**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** | A Report on Chapter 5 from *Technical Communication--*《技术交流》第五章翻译报告 | | | **开题日期** | 2019.12.07 |
| **学 号** | 16104031141 | **姓 名** | 廖林 | **指导教师** | 李亚星 |
| **Background of the translation**  **Background of the text:**  *Technical Communication* is a popular science book about writing and technology written by Mike Markel. It was published by Bedford/St. Martin's. *Technical Communication* is mainly talking about 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 book is divided into 5 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 talking about learning important applications. Part 5 is appendix about reference handbook. The author was responsible for the Chapter 5 of Part 2, *Analyzing Your Audience and Purpose.* There are totally 7153 words. Chapter 5 includes four parts, the first part is a new, more-detailed introduction to the role of audience and purpose, the second part is advice on using social-media data in audience analysis, the third part is cases focusing on an audience’s needs and interests and the last part is learning curves on analyzing your audience and purpose. This chapter focuses on the importance of audience roles and goals, using social-media data suggestions and cases in audience analysis, and telling other writers to focus on the needs and interests of the audience.  Mike Markel, the author of *Technical Communication*, is a director of technical communication at Boise State University, where he teaches both undergraduate and graduate courses. The former editor of IEEE, and there are still many books of him, such as *the Detectives Seagate and Miner Mystery series, Ethics in Technical Communication.*  **Text feature analysis:**  Lexical level:  There are many proper nouns in the source text, which can make the text more professional and authoritative, reflect the authenticity of the information, and increase the reader's knowledge reserve. Other common nouns are simple and they can play a good role in conveying information.  Syntactic level:  In order to make the text rigorous and accurate, the source text uses long sentences. Therefore, there are many clauses or compound sentences in the source text. These sentences usually have subordination or parallel relationship. The large number of long sentences makes it difficult to analyze the original text.  Discourse level:  The source text is organized logically, and the enumeration method is used in many places. The source text is always personally consistent, and the second person is used throughout the text.  Rhetoric level:  The function of informative text is to convey information, emphasize the authenticity and accuracy of the content, and do not need gorgeous words and emotions, so the rhetoric in the original text is not particularly prominent. Only when giving some examples the method of parallelism would be used.  **Value and purpose:**  In this chapter, the author mainly writes the purpose and methods of analyzing the audience. People can learn some methods about how to analyse the audience, such as the method: Using an Audience Profile Sheet. Technical writing is emerging for many Chinese people, so translating this chapter can introduce it to readers to make it more popular among Chinese people, to help more people to learn about technical writing, learn advanced foreign knowledge. So that technical writing can develop better and faster in China. At the same time, during the process of translation, it not only enriches the translation experience of translators, the translator also learns how to translate long sentences and some proper nouns. Last but not least, this translation project deepens the translator's understanding and application of skopos theory. | | | | | |
| **Contents of the translation report**  **Introduction：**  **Literature review:**  This translation refers to a lot of literature. Before the translation, the translator read the *Analysis of Hans J. Vermere's skopos theory* (《析汉斯·费米尔的目的论》), in this passage, the author introduces the background, development, contribution, and shortcomings of skopos theory. These can help the translator understand teleology in a deeper level, and it can be better applied to translation. After reading *Analyze audience psychology for effective communication*（《分析受众心理进行高效传播》）, the translator learned that in order to attract the audience to improve the economic and social benefits of the media, the media must analyze the audience based on the audience. This article helped the translator had a deeper understanding of "audience", which has greatly helped translators to understand the source text.  **Process：**  Pre-translation: After getting the source text, the translator first read through the full text and conducted a preliminary understanding and analysis of the original text. Then read some related literature and materials. Finally, the translator used the PDFelement to convert the original file from PDF format into Word format.  During the translation: The translator performed a pre-translation with Google Translate, and then imported it into MemoQ, modifying it sentence by sentence.  Post-translation: After the translation and proofreading, the translator exports the translation from MemoQ, including the Chinese version of Word, the bilingual version of Word, the glossary and memory base.  After finishing all the work above, the translator uploaded the documents to GitHub on October 21 according to the requirements of the client.  **Application:**  The translation strategy used by the translator is domestication, that is, the source language is localized, the target language or target reader is the destination, and the original language readers are used to convey the content of the original text.  The translator used many translation techniques, for example:  Annotation:There are many differences between English and Chinese cultures, and some words in English do not have equivalent expressions in Chinese, forming a vacancy in the meaning of words. In this case, E-C translations often use the method of annotation to make up for the vacancy. In many cases, there is no accurate official translation, so the annotation can usually be used to supplement relevant information.  Transliteration:"Transliteration" refers to a method of expressing a character symbol in one language with a character symbol in another language that has the same or similar pronunciation.  Division: The division refers to dividing the original sentence into two sentences or more sentences. 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.  **Conclusion:**  In the process of translation, the translator encountered many difficulties. But in the end, by searching for information on the Internet, asking the teacher or discussing with the classmates, the difficulties were all solved one by one. Through this translation, the translator has increased the translation experience and improved the translation capabilities. In general, this translation can basically be achieved.  **Table of content:**  [1.Introduction](#_Toc6606539)  [2.Project Overview](#_Toc6606540)  [2.1 Project Background](#_Toc6606541)  [2.2 Text Background](#_Toc6606542)  [2.3 Translation Procedure](#_Toc6606543)  [2.3.1 Pre-translation Preparation](#_Toc6606544)  [2.3.2 During the Translation](#_Toc6606545)  [2.3.3 Post-translation](#_Toc6606546)  [3.Theoretical Framework](#_Toc6606547)  [4.Translation Preparation](#_Toc6606548)  [4.1 Analysis of the Source Text](#_Toc6606549)  [4.2 Translation Resources](#_Toc6606550)  [5. Analysis of the Translation](#_Toc6606551)  [5.1 Translation strategy: Domestication](#_Toc6606559)  [5.2 Translation Methods](#_Toc6606560): [Free translation](#_Toc6606561)  [5.3 Translation techniques](#_Toc6606562)  [5.3.1 Annotation](#_Toc6606563)  [5.3.2 Division](#_Toc6606564)  5.3.3 Tranliteration  [6. Summary](#_Toc6606565)  [7. Conclusion](#_Toc6606566) | | | | | |
| **Methodology of the report**  Literature reading refers to a method by which people read and understand the content of a document.  Inductive refers to obtaining a more general rule from many individual cases. This method is mainly based on the existing data collected and analyzed, and finally a general conclusion can be drawn.  Deductive is a method of deriving individual conclusions from existing universal conclusions or general affairs. From a larger range, gradually narrow down to the specific range required.  The author wrote this report by literature reading. The translator searched some documents about audience analysis on CNKI, which improved the translator's understanding of the source text. The translator also searched for some literature on skopos theory, which helped the translator to better understand the theory and apply it more proficiently in the translation. | | | | | |
| **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. 熊兵.翻译研究中的概念混淆——以“翻译策略”、“翻译方法”和“翻译技巧”为例[J].中国翻译,2014,35(03):82-88. 2. 张美,王荣媛.论归化异化翻译策略选择的影响因素[J].英语广场,2019(05):19-20. 3. 李光群.英汉翻译的几种技巧[J].长江大学学报(社会科学版),2012,35(01):93-94+192. 4. 郑明月. 文本类型视角下信息型文本的英译策略[D].上海外国语大学,2019. 5. 马万平.析汉斯·费米尔的目的论[J].语文学刊(外语教育与教学),2010(03):99-100 6. 王振平,夏琴.功能对等论与目的论之比较[J].哈尔滨学院学报,2012,33(12):61-64 7. 焦翠兰,焦俏红.分析受众心理进行高效传播[J].北方文学(下半月),2010(01):127-128. 8. 张万防，黄宇洁主编. 翻译理论与实践简明教程[M]. 武汉: 华中科技大学出版社，2017. 8 9. 黎昌抱，邵斌主编 中外翻译理论教程[M] 浙江大学出版社,2013.1 | | | | | |
| **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** | | | | | |

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