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Oral Translation of Poetry in Tung Dynasty through Communication Strategies

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Abstract

In our second millennium, oral translation has become very significant due to the speedy globalization phenomenon. However, many elders in Taiwan might not effortlessly integrate into this global village because they did not obtain their opportunity of learning English in their childhood. Therefore, some of the bosses of industries or administrators at schools might not be able to communicate smoothly without an oral translator as their assistant in the international situation.

Truly, when participating the international conferences associated with fields of business, medicine, or education, a fluent and understandable translating staff is essential for two monolingual speakers. Moreover, the interpreter's speedy and comprehensible translation is usually a basis of a successful commercial interaction. For above situation, this study recommends the oral translator should adopt

“Interlanguage” communication strategies that had been promoted by Faerch and Kasper (1983) in their oral translation. Through several techniques of “word-coinage,” “paraphrase,” “exemplify,” and “restructuring,” the oral translator would be able to easier achieve a speedy, accurate and fluent Chinese/English translation.

INTRODUCTION

This study emphasized the significance of international communication through Interlanguage in our global village. In this speedily unified world, introductions of Chinese literature and communications of world literature ideas with common tool of English could be a challenge for many Taiwanese adults. Therefore, the researcher of this study provided an alternative approach of global communication through Interlanguage in order to solve the common problems caused by adult learners’ linguistics limitation.

Definitions of Interlanguage and Cooperation Strategy

Among five communication strategies that Faerch and Kasper (1983) have promoted, this study recommended one of them, Interlanguage strategies as applicable communication methods. In fact, Interlanguage strategy applies the techniques to “generalize” (Blum-Kulka & Levenston 1983; Faerch & Kasper, 1983), “paraphrase” (Faerch & Kasper, 1983; Tarone, 1983), “coinage new words,” (Faerch & Kasper, 1983) and “restructuring” (Bialystok, 1990; Faerch & Kasper, 1983). For example, using “tree nut” to refer to acorn (generalize), using “a cykel there is a motor” to refer to motorcycle, using “airball” to refer to balloon (word coinage), and using “my tummy is empty” to refer to hungry (restructuring).

METHODOLOGY

In a Taiwanese university in Peetow country of Changhua, this research plan trained 40 English majors in Department of English Studies to use

“Interlanguage Strategies” promoted by many researchers (e.g. Faerch & Kasper, 1983). This study indicated that Interlanguage strategies could be an efficient short-cut of fluent English communication in the modern international setting for Taiwanese adult learners. The collected data after training process revealed those adult English learners in night school of MingDao University were able to interpret the poetries in Tung Dynasty with a comprehensive and fluent tone after being trained Interlanguage Strategies for 18 weeks.

This study argued that for English learners of elder generations in this modern Taiwan, a short-cut to global communication is significant. Interlanguage Strategies would make compensations for adult learners’ linguistics limitation. For those who have not been educated in English for a sufficient time due to educational policies in Taiwan, they would still be able to follow the temple of the globalization through applying Interlanguage Strategies. Although the speech productions could be Taiwanese-like and localized, the comprehensible cultural transformations can also be created in a shorter term.

Research Question

How do Taiwanese university students oral translating productions created through Interlanguage strategies sound like?

Populations and Levels in Taiwan

In order to demonstrate the language output (translation output) from Taiwanese university students’ aspects, this study was conducted for a whole year in order to collect the qualitative data. The participants of this study were 40 university majors at Department of English Studies of Mingdao University. For 36 times of two-hour long class in two semesters from 2007 Aug~2008 May, 40 students were trained with 250-page notebook as well as the learning materials of strategy introductions. Students were divided into groups of 4 or 5 in order to practice the

usages in learned communication strategies.

Mostly, the trainer assigned students a certain topics of translation, such idioms of Chinese or poems from Tung Dynasty. Students would have to exchange their ideas with their classmates about their translations of the assigned topic through learned Interlanguage and Cooperation strategies.

Instruments

Students' language productions were collected in their midterm and final examinations of each semester. In two semesters, students were requested to translate different two poems from Tung Dynasty. An A4 paper printed with poetry were given to the students 10 minutes before their speech productions were recorded. When students were ready, the researcher applied a digital recorder pen to collect students' output of translations for one minutes (each student) based on learned strategies. Students' speech were then transcribed and coded as the demonstrations of their strategy application.

Limitations

The demonstration of students' translation might not represent the whole population of Taiwanese students' communicative competence, since they were only a tiny group of Taiwanese university students.

Moreover, the functions of recorder pen were not perfect, so not all 80 times of students' translations were recorded.

Assumption

The students' demonstrations for Chinese poetry might be non-native like because the topics associated with ancient poems usually involve many cultural issues.

Findings of Students' Translations

The followings are students' language productions after being trained to use

Interlanguage strategies as translation strategy. In order to protect students' privacy of the participants, their demonstrations of translations were not displayed with the test takers' names. Based on their knowledge of Interlanguage strategies, students provide their translation for the poems assigned to them in their mid-term and final examinations.

The transcribed and coded speech productions below displayed students' understanding of using Interlanguage strategies as translation strategies. The first two poetries by Lee Bai and Maung How Ran were collected at the end of the first semester (after 17 weeks of training) and the rest data were collected at the end of the second semester (after 37 weeks of training). Not all of the collected data for 80 times in two semesters were displayed and demonstrated since not all of the speech productions were recorded clearly and perfectly.

夜思 李白

床前明月光，疑是地上霜。舉頭望明月，低頭思故鄉。

Sample 1

The bright moon shines on the floor before my bed,
spreading a slivery glow that looks like a piece of white frost.

Raising my head, I see the glowing moonbeams,
and realize it is only moonlight on the ground.

I think of home and can not help sadly dropping my head.

Sample 2

Bright moonlight falls before my bed;

I guessed it was the frost on the ground.

Lifting my head,
 I gazed the moon;
 Bowing my head,
 I think of mother country.

Sample 3

The bright moonlight shined in front of my bed,
 which made me doubt it's the ice on the ground.
 I raise my head and take a sight of moonlight,
 and then I lower the head and long for my place of birth.

Sample 4

The bright moonlight shone before my bed.
 I wondered that was the frost on the ground,
 but I later discovered it was not.
 I raise my head and see the moon in the sky.
 Then I lower my head later to recall my homeland.

Sample 5

It was the bright moonlight in front of my bed,
 but I thought it was the frost on the ground.
 I raise my head and stare at the moon,
 but truly I was thinking about my own homeland.

Sample 6

While waking up at night,

I saw a layer of white frost on the ground.
 Later I realized that is the bright moonlight in front of my bed.
 I could not help bowing my head,
 and think of my family,
 after I was looking at the bright moon on the sky at night.

Sample 7

In front of the bed,
 you can see the moon light.
 I think it is just the ice on the land.
 I look up the sky and watch the moon of the night.
 I low the head,
 and I miss my country and my family.

Sample 8

The moon light shined before my bed,
 and I guessed it might be the ice on the ground.
 I look up at the moon in the sky,
 and I bow my head and think of my hometown.

Sample 9

In the Quiet Night Thinking
 The moonlight is shone in front of the bed;
 I suspect it is the frost on the earth,
 I look up the moon in the sky,
 and the low head begin to miss one's own homeland.

Sample 10

The moonlight shines bright in front of my bed,
 My heart is as cold as the frost on the floor.
 I raised my head and look at the moon in the sky,
 Then, I lower my head and start to think of my hometown.

Sample 11

The bright moonlight on before bed.
 I doubt is frozen ground.
 I raise my head to look at the bright moon.
 Lower the head to remember lovingly my hometown.

Sample 12

Sine the moonlight in front of the bed,
 I suspect that it is the frost on the ground,
 Looking up at the bright moon in the sky,
 I bow and miss my own homeland.

Sample 13

Based on the bed bright moonlight,
 I suspect it is the frost.
 I raise my face and see the bright moonlight in the sky,
 then lowers the head down.

Sample 14

Bright moonlight falls before m bed;
 Looking like frost on the ground.
 Lifting my head,
 I gaze on the moon;
 dropping my head, I think of home.

Sample 15

The moon shines on before the bed,
 I doubt the frost on the ground.
 Raise my head look at the moon in the sky,
 lower the head start yearn hometown.

Sample 16

To illustrate in front of bed's moonlight.
 I am to assume frost on the earth.
 To raise one's head to look after the moon,
 to lower the head miss myself hometown.

Sample 17

The bright moon shines on the floor before my bed,
 spreading a silvery glow,
 that looks like a sheet of white frost.
 Raising my head,
 I see the radiant.
 White moon beams and realize.
 It's only the moonlight on the floor.

Dropping my head sadly,
and missing my hometown.

Sample 18

The moonshine lighted in front of my bed,
and I suspected the frost at the ground.

I raised my head,
and looked attentively at the moonlight.

I bent my head and missed my hometown.

春曉 孟浩然

春眠不覺曉，處處聞啼鳥。

夜來風雨聲，花落知多少。

Sample 1

In the spring morning,
you are not aware that the sun has risen.

Outdoor birds has sung,
and sung and you can hear them.

When the night comes,
you hear the sounds of wind and rain.

Do you know how many beautiful flowers had fallen?

Sample 2

Not knowing the early spring is approaching,
 I hear the songs of birds anywhere at this moment.
 At night, while I hear the sound of rain and wind,
 I wonder how many blossoms,
 had been stroke down to the land.

Sample 3

The spring night is always short.
 When you sleep on the bed,
 always you don't know if the sky has turned bright.
 However, you can detect spring's warm weather,
 by the birds singing.
 Due to the rain in spring evening,
 you wonder how many flowers,
 had dropped into the ground.

Sample 4

In this spring dawn,
 the sun has already risen high in the sky.
 But I still am sleeping soundly,

and have no awareness of it at all.

The joyful sound of birds can be heard all over the place.

I thin of last night's downpour and wonder

how many spring blossoms have fallen.

Sample 5

It is good to sleep in Spring's morning.

Let me be unconscious,

of the daybreak.

I can hear birds singing everywhere.

I wonder, how much flowers have fallen down

among the wind and rain last night.

Sample 6

The night of the spring is very short.

I still sleep on my bed and don't know that it becomes night.

I only hear the sound of birds from everywhere.

I think of the rain last night and wonder

how many flowers have fallen.

Sample 7

The spring night is very short, I rest on the bed.

Often I did not know the day has been brightened.

I hear each place there are birds singing.

The wind and rain sounds were loud last night,

I did not know how many flowers had fallen.

Sample 8

In the spring, it is warm and comfortable.

So, I don't want to wake up.

In the morning, you can listen to the music of birds on the trees.

Until night, strong winding and raining make sound outdoors.

And, I don't know hoe many flower blossoms are fallen.

Sample 9

It is very short at night in the spring's sleep in the bed;

I don't know it is already daytime.

Only I can listen to the twittering of birds everywhere.

I remember the wind and rain of night in the yesterday,

I don't know how many the flowers and petals have fallen to the ground.

Sample 10

The night is very short in the spring,

sleeping in the bed;
 always don't know the sky already bright,
 only listens have birds' twitter at everywhere.
 Thinking in the rains and winds voice at night yesterday.
 I don't know how much the flowers fall in?

Sample 11

I don't know that it's dawning when I sleeping in the spring.
 There are birds singing everywhere.
 When the sound of wind and rain coming at night,
 how may flakes of petal falling down?

Sample 12

Not knowing the approach of spring until I heard the birdsong.
 At night, while hearing the sound of rain and wind,
 it strikes how many flakes of petal down?

Sample 13

Spring night is very short, to rests on the bed.
 Often I didn't know the day already light.
 Just listen to birdsong in the every place.
 Think about yesterday evening. Its wind and rain sounds.
 I did not know how many the flowers have fallen.

Sample 14

You can't realize that a new day is coming when sleeping in spring.

You can hear the birds singing everywhere.

Hearing the sounds of wind and rain in the night.

Wondering how many flowers faded away.

Sample 15

In the spring morning, the sun has already raised high in the sky,

but I am still sleeping soundly and no awareness of it at all.

The happy of birds singing can be heard everywhere.

I think of last night's rain and wonder

how many spring blossoms have fallen.

Sample 16

Spring night is very short.

Therefore, I don't know the sky has already light.

Only I hear the bird cry everywhere.

It seems that there was rain and wind last night.

I don't know how many flowers have fallen.

Sample 17

In spring, one sleeps and can't wake up to find it is already day time.

He hears the birds singing everywhere.

Patter of rain and of wind came at night,

Do you know how much does the flowers had fallen?

Sample 18

Night is always short in winter, so in early spring,

I can't wake up early in the morning.

I hear newly born birds singing in every place at this season.

In the evening, I hear there is rain and wind outside of my house,

I don't know how many flowers

had fallen due to the rain and wind.

Sample 19

I don't know it is already morning in this early spring.

I hear the twitters of birds everywhere.

The sounds of raindrops and wind suddenly started last night.

I don't know if there are many flowers had fallen.

Sample 20

In this spring morning, the sun has already raised high in the heavens,

but I am still sleeping soundly and have no awareness of it at all.

The cheerful sounds of birds singing can be heard everywhere.

I think of last night's downpour and am unsure how many spring blossoms have fallen.

Sample 21

Spring Morning Meng Hao Ran

The night is nice and short in the spring,

Sleep in my bed and don't know the sun already rose,

Only heard the sounds of birds are singing from everywhere.

Last night, thinking of the sounds of wind and rain,

Don't know how many flowers have fallen?

Speech Production after 37 Weeks of Training

(Data Collected at the End of Second Semester)

春怨 金昌續

打起黃鶯兒，莫教枝上啼，啼時驚妾夢，不得到遼西。

I want hit the bird and make it fly.

I don't want it cry on the tree.

It might wake me up and make me

can't meet my husband in my dream.

He is now far away in the frontier of our country land.

贈衛八處士 杜甫

人生不相見，動如參與商。今夕復何夕，共此燈燭光！少壯能幾時？鬢髮各已蒼。訪舊半為鬼，驚呼熱中腸。

Sample 1

Like starts of Shen and Shang,

we can't meet in our life.

What a nice moment tonight is?

I get together with you in the candlelight.

How much time do we have when we have our healthy body?

We have already become elder.

I found my old friend almost died.

And I feel extremely sad so my organs in body are hotter and hotter.

Sample 2

People can't always meet everyday.

Just like stars.

What day is tonight?

I can be with you in a candle light night?

How many times in our life?

Now, your and my hair are both white.

Most of my old friends have died.

I can't help to cry, shock, and spur my enthusiasm.

輞川閒居贈裴秀才迪 王維

寒山轉蒼翠，秋水日潺湲。倚杖柴門外，臨風听暮蟬。

渡頭餘落日，墟里上孤煙。復值接輿醉，狂歌五柳前。

Cold mountain becomes dark green,

fall water to flow slowly every day.

I loll a cane out of firewood door.

I hear the voice of cicada next to wind in the afternoon.

Sun is going away in the dock.

Smoke from kitchen chimneys in the air in village.

I go to meet you who drank wine solitarily.

You sing songs to me.

宿桐廬江寄廣陵舊遊 孟浩然

山暝聽猿愁，滄江急夜流。風鳴兩岸葉，月照一孤舟。建德非吾土，維揚憶舊遊。

還將兩行淚，遙寄海西頭。

I feel even sadder when hearing the cried due to their worry.

The deep river Tsang flows rashly at night.

The wind chirped the leaves on both sides of the river.

The moon shining upon the lonely boat.

The city of Jian Te is not my hometown.

When talking to Wei Yang,

I recall my old travelling companion.

Let me send two lines of tears to the west side of the see at a distance.

過故人莊 孟浩然

故人具雞黍，邀我至田家。綠樹村邊合，青山郭外斜。

開軒面場圃，把酒話桑麻。待到重陽日，還來就菊花。

Old people prepare chicken rice, invite me to field home.

Green tree village side fit, Green Mountain cuter outside obliquity.

Open winter face filed garden, raise wine talk mulberry hemp, stay to repeat sun day,
still come look chrysanthemum flower.

送友人 李白

浮雲遊子意，落日故人情，揮手自茲去，蕭蕭班馬鳴。

The clouds in the sky have the same feeling with traveling child.

When the sun set's situation just like the feeling
that we can't leave our best friends.

Now, you just wave your hand and leave,
and I only hear the horse's singing after we separated.

楓橋夜泊 張繼

月落烏啼霜滿天，江楓漁火對愁眠。姑蘇城外寒山寺，夜半鐘聲到客船。

Moon down Crow cry frost full day

River, maple, and dory's fire makes me feel sleepless.

Outside of GuSu city,
there is a HanShan temple.

Half-night's clock voice arrive customer's dory.

怨情 李白

美人捲珠簾深坐蹙蛾眉。但見淚痕濕不知心恨誰。

There is a beautiful woman, she takes the curtain.

She sits in the house deeply,

just because she doesn't well in heart.

So, that she flown her face.

I see her eye and falling tears.

Doesn't know she hate someone in the heart?

佳人 杜甫

但見新人笑，那聞舊人哭？ 在山泉水清，出山泉水濁。

In her husband mind,

he just looks new people's happy face.

Where can hear old people's cry of voice?

She signs "The spring water in the mountain is clean.

However, when the spring water is out of the mountain.

It will be dirty."

下終南山過斛斯山人宿置酒 李白

暮從碧山下 山月隨人歸 卻顧所來徑 蒼蒼橫翠微

Sunset's time, I am from with blue's Jon Nan Mountain one way walk down.

Mountain's moon light follows people one together comes.

Turn to the head see come's,
just see mountain deep green's color,
horizontal in mountain's half.

山居秋暝 王維

空山新雨後，. 天氣晚來秋。 明月松間照，. 清泉石上流，. 竹喧歸浣女，. 蓮
動下漁舟，. 隨意春芳歇。 王孫自可留。

Empty mountain after new rain,
the weather becoming like fall when the night is coming.
Bright noon shines in the pine forest.
Fresh spring water flow up.
Bamboo noise is loud and the laundry women come back home.
On the lake, we see the Lotus move because of the fishing boat passing by.
Although the spring is taking her rest, but it is still pretty.
King's heir and dukes can feel free to stay.

塞下曲 廬綸

月黑雁飛高， 單于夜遁逃。 欲將輕騎逐， 大雪滿弓刀。

When the moon is darkness and not light, swallows are flying high in the sky, the king
of "Chan Yu" escaped and went to somewhere else.
General rides a horse chase after the "Chan Yu."
There is show and piled the snow on the vow and knife.

DISCUSSIONS

From above findings, this research had discovered that most of the
Taiwanese English majors were able to apply Interlanguage strategies and interpret

their thinking of Chinese into English clearly and smoothly. Although their languages are obviously non-native like, however, the oral translations and interpretations were understandable by the researcher whose first languages were Taiwanese and Chinese. From the findings of this study, this study revealed that most of the students were willing to apply Interlanguage strategies as oral translation strategies because the students did not only learn the strategies quickly, but also they were able to apply them in the assessments.

The comprehensive levels in the student's translating demonstrations were high. This might be because the students' first language background was strong and their Chinese education obtained was completed. Therefore, they were able to do the oral translation through the Ancient Chinese poetries. This means, although the poems in Tung dynasty usually contain many cultural issues, the students still were able to orally interpret them clearly due to their strength of Chinese language and cultural competences.

CONCLUSION

Through several demonstrations of the usages in Interlanguage strategies, which the researcher had collected, this study proved how Chinese/Taiwanese speakers were able to translate their intended meaning in an efficient and effective fashion through communication strategies. This research emphasized that in our speedily globalized world of 21st century, Standard English might not be a major goal that adult English learners should pursue.

Contrastingly, truly applying English in oral translation of international situations is a more realistic and practical attitude of learning English. Conclusively, this study suggested that English learners were able to orally interpret their thinking in Chinese into English through "Interlanguage" communication strategies. In summary, communication strategies should be applied to transform a language into another one

and make compensations for the translators' linguistics limitation.

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