TRAN2130 - Language Studies for Translation

Course learning outcome

With the completion of this course:

1. Students should be able to appreciate Chinese and English as two languages with distinct grammatical features, the understanding of which should get them better equipped with linguistic knowledge relevant to translation.

2. Students should understand better how language actually works at the textual level; such awareness is quite different from what they have always learnt about language accuracy being restricted only to grammaticality at the sentential level.

3. Overall students should have their sensitivity towards the Chinese and English language heightened, that they are not just random composites of words (in particular English which is considered more rule-governed), but that (on top of the requirement of grammaticality) language is as it is because of the communicative function it has to perform.

Course syllabus

1. The sounds of Chinese and English, and the role they play in language rhetoric and transliteration. 中文及英文的語音，語音的修辭作用及在音譯中扮演的角色

2. The parts of speech in Chinese and English (Differences and similarities in categorization); a preliminary introduction to the rules of English word-formation 中英詞類的劃分（其相同及相異之處），英語構詞法初探

3. Structural differences between Chinese and English clauses/sentences and their implications for translation approaches 中英句子結構異同分析及其對翻譯方法有何指導意義

4. Thematic structure of sentences in Chinese & English - How far the position where a sentential element is placed in a sentence has an impact on its communicative function 中英句子的主題結構及語序對交際功能的影響

5. Topics on cohesion, how the consideration of these implies textual linkage should be taken into consideration in translation, and various strategies to achieve cohesion in C & E. 中英文銜接手段的類別及翻譯時使用銜接手段要注意的問題

6. The nature of Chinese being characterized by parataxis and English by hypotaxis 中文作為形合語言與英文作為意合語言的特質

7. The concept of negative transfer and how instances of transfer can result in "translationese" and the language quality of the target text 語言負遷移的現象及負遷移如何引致翻譯腔及譯文質素不佳

Assessment type and percentage

Assessment Type	Percentage
1. Essays (Assignments)	60%
2. Other (Class participation)	10%
3. Short answer test or exam (Exams)	30%

Feedback for evaluation

Students are welcome to provide their feedback on the course through 歡迎學生透過以下途徑發表課程意見

- mid-term questionnaires 學期中問卷調查
- end-of-term questionnaires 學期尾問卷調查
- emails 電郵

Required readings

None

Recommended readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English.* Essex: Pearson Education Limited. (A very thick book for reference purpose only)
2. Darling, C. Guide to Grammar and Writing. http://grammar.ccc.commnet.edu/grammar/
3. Halliday, M.A.K. 2004. *An Introduction to Functional Grammar.* (3rd ed.) London: Arnold.
4. Halliday, M.A.K. & Hasan, R. 1976. *Cohesion in English.* London: Longman.
5. Huddleston, R. 1984. *Introduction to the Grammar of English.* Cambridge: Cambridge University Press
6. Knoy, T. Technical English, Writing handouts, Unit 5. 柯泰德線上英文論文編修訓練服務 http://www.chineseowl.idv.tw/html/u.htm
7. Strunk, W. The Elements of Style. http://www.bartleby.com/141/
8. Swan, M. (2005). *Practical English Usage.* (3rd ed.) Oxford: Oxford University Press.
9. 北京大學中文系現代漢語教研室 (2003)《現代漢語專題教程》北京:北京大學出版社
10. 黎錦熙(2001) 《新著國語文法》北京:商務印書館
11. 劉密慶 1986. 《文體與翻譯》北京:中國對外翻譯
12. 盛玉麒. 現代漢語 http://www.yyxx.sdu.edu.cn/chinese/

Note that this is not an exhaustive list; readings and other resources will be recommended/ distributed throughout the course