translation technique is used to translate long sentence into multiple short sentences.  For example, “Whether that expert is a world-famous scientist revising an earlier computer model about the effects of climate change on agriculture in Europe or the head of your human-resources department checking company records to see how the Affordable Care Act changed the way your company hired part-time workers last year, your goal is the same: to acquire the best available information—the most accurate, most unbiased, most comprehensive, and most current” is translated as “无论是有着世界著名科学家称号的专家，他正在修改有关气候变化对欧洲农业影响的早期计算机模型；还是你的人力资源部门负责人检查公司记录，以了解《平价医疗法案》如何改变了你公司去年雇用兼职员工的方式。对于这些，你的目标都是一致的：获取最佳的可用信息，也就是最准确、最公正、最全面和最新的信息”.  In English, long sentences are used more frequently, and in Chinese, they tend to be short sentences. Translating this long sentence into several short sentences makes the sentence easier to understand, and more in line with Chinese reading habits. | | | | | |
| **Schedule of the translation report**  Semester 7: Before week 12, to finish checking topic  Week 12, to decide the topic  Week 13, to assign the task of thesis writing  Week 14 to week 17, to finish the first and second draft  Semester 8: Week 1- week 4, to finish the second draft  Week 5- week 8, to finish the third draft  Week 9-week 10, to finish the final draft  Week 11- week 12, the first thesis defense  Week 13- week 14, the second thesis defense | | | | | |
| **References**   1. Gentzler E. Contemporary Translation Theories [M] London: Routledge, 1993. 2. Nord, Christiane. Translating as a Purposeful Activity [M]. Shanghai: Foreign Language Education Press, 2001：12-14. 3. 冯庆华. 实用翻译教程[M] 上海:上海外语出版社, 2001. 4. 谭卫国. 新编英汉互译教程[M]. 上海: 华东理工大学出版社. 2005. 224 | | | | | |
| **指导教师意见：**      **指导教师（签名）：**  **年 月 日** | | | | | |
| **教学单位意见：**    **学院（盖章）**  **年 月 日** | | | | | |

注：开题报告应在教师指导下由学生独立撰写，开题报告通过后方可进行毕业创作。