

## 科技英语汉译中卡特福德翻译转换理论的应用探析

高梅

**摘要:**近年来,随着全球化经济的迅速发展,世界科技也得到了迅猛的进步,全球性的科技交流也日趋频繁,科技在全球性的科技交流中起着沟通的桥梁作用。在本文中,笔者根据自身的实践经验并结合对科技英语汉译中卡特福德翻译转换理论的应用调研,对卡特福德翻译转换理论进行了简要的概述,对科技英语汉译中卡特福德翻译转换理论应用的实用性与可操作性进行了详细的分析,并对卡特福德翻译转换理论在科技英语汉译中的应用进行深入的研究与探讨。

**结论:**通过本文的论述可知,在科技英语的翻译中,卡特福德翻译转换理论的应用从短语、词汇以及句子等基础的层面出发,把原文与译文的关系研究作为重点,对译文中各个层面中的转换过程进行了客观、详细的描述,对于科技英语的翻译实践具有直接的指导作用。因此,科技英语翻译人员在进行科技翻译过程中不仅要做好对结构转换理论、词类转换理论、内部系统转换理论以及单位转换理论在科技英语翻译中的合理应用工作,而且要紧跟时代发展步伐,积极引进国外先进的翻译理论,并结合实际对其灵活的运用,对翻译理论不断的改革创新,进而保障科技英语翻译的质量与水平,促进科技翻译理论的可持续发展。

## 漂泊在“第三空间”——奈保尔的人物形象塑造和文体风格概述

李筠

**摘要:**奈保尔是后殖民主义语境中典型的漂泊在“第三空间”的流散作家。依据霍米·巴巴的后殖民主义理论对奈保尔在“第三空间”的生存状况、创作主题、人物形象塑造和文体风格进行解读可以为世界后殖民主义英语文学的研究提供借鉴。

**结论:**背负双重的移民背景,双重的文化身份,反复在“寻根”和精神家园的重建中不断迷失,不断绝望,却又不弃追求的奈保尔生活在一个多元、复杂而矛盾的空间,这一空间就是霍米·巴巴在其后殖民理论中着重定义的“第三空间”。奈保尔在“第三空间”的生存和文学创作,尤其是他作品中的人物形象塑造与文体风格,可谓是外来移民及移民宗主国的原殖民地人,即“他者”文化中的流散者和边缘人的一个鲜明写照。这位后殖民作家和流散作家不属于任何一个国家与文化,但又为漂泊于“第三空间”的所有“无根”的人寻

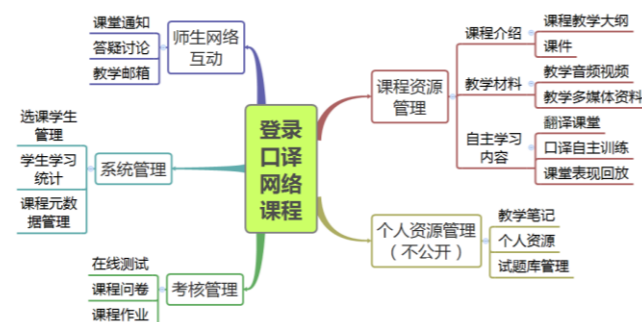
找到建立一个宏大的,普世性的精神家园的希望。进入二十一世纪以来,随着我国经济及科技实力的增长,我国文化与世界各文化的交流得以加强,跨文化研究和多元文化主义研究受到很大重视。在这样的背景下,对生存在“第三空间”的奈保尔其人其作进行后殖民主义语境的研究不仅具有理论价值和现实意义,还可以为世界后殖民主义英语文学的研究提供借鉴。

## 口译网络辅助课程教学设计的优势及效果研究

杜萌萌

**摘要:**以校园网和现代教育信息技术支持下的口译网络辅助课程的应用弥补了口译课堂教学的缺憾,为口译教学开辟了更为科学和有效的途径。文章以网络课程的功能模块为结构分析了口译网络课程设计的内容、功能和优势,并讨论了它的实施和效果。实践证明,口译网络辅助课程设计能够深化并扩展口译课堂教学,实现了以学生为中心的教学方式,能更大地提高口译学习者的口译水平。

**结论:**学生自主学习已经成为高校大学生学习的一种新模式。学生利用口译网络课程所提供的资源,自行进行有针对性的学习和训练,达到了事半功半的效果。网络课程的交流功能还可以使学生在网络上进行交流和讨论,相互协作解决问题,拓宽思维;学生还可以建立自己的虚拟的社区,通过学习提高其人际交往的能力。实践证明,口译网络课程在很大程度上弥补了口译课堂教学的局限,优化了口译教学资源,提高了学生自主训练和参与学习的积极性与责任心,实现了以学生为中心的教学方式,使口译教学更加科学和高效,也从一定程度上提高了口译人才培养的效果和质量。当然,网络课程设计中也存在一些不足之处,比如,在作业评估环节,很难做到针对口译特点的现场评估。因此,这一课程设计还需要不断地实践,并得到学习和使用者的及时反馈,从而得到进一步的完善。



## English Department Post

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## “The Sound of English” Evening Hosted By English Department Hits a Big Time

On the 11<sup>th</sup> June, English Department hosted a wonderful English evening-“the Sound of Music”. This evening is a window into the excellent English language ability and musical talent of the English majors and their teachers, who had made careful preparations and rehearsals for the performances.

The evening opened with singing an English song *Lemon Tree* by four girl students. It unfolded gradually the whole picture with fabulous programmes of various forms one after another, including three classical English songs *Hero*, *Donna Donna*, *A Thousand Year*, *Country Road*, chorus *Today*, three musical plays *Memory*, *Sound of Music*, *Bathing Beauty*, opera *Phantom of the Opera*, two dramas *Three pigs*, *The Frog Prince*, dubbing for well-known English movies, two poetry recitals of *Maiden and Forest*, *A Psalm of Life*, a jazz chant, cup-propped dancing *When I am gone*. *You Raise Me Up*, a chorus by all the

performers finally pushed the evening to a new high as the English evening drew to its close.

All the programmes are woven into a painting of love, enthusiasm and understanding between the teachers and students of the English Department.

“Very impressive. Some programs move me to cheers and tears,” said an audience member. (By杨慧 毕凌成)

## Enchanted Bench

By 钟云伟 2<sup>nd</sup> year English major

A psychodrama contest hit the Hongtu Hall on May 19, 2015. Ten delegations competed to qualify for the final. *Enchanted Bench* by English majors from Faculty of Foreign Languages and Cultures impressed the audiences and got the winner-up. *The drama* is indeed a masterpiece. It starts with a bet made between a kind-hearted girl and a wicked witch from a mirror to prove the existence of humanity. The witch put a spell on a bench and turned it into a magic one. Whoever sat on it would be trapped in forever, unless anybody came to sit on the other side to replace him or her. In order to get rid of the weird bench, friends and lovers betrayed each other. Fortunately, the goodness of two girls broke the witchcraft and they finally got free.



Student MCs



The Frog Prince on the Show

## 院长寄语

热烈祝贺“English Department Post”创刊,这不仅是英语系师生在学院展示风采的舞台,同时也打开了一扇学校了解我院的窗口。英语系有着三十多年的办学历史,在一代代教师们的辛勤努力下,桃李已遍布天下。今天的英语系,教师们正努力追寻前辈足迹,不断寻求新的超越,创造更大的辉煌。

学好英语,世界那么大,才能去看看。祝愿“English Department Post”越办越精彩,让师生们尽情享受英语之美! ——张兵



Teaching Reflection

**Reflective teaching: Exploring our own classroom practice** Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. Reflective teaching is therefore a means of professional development which begins in our classroom.

**Beginning the process of reflection**

The first step is to gather information about what happens in the class. Here are some different ways of doing this. **Teacher diary** is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. **Peer observation** : Invite a colleague to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking. **Recording lessons**: Video or audio recordings of lessons can provide very useful information for reflection. Audio recordings can be useful for considering aspects of teacher talk. Video recordings can be useful in showing you aspects of your own behaviour. **Student feedback**: You can also ask your students what they think about what goes on in the classroom.(Julie Tice, 2004, <https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice> e. Abridged version 李筠老师 供稿)

**Book Review Tess---A Tragedy of the Times**

Tess Durbeyfield, a tragic character was created by Thomas Hardy who was deeply impacted by the tragic view of Arthur Schopenhauer, Greek tragic view and Shakespeare's tragedies. He held the idea that no matter how great the human civilization developed, we can do nothing when fate wants to play tricks on us. Due to this kind of believe, all of his novels have such a character: when the hero are going to access the happiness, the adversities befall them inevitably, like the destiny has settled and make fool of people, and so does Tess Durbeyfield's fate. In this novel, it reveals the shackle of convention explicitly, and Tess

Durbeyfield was the victim of that era though she had courage to pursue the true love and rebel the decadent ideology. She always in a state of auto-accusation ascribed to the traditional idea of chastity. She measured herself whether decent and pure only according to the very concept, it was this that made the "humiliation" was engraved in her heart. Thomas Hardy's pessimism was the product of his period. At 1880s and 1890s, the Great Britain Empire declined, the financial crises approached, so this kind of background also play an important role in Thomas Hardy's writing style. Maybe at the beginning of writing, in order to show the underside of the society, Thomas Hardy didn't decide to give Tess Durbeyfield a "happily ever after" ending, even finally, Tess was together with her true love but unable to escape the nest of convention----she was sentenced to gallows for the crime of intentional homicide. How sarcastic it was! The throne did nothing when Tess was raped by Alec D'Urberville, but it did have its effect when Tess get rid of these impediments on her way to happiness, and on the other hand, Alec deserved it for his offence. (杜萌萌老师 供稿)

Mailbox

**Q: Is there any effective method to help me write a good essay?**

**A: Three main steps:** 1. Writing a good essay entails a good linguistic competence. That is, the support of academic language is essential. Therefore, build language skills before writing an essay. 2. A good essay has a well-organized structure, specific argument and sufficient and relevant evidence. Before writing an essay, make an outline to supply a clear idea to the author himself. Then accumulate information. The author has to follow his outline and try to find some detailed and related information or use brainstorm to find out sentence, a clear thesis statement, perfect and informative main body. 3. A good conclusion helps substantially. It includes the author's opinion, a recommendation or a prediction of the development. 4. Proofreading regarding the spelling and grammatical usage is of great use. Normally, misspelling and poor grammar may cause confusion. (作者: 郑景婷老师)

**美狄亚的阐释史**

杨慧

**摘要:**“美狄亚”母题的传承,是从荷马(Homer)史诗所代表的古希腊神话肇始;至古希腊悲剧时代,则有欧里庇得斯(Euripides)的《美狄亚》、品达(Pindar)的诗作和亚理士多德(Aristotle)的评论;希腊化时期及古罗马时代,又有阿波罗尼乌斯(Apollonius)、奥维德(Ovid)、塞内加(Seneca)、克里斯普斯(Chrysippus)、加仑(Galon)等人的进一步阐释;中世纪与文艺复兴时期的达莱斯(Dares)、狄克提斯(Dictys)、薄迦丘(Boccaccio)、乔叟(Chaucer)、克利斯坦·德·皮桑(Christine de Pizan)等,也以不同方式改写过美狄亚的故事;近、现代对于美狄亚的描述,不仅与理性主义的激情观、荣誉观紧密相连,也与殖民主义的背景、女性主义的观念瓜葛甚多;德国女作家沃尔夫(Christa Wolf)发表于1996年的小说《美狄亚——声音》,则代表着美狄亚母题在所谓“后现代”语境中的回响。而不同时代对美狄亚母题的改写和重述,都在社会环境、时代观念的雕琢和打磨中留下了深刻的历史痕迹。关于美狄亚母题的探寻,或许永远都难以穷尽。不过从品达的“外来者”到沃尔夫的颠覆性的“声音”——以女性作家的读解对美狄亚母题的传承作结,至少可以成全一种相对的圆满。“美狄亚”母题的生成和延续,始终是通过“他异性”的特质而与不同时代的本质主义(essentialism)形成鲜明的针对性,这当是其活力之所在、魅力之所在,或许也作为逻各斯—菲勒斯中心的“永恒的她者”,为“主体解体后寻找主体的陷阱”提供一种解脱的可能。

**Leading Higher Education to the Knowledge Era**

郑景婷

**Abstract:** Leadership in higher educational management has scarcely been given due attention in China. This paper attempts to explore the underlying leadership problems leading to the deteriorating higher education in China. Problems existing in higher education are identified through a review of several surveys conducted and the causes leading to the problems are investigated. Some tentative suggestions to leaders in higher education in China are produced. **Conclusion:** Caldwell's four dimensions of leadership in the transformation of schools are employed. With respect to strategic leadership, two gestalts are invented to change the current situation of structure and operational mechanism, namely, principal-agent relationship and market-governance, in combination with the knowledge of management of

business. Moreover, equity, priority, monitoring, strategic conversation are touched on. On the part of educational leadership, the roles of teaching and learning are emphasized as the core. With regard to responsive education, transparency is encouraged. At last, all theories and ideas are useful only when they are feasible. Therefore, the toughest work to do is to change the culture and implement the ideas. At a time when higher education reform in China is in urgent need, possible strengths, weaknesses, opportunities and threats should be taken into account to meet the challenge from the knowledge society. The only way to enhance China's competitiveness in the global context is to reform, restructure, reframe and re-engineer its higher education.

**本科英语专业的英语语音教学改革探讨**

毕凌成

**摘要:**本文针对昆明理工大学英语专业大一学生在语音课学期末的语音学习情况进行摸底调查。数据统计的结果显示,昆明理工大学英语专业大一新生的语音学习进程处于中等层次阶段。针对学生在语音学习方面的问题,该研究提出语音教学必须采用舌位和嘴型的固化训练,在课外建立语音训练工作坊,借助语音学习软件搭建有效的语音学习平台这三项教学改革策略。

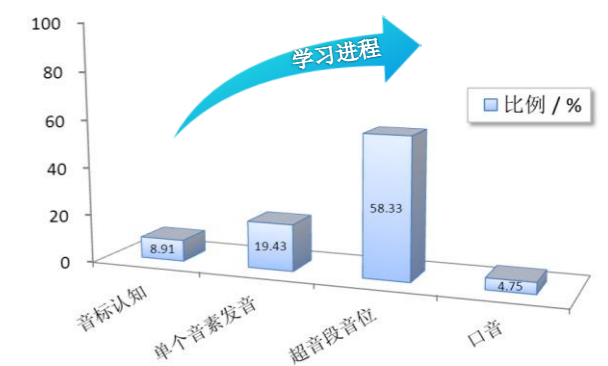


图3 调查问卷规范化分析

**结论:**今后的语音教学将以这三项教学策略作为主线。笔者将对此教学改革进行跟踪,使用调查问卷、测试学生语音等研究手段对教改前后的效果进行比较。发现问题将适时修改。在调查与摸索中,不断完善本科英语专业英语语音课程的教学法。