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Toward an Interdisciplinary Curriculum of Translation

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Abstract

The present study suggests three sequential stages to which a translation curriculum may refer: (1) the identification of the relevant factors of translation, (2) the reference of curriculum essentials, and (3) the proposed curriculum of translation. The relevant factors of translation, according to the present study, include communication process, factor relations, contrastive analysis, word meaning correspondence, and linguistic relativity. The referred curriculum essentials include Tyler's four stages and Shane & Longstreet's five basic concepts. On the basis of relevant factors of translation and curriculum essentials, the researchers propose a translation curriculum covering eight areas of studies, namely communication process, system and relation, language, linguistics, cross socio-cultural implication, cross-language symbolic conversion, measurement of validity and reliability, and evaluation. Further, in terms of depth, each area of studies is further composed of vertically articulated courses in order of complexity and difficulty. It is suggested that the eight areas of studies be divided into supporting, primary, fundamental, practicum and research core categories.

Key words: Communication process, Relational, Decision making, Contrastive, Corresponding, Curriculum design, Scope.

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I. Purpose of the study

The present study, which is divided into three parts, aims to investigate an interdisciplinary curriculum of translation. The first part is devoted to analyzing the factors relevant to translation. The second part refers to the curriculum essentials proposed by Tyler (1949) and Shane & Longstreet (1993). Based on the relevant factors of translation and curriculum essentials, the third part aims to propose a model of translation curriculum. This study will provide a clearer picture of translation as an interdisciplinary curriculum. It may serve as a framework to which departments of translation may refer as a guide to their curriculum design.

II. The relevant factors of translation

Translation is basically a process of verbal communication which involves at least a socio-cultural setting or situation, source and target languages, speakers or writers of both languages, and encoding and decoding of the linguistic symbols. It is a process whereby the intended message of the writer of a source language is converted into the linguistic symbols of a target language by a translator. A translation process is regarded to be completed only when the writer's intended message is fully conveyed by the linguistic symbols of the target language and fully accepted by the reader of the target language. Five factors, according to the researchers, are relevant to translation. Therefore, it is necessary to take all these relevant factors into consideration to have a holistic perspective about translation.

1. Communication Process

The process of translation is analogous to the extended mathematical model of communication process proposed by Shannon and Weaver (1949). The following diagram is characteristic of the standard communication model.

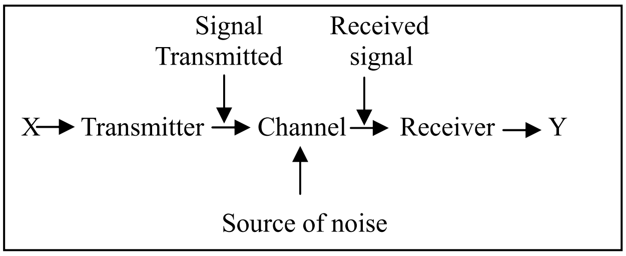

Fig.1 Diagram of communication

Let us now interpret the diagram. The message originated by X is encoded by the transmitter into a signal. The signal is sent over a particular communication channel to the receiver. The receiver decodes the signal into a message and passes the message on to Y (Lyons, 1977, p. 36).

Communicator → Encoding → Message and Symbol → Decoding → Receiver

Fig.2 Revised model of communication process

The revised or simplified model begins with the communicator encoding a message. Here the person who is going to communicate translates a set of ideas into a system of symbols such as words or numbers. Many things influence the encoding process including the urgency of the message, the experience and skills of the sender, and the sender's perception of the receiver. The very message is transmitted via a medium of some sort. Any message, for example, might be in written, oral, or even nonverbal form. Once it is received, it must be decoded. This suggests that the message must be interpreted by the person who receives it. Also, like the encoding process, the decoding process is subject to influence by a wide number of factors.

In addition, the model needs to include a feedback loop between the receiver and the communicator. The feedback can take three forms: (1) informational, (2) corrective, or (3) reinforcing. Informational feedback is a none-evaluative response which simply provides additional facts to the sender. Corrective feedback involves a challenge to, or correction of, a communicator's message. Reinforcing feedback is a clear acknowledgement of the piece of message that was sent. It may be positive or negative.

On the basis of the revised communication process, we may postulate the process of written communication as the following**:**

	A string of symbols ↓		A string of symbols ↓	
Writer → Encoding	→	Intended Message	→	Decoding → Reader

Fig.3 Process of written communication

As a communication process, translation goes beyond Shannon and Weaver's model. Obviously, a much more complex series of steps are found to exist in the whole process of translation. Translation as a formal process may be divided into two parts. The first part of the process is similar to that of the standard model. The second part, which assumes the same steps, is a continuation of the first part. Obviously, in the second part, the receiver (translator) becomes a communicator, who then encodes the message encoded by the first communicator to a second receiver. The whole process of translation therefore assumes the following direction (Wu & Chuo, 2001):

Communicator → encoding → message and medium → decoding → receiver (communicator) → encoding → message and medium → decoding → receiver

Fig.4 Process of translation

Specifically, the preceding process may be rewritten as follows：

Writer → encoding → message (source language) → decoding → translator encoding → message (target language) → decoding → receiver (reader)

Fig.5 Process of written translation

Apparently, the process of translation is found to be much more complex than the standard communication model proposed by Weaver and Shannon. In the process of translation,

1. Three persons are involved,
2. Two different symbols (languages) are involved, and
3. Two decodings are involved, thus two feedback loops being involved. (Wu & Chuo, p. 52)

2. Factor Relations

Fig.4 & Fig.5 show that translation involves various steps. Since all these steps need to be combined to constitute a totality of translation, they are closely related to one another. Obviously, these steps may generate parts-whole and part to part relations. If any step is found to be invalid or unreliable, then we cannot claim that we reach an optimal translation result. According to the systems theory, the whole system cannot function fully unless every part of it becomes functional (Senge, 1990). Since the whole translation process is composed of diverse steps, it should be analyzed from the perspective of the parts-whole theory. The following relations are thus proposed to give us a clear picture of how individual steps are related to one another and how their changes might influence the whole process of translation.

i. *The relation between the communicator and the symbols (media)*

Obviously, whenever any communicator utters a string of linguistic symbols, he or she is inevitably influenced by his or her understanding and perception of that language, which is part of the socio-cultural norms of the community where the speaker lives. (Philipsen, 1992; Fogel, 2003) Many factors, such as personal cognitive ability, educational background, socio-economical status, influence the communicator's understanding and perception of the linguistic symbols, which again affect his use of the linguistic symbols.

ii. *The relation between the translator and the linguistic symbols*

On the basis of his or her understanding and perception of the source and target language, the translator tends to interpret the two systems of linguistic symbols differently. We may assume there are following possibilities:

(a) The translator and the communicator share the same life experience. As a result, the translator may have a better understanding of the experiential world the communicator has.

(b) The translator and the communicator do not share the same real life experience. As a result, the translator tends to interpret the communicators' intended message merely on the basis of language. He is less likely to reduplicate the communicator's images.

iii. *The reader and the linguistic symbols*

To what extent the reader understands the linguistic symbols and to what extent the reader and the translator fully receive the communicator's intended message are two questions worth investigating. The linguistic symbols which the reader decodes are different from the linguistic symbols which the communicator encodes. It is clearly difficult to reproduce an identical experiential world, considering the complexity of the two linguistic systems of symbols.

iv. *The communicator, the translator and the reader*

According to Chase and Hynd (1987), reader response allows reader to develop meaning as they interact with a text. The text is not just an object containing a correct meaning, and the reader is not just someone working to decipher the author's intent. The reader works with the text to create meaning. The text is an experience. The reader's response is not to the meaning; it is the meaning. Reading, a highly complex process, involves more than the passive recognition of words. It also encompasses understanding the concepts behind these words. To fully comprehend, readers have to fit new information from a text into their own worldview.

To what extent the three experiential worlds of the communicator, the translator and the reader are connected therefore influences the result of the translation process. Obviously, if the translator has an experiential world which is totally or partially different from that of the communicator, he or she is very unlikely to fully comprehend the intended meaning conveyed by the symbols. His translation, which is communicated to the second reader, may fail to reflect the original meaning.

3. Contrastive analysis

Translation is basically sentence-based. In most situations, translators endeavor to analyze syntactic components and word meanings pertaining to a sentence. It should be noted, however, that a sentence is only part of a context, which is again a part of a situation or a setting. A situation or a setting is again conditioned by socio-cultural norms or rules.

Therefore, when translating a string of linguistic symbols, translators are suggested to first make the following supra-sentential judgments:

i. Whether the two languages differ from each other in terms of their origin and typology?

ii. Which of the three components, namely phonology, syntax and semantics, assumes special emphasis so as to convey the writer’s special intent?

iii. What is the degree of the formality of the source language, e.g. archaic, academic, idiomatic, colloquial, ordinary, poetic, familiar, slang, provincialism, cant, etc.?

iv. Where is the source language located on the synchronic and diachronic spectrum? That is, where and when the texts are written makes difference.

v. Whether the translator’s experiential world is the same as or similar to the writer’s, or whether he or she is familiar with the theme or topic which the writer endeavors to convey?

vi. Whether the phonological, syntactic and semantic components of the sentence of the source language have their counterparts in the target language?

vii. If there is no phonological, syntactic and semantic counterpart in the target language, how is he going to convert the intended message to the target language? Is he going to delete, add, invent, borrow, transform, overstate, understate or twist the intended message?

viii. To what extent can phonological, syntactic and semantic components of the target language be utilized to reflect the original meaning?

ix. If there is a set of structures or words corresponding to a certain structure or word in the source language, why does the translator select one instead of another? On what criteria he favors a certain counterpart instead of another?

x. On the basis of prescriptive and descriptive linguistics, the translator needs to identify the grammaticality of the sentences. If the writer uses the wrong usage, how he is going to correct it. Will he adopt informational approach, negative reinforcement or positive reinforcement?

Steps i through x require translators to make a lot of judgments. Each step may generate two judgments, namely right and wrong judgment. Translators may make different combinations of judgments. Assuming translators go through the ten criteria, they will generate 1024 possible judgments (2x2x2x2x2x2x2x2x2x2). Of the 1024 decisions, only 1 will derive the right translation result. Fig.6 shows part of the whole decision making process:

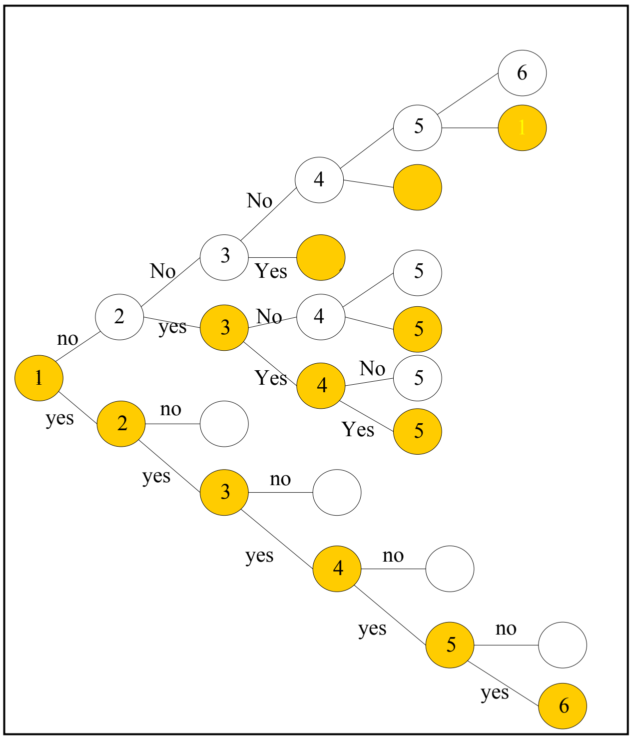

Fig.6 Judgment making flowchart*

In Fig.6, the black color means that the translator makes the right judgment, while the white color means that the translator makes the wrong judgment. Obviously, translators may make wrong judgment in one or more than one of the ten criteria. The flowchart enables us to know where translation errors fall upon. The decision process can therefore seem to be highly complex.

Having made the ten supra-sentential judgments, translators will then go on analyzing the syntactic constituents of the sentence. They are supposed to make the following judgments.

i. Which of the five basic sentence patterns does the sentence assume?
   (1) SV pattern
   (2) SVO pattern
   (3) SVOO pattern
   (4) SVOC pattern
   (5) SVC pattern
   (S=Subject, V=Verb, O=Object, C=Complement)

ii. Whether S or O is a (1) general noun, (2) infinitive phrase, (3) gerundive phrase, (4) noun clause, or (5) dummy subject or object.

iii. If there is a C, whether C is a noun, an adjective, or a participle.

iv. If there is a clause, whether the clause is a (1) nominal clause, functioning as an appositive, complement, object or a subject, (2) relative clause, restrictive or non-restrictive, functioning as an adjective or modifier, (3) adverbial clause, referring to time, place, reason, concession, subjunction, etc., or (4) coordinative clause.

v. If there is a noun modifier, the translator needs to identify whether it precedes the noun or follows the noun. Further, the translator has to identify the syntactic form of the modifier. A modifier may be an adjective, a participle, a participle phrase, or a relative clause.

vi. If there is a prepositional phrase, whether it is contained in another sentence or it follows the verb it modifies. In the former case we may see a relative clause in action. How many clauses and what clauses are contained in the sentence? How many phrases and what phrases are contained in the sentence? If there is a participle phrase, the translator needs to know whether it comes from a relative clause or a subordinate clause.

vii. Does the adverbial phrase refer to time, place, reason, purpose, direction, etc? The translator may apply why, where, when, or how to identify these phrases.

viii. What constituent is found to be missing from the sentence? Is the sentence considered ungrammatical? Does the translator need to retain the error, if any? By this we mean whether the translator should adopt informational feedback, positive reinforcement or negative reinforcement.

ix. Observe whether the sentence of the source language has gone through one of the following transformational rules: embedding, branching, mutation, movement, deletion, addition, nominalization, relativization, emphasizing, conjunction, imperativization, balance, parallelism, agreement, or redundancy. These transformational rules add to the complexity and difficulty level of the sentence. Then, refer to the target language, finding out whether there is any counterpart transformational rule.

4. Correspondence of word meaning

Defining the precise meaning of a word (compound or phrase), as a rule, consumes most of the translator's time and energy. To well define the meanings of a word (compound, or phrase), the translator needs to:

i. Distinguish (a) reference and meaning, (b) fixed meaning and open-ended meaning, (c) connotation and denotation.

ii. Identify the level of formality. The translator needs to know whether the word is a pun, collocation, colloquialism, cant, argot, jargon, slang, idiosyncrasy, provincialism, or dialect. It is also necessary to know whether the word has a modern, archaic, poetic, or academic implication.

iii. Approach the meaning of the word (compound or phrase) on the basis of lexical, contextual, situational, and conventional setting. Once the precise meaning of the word (compound or phrase) is obtained on the basis of the above-mentioned criteria, the translator will then refer to the target language for the corresponding word, compound or phrase. This is a highly complicated process. The chosen word (compound or phrase) needs to correspond to the original one with respect to all these criteria. Also, the meaning of a word is always in a process of change. Dictionaries alone cannot provide a complete list of definitions of a word. Neither can dictionaries of synonyms provide a thorough differentiation of synonymous or similar words. For instance, there exists difference between dictionary groupings of synonyms and users' selections of similar words for the same context. English writers seldom, if ever, apply words for practical use on the basis of dictionary definition. Just as English has a plethora of rise and fall-similar words, Chinese also utilizes a lot of 漲 and 跌-similar words. These words are found to occur in the context of /___/% and /___/百分比 or %, respectively. It is found, however, that there is no explicit distinction either between the 9 English rise-similar or the 17 fall-similar words with respect to their range of rise or fall percentage (or potency dimension or semantic extension or range). The selection of words, therefore, can be assumed to be based simply on personal preference or understanding of the selected words (Chuo et al, 2005).

iv. Distinguish the word (compound or phrase) and other synonyms. Synonyms can be very different from each other in terms of application. There is no clear-cut definition of synonyms and differentiation between a pair of synonyms. If individual compilers have their own definitions and differentiations of synonyms, the authority of dictionaries is then open to questioning. If writers in general have their own preferred usages which do not conform to the definitions or differentiations provided in dictionaries, there is little sense distinguishing synonyms. This study corresponds to O'Keefe's notion that "meaning is in people, not in words," (1995, p .3) and Ozman and Craver's suggestion "Wittgenstein stated that words do not necessarily have an inherently objective meaning; rather, they mean whatever the user intends them to mean. Peters, Ryle, and Wittgenstein cautioned us to examine the context and precision of our word usage." (2005, p.300) It also supports the findings proposed by Chuo et al.

5. Linguistic relativity

Translation involves two languages, namely the source language and the target language. It is a process whereby the linguistic symbols of the source language are converted into the linguistic symbols of the target language. Language comprises of three components, namely phonological, syntactic and semantic components. Within each component, there are patterns and rules which are either language-specific or language-universal. There are also rules which connect the three components. This means that the meaning of any utterance is a totality of the three components. Meaning is not only in words; meaning is also in form, that is, syntactic patterns and phonological (phonetic) forms are also meaningful. The rules and patterns of both languages must be compared and contrasted so that corresponding rules and patterns may be identified. Through contrastive linguistics, translators may have a better understanding of what features are existent in the source language while absent from the target language.

Translation would be much easier if there were a one-to-one syntactic, semantic or even phonological correspondence between two languages. That is, for any feature, semantic or syntactic especially, in a source language, there is one and only one corresponding feature in a target language (as shown by Fig. 9). In such a circumstance, identifying a corresponding syntactic or semantic feature, in the target language, would suffice.

Source language feature A ⟶ Target language feature α

Fig.7 one-to-one correspondence

Actual translation, however, is far from that, as linguistic relativity is found to exist in every aspect of translation. According to Huang (1978), it is empirically impossible for a translator to find an identical counterpart in a target language which is completely identical to a specific syntactic feature in a source language. Lin (1972, p. vii) pointed out that identifying a corresponding Chinese word which is not only close to the English word in meaning but also adherent to Chinese usage poses tremendous difficulty for translators. Chen (1996) also mentioned that in English-Chinese translation, translators frequently encounter a certain English word which has no listed corresponding Chinese word in any dictionary. As a result, translators may adopt literal (or word-for-word) translation, thus turning out awkward or meaningless Chinese (p.153).

Empirically speaking, various possibilities may be found in actual translation. For instance, there are cases where a feature in a source language has no corresponding feature in a target language at all (Fig. 8):

Source language feature A ⟶ Φ

Fig.8 one-to-Φ correspondence

There are also cases where a feature in a source language may have two or more than two corresponding features (Fig. 9 & 10)

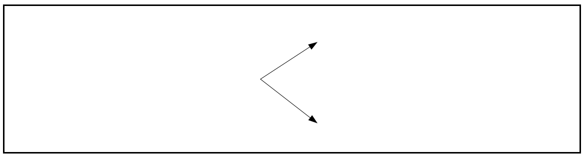

Fig.9 one-to-two correspondences

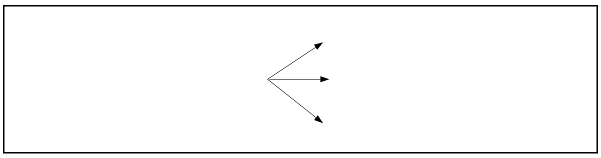

Fig.10 one-to-three correspondences

There are also cases where two or more than two features in the source language may have one corresponding feature in the target language (Fig. 11 &12):

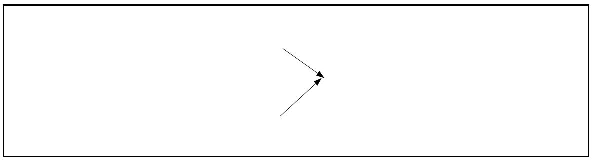

Fig.11 two-to-one correspondences

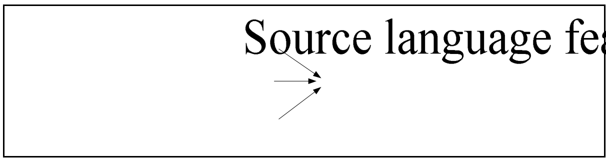

Fig.12 three-to-one correspondences

Fig. 7 through 12 imply translators may have to take into consideration the following problems: (1) whether there is a corresponding feature in the target language, (2) what techniques translators may apply to truly convey the intended message conveyed by the source language if no corresponding feature is found to exist, (3) whether translating certain words explicitly into a language in which they are not obligatory will lead to over-translation (Chao, 1968, p.155), (4) whether translating literally may enrich the vocabulary or syntax of a target language (Chen, 1996, p.146), and (5) whether translation should be more target language and culture-oriented, and whether translation should be more target language usage-oriented, thus ignoring some message conveyed by a source language (Fogel, 2003, p.2). This means that translation needs to be more concerned with the usage and culture of a target language (Chen, 1996, p.153).

In fact, translators are inevitably in a dilemma, being stranded between retaining everything conveyed by a source language and meeting the standards of a target language.

Summing up of the six factors

Taken together, the six relevant factors mentioned above constitute an unbelievably complex flow of translation. As a study of translation involves communication process, interconnected relations, linguistic analysis, society, culture, experience, history, we need to look at translation from a much wider perspective. The flow chart provided below highlights the complexity of translation:

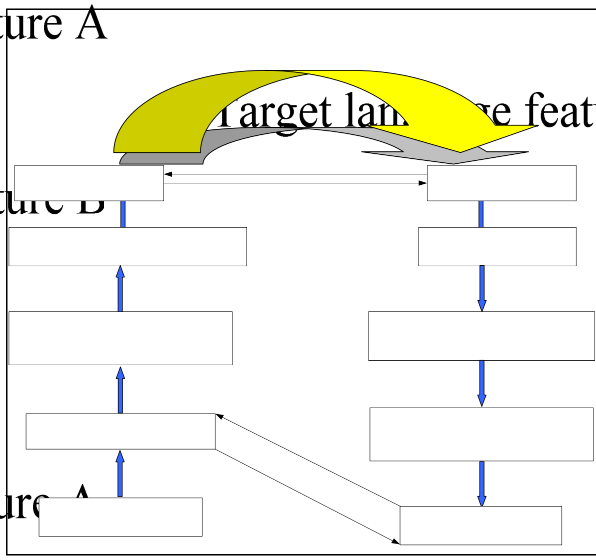

Fig.13 Total system of translation

III. Essentials of curriculum design

1. Two curricular models

The diagram above provides a foundation upon which a curriculum of translation may be established. Designing a curriculum of translation, however, is far from an easy task. Basically, an explanatorily and descriptively adequate curriculum of translation may refer to the following two models:

i. Tyler's curriculum cycle: (a) analyze, (b) design, (c) implement, and (d) evaluate (1949)

ii. The Five Basic Concepts of curriculum design: (a) scope, (b) articulation, (c) sequence, (d) balance, and (e) consistency (Longstreet & Shane, 1993)

Concerning the Tyler Cycle

The analysis stage of the Tyler Cycle primarily concerns about what educational purposes the department seeks to attain. The design stage concerns mainly about what educational experiences can be provided to attain these purposes. The implementation stage centers around how these educational experiences can be effectively organized. The evaluation stage involves how we can determine whether these purposes are attained. The Tyler's model forces curriculum planners to think about both the efficiency and the product of their labor.

Concerning the Five Basic Concepts

i. Concerning scope, the questions embedded in this concept are: (1) Does the content chosen refer adequately to the major topics or concerns for this area of study? (2) Are there provisions for a reasonable depth of treatment?

ii. Concerning sequence, the questions embedded in the concept of sequence are: (1) Are the components of study linked together in such a way that the order contributes to learning and understanding? (2) Is an identifiable rationale associated with the order of content? (3) Is the study sufficiently complete to be productive for the student?

iii. Concerning articulation, the questions inherent in the concept of articulation are: (1) Are opportunities to support content in one area of the curriculum through the content of another area of curriculum being pursued? (2) Should such opportunities be pursued?

iv. Concerning balance, the questions implied in the idea of balance are (1) What are the most important and valid demands being placed on the departments' curriculum? (2) Has sufficient attention been paid in the curriculum to all of these demands?

v. Concerning consistency, the questions embedded in the concept of consistency are: (1) Is there a clear educational philosophy built into the expectations of the curriculum? (2) What provisions are made to develop congruency among expectations that would not otherwise be congruent?

On the basis of the Tyler's four stages and Longstreet and 'Shane's five basic concepts, the decision-making process of a theory-based curriculum of translation may assume the following steps:

i. **Analysis stage:** At this stage, the department needs to describe its

(1) Mission statement (or Vision statement)

(2) Educational purposes

Purposes represent the values as well as the needs of society, and thus give direction to schooling. For example, preparing the young to be productive members of society, it is usually concerned about the "why's" of curriculum.

(3) Educational aims

When purposes are expressed systematically but quite broadly, they are called aim. The aims are the translation of society's purpose into a set of open-ended categories indicating where the departments are to give their emphases. For example, vocational training, self-realization, citizenship, and intellectual development are educational aims.

(4) Statements of goals

Goals turn aims into general outcomes that the departments can accomplish. Goals define in broad terms the policies that, if implemented well, are expected to fulfill the aims held by society for the curriculum. Logically, it may be said that goals underlie the election and treatment of content and are at the heart of curriculum design.

(5) Objectives:

Objectives represent the analyses and

transformation of goals into actions believed to support the achievement of the goals. Departments need to identify the behavioral objectives which students are required to attain. They may be either broad objectives, specific objectives or specific performance objectives. Broad objectives are the least restrictive and most often address higher order learning such as that involved in analyzing the multiple layers of meaning in great literary works. Both specific objectives and specific performance objectives specify the nature of learning activities to be undertaken. However, the specific performance objective required that the description of outcomes be made in terms of observable and measurable behaviors and that the measure themselves be included as part of the objective.

ii. **Design stage**: This stage involves the five basic concepts: scope, sequence, balance, articulation and consistency. It is mainly concerned about the "what's" of the curriculum.

iii. **Implementation stage:** At this stage designed curriculum content is delivered to students via a variety of teaching methods and materials. It is mainly concerned about the "how's" of the curriculum.

iv. **Evaluation stage**: At this stage, curriculum designers and deliverers (1) select assessment devices and collect evidence of student performance and achievement, and (2) judge success of strategy, make planning adjustment and match outcomes to expectations.

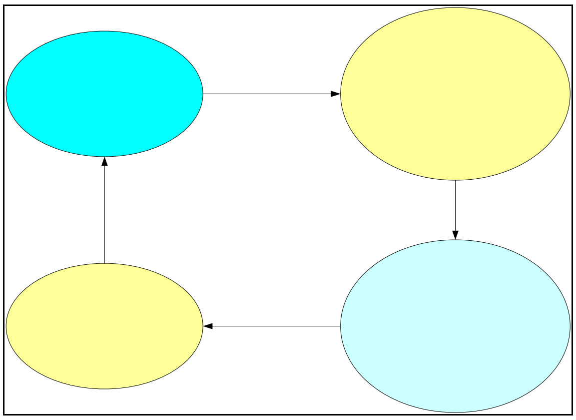

Fig.14 A composite diagram of the Tyler cycle and the five basic concepts

IV. Proposed curriculum of translation

1. The Analysis stage

The previous two sections (II and III), we have discussed (a) the nature of translation and (b) the essentials of a curriculum. Based on the understanding and knowledge of the two sections, we will be able to propose a theory-based curriculum of translation, which will assume a completely different coverage from that of most translation curricula currently implemented by related departments and graduate institutes of translation.

First, we are mainly concerned about the mission statement and goal statement inherent in the first step of the Tyler Cycle. This step is primarily concerned about the educational purposes the department of translation seeks to attain. Currently, practicing educators tend to regard mission statement and goal statement as being pivotal to the educational purposes.

The mission statement of departments of translation or graduate institutes may look like:

The mission of Department of X X (Graduate School of XX), recognizing the accelerating technological changes and cross-cultural interactions, is committed to creating students who are able to meet job and academic requirements on the one hand and who are well equipped to explore the unknown on the other hand. The goal statements of departments or graduate institutes of translation may be identified as below:

i. Providing students a basic knowledge base of the interaction between language, culture, technology and communication
ii. Providing the business and academic sectors proficient bi-lingual workers.
iii. Providing society with cultural conveyors and informational collectors and analyzers.
iv. Providing students with computer skills and competencies in the process of bi-lingual communication.
v. Enhancing our understanding of bi-lingual communication process.

The second step of the Tyler Cycle, which includes the five basic concepts, namely scope, balance, sequence, consistency and articulation, functions as a reference whereby we may design a logical curriculum of translation. We would here propose a translation curriculum which is based on this model.

2. The Design Stage

This paper will be mainly concerned about the scope of the curriculum design, leaving the other four concepts for further discussion in other papers. Scope refers to the breadth and depth of the curriculum content to be provided by the department or institute. By scope is meant what areas of study are involved in the process of translation. According to our discussion in Part II, translation is found to comprise at least the following areas of studies:

The Scope: Breadth

i. Communication process
ii. System and relation
iii. Language
iv. Linguistics
v. Cross-socio-cultural implication
vi. Cross-language symbolic conversion
vii. Measurement of validity and reliability
viii. Evaluation

The eight areas may be regarded as comprising the breadth of a theory-based translation curriculum. Only through the total functioning of the individual components may translation be made possible. Their interrelations may be illustrated as below:

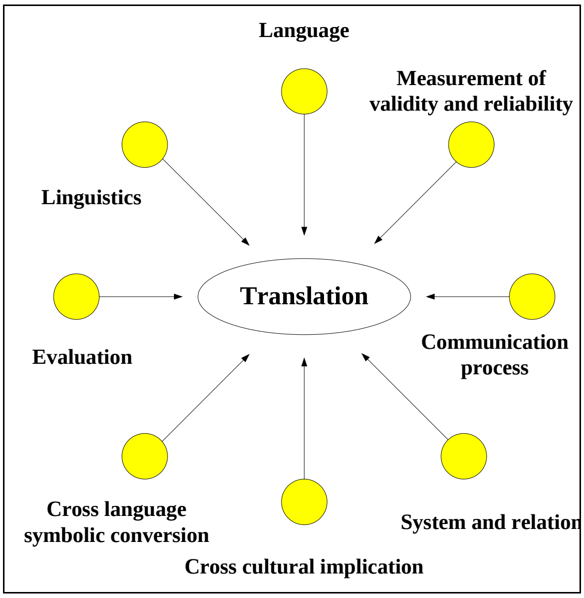

Fig.15 The scope of translation

The Scope: Depth

Having identified eight areas as the breadth of the translation curriculum, we now turn to the depth of the eight areas. By depth is meant the provisions for a reasonable depth of treatment. The provisions, or sub-areas, may be measured against several criteria, namely level of complexity and difficulty, teachers and students' time and effort spent on them. The depth of a sub-area may tentatively be given the following formula:

$$D = C \times D \times T \times E$$

(D=depth; C=complexity level; D=difficulty level; T=time; E=effort)

Basically, by following this formula on the one hand and by relying on teachers' experience on the other, curriculum designers may identify the order which individual sub-areas are supposed to follow. Sub-area A is said to be the beginning course because of its low level of complexity and difficulty and less time and effort needed for it. Sub-area B is said to be the intermediate course because it is more complex and difficult than Sub-area A, and less difficult than sub-area C, which is regarded to be at the advanced level. If under the heading of area X there are five sub-areas A, B, C, D and E, we have to decide their order. It may be:

(1) A>B>C>D>E

(2) A>B>C>E>D

.

.

or

(120) E>D>C>B>A

(5P5=120)

For this reason, curriculum designers need to pay special attention to the order to be followed so as not to impede students' learning motivation.

Sub-areas in terms of depth

Area 1: Language (both source and target)

a. readings in modern language (prose ⇨ news ⇨ technical ⇨ poetry) ⇨ readings in ancient language (prose ⇨ poetry) ⇨ translation version (non-technical ⇨ technical)

b. rhetoric ⇨ modern language writing (non-technical ⇨ technical) ⇨ ancient language writing

Area 2: Linguistics (both source and target language)

introduction to linguistics ⇨ phonetics ⇨ morphology ⇨ syntax Rule (basic structures ⇨ constituent analysis ⇨ transformational rules ⇨ borrowing and transfer) ⇨ semantics (lexical meaning ⇨contextual meaning ⇨ meaning borrowing and transfer) ⇨ contrastive linguistics ⇨ historical linguistics ⇨sociolinguistics ⇨computational linguistics

Area 3: Measurement

introduction to statistics ⇨ statistical packages for social sciences application ⇨ computer-aided feature and component analysis ⇨ quantitative analysis

Area 4: Evaluation

student translation evaluation (written ⇨ oral) ⇨ translation version evaluation

(source ⇨ target ⇨ target ⇨ source)

Area 5: Communication process

introduction to communicatio ⇨ symbolic communication ⇨ media communication

Area 6: System and relation

introduction to system analysis ⇨ analysis of the translation system

Area 7: Cross cultural implication

introduction to culture and language ⇨ cultural-relevant usages (source language ⇨ target language) ⇨ supralinguistic factors in culture (source language ⇨ target language)

Area 8: Cross culture symbolic conversion

introduction to symbols (source language ⇨ target language) ⇨The meaning of linguistic symbols (source language ⇨ target language) ⇨ symbolic conversion analysis

The eight areas of studies are tentatively proposed as the scope, including breath and depth, of a theory-based translation curriculum serving as a reference for curriculum designers. Modification and revision of this proposed curriculum is subjected to individual departments' educational purposes and expectations of student performance. The other four basic concepts, namely balance, articulation, sequence and consistence are not included in the present paper due to the limit of this paper.

3. The Implementation Stage

Just how this proposed curriculum of translation is to be implemented by departments of translation studies depends mainly on the following two criteria:

i. In terms of primary area, foundation area, supporting area, practicum and research core, we may classify the eight areas into five distinct groups:
   (1) Foundation area: linguistics
   (2) Primary area: language
   (3) Supporting area: Cross-cultural implication; cross-cultural linguistic symbol conversion; system and relation
   (4) Research core: measurement of validity and reliability
   (5) Practicum: evaluation

ii. In terms of department-designed required courses and electives we may classify the eight areas into the following two distinct groups:
   (1) Required courses: linguistics; language; evaluation; measurement of validity and reliability
   (2) Electives: system process; system and relation; cross-cultural implication; cross-language symbolic conversation

4. The Evaluation Stage

The evaluation of curriculum content, faculty performance, students' attainment of educational goals and course objectives serves as a feedback for department curriculum designers. Evaluation may appear in two forms: department-designed evaluation or outside accreditation. Educational goals, course objectives, curriculum content, related equipment and facility, teacher professional training and instructional modes all need evaluating to keep up with accelerating changes of science and technology. It should be conceived as an ongoing process of renovation.

V. Conclusions and Suggestions

1. Conclusions

A curriculum design of a translation course, according to the present study, inevitably involves the following three stages: (1) the identification of the nature of translation, (2) the essentials of curriculum design, and (3) the proposed curriculum of translation, Concerning the nature of translation, the present paper points out that an all-comprehensive and in-depth framework of translation involves, among other things, the following five factors:

i. Communication process
ii. Factor relations
iii. Contrastive analysis
iv. Correspondence of word meaning
v. Linguistic relativity

Based on the Tyler four stages and Shane & Longstreet's five basic concepts, the researchers propose a curriculum addressing four stages and five concepts. Of the four stages, the analysis stage concerns about mission statement, educational purposes, educational aims, statements of goals and objectives, and the design stage involves the breadth and depth of the course:

Concerning the breadth, translation is found to cover at least eight areas of studies, namely communication process, system and relation, language, linguistics, cross socio-cultural implication, cross-language symbolic conversion, measurement of validity and reliability, and evaluation. Further, in terms of depth, each area of studies is again composed of vertically articulated courses in order of complexity and difficulty. It is suggested that the eight areas of studies be divided into supporting, primary, fundamental, practicum and research core categories for implementation.

2. Suggestions

Over the past few decades translation has not been recognized as a discipline worthy of serious academic endeavor. The main reasons for this academic discrimination lie mainly in:

i. Society in general holds the superficial conception that anyone who is well versed in a foreign language is qualified to be a translator.

ii. Translation works are not value-added: People only remember the names of original writers, not the names of translators. Translators are not considered to be high caliber professionals such as doctors, architectures, lawyers and accountant, not to mention other professionals holding national certificates.

iii. Most translators are not well trained in translation-related disciplines. They tend to translate on the basis of individual experiences, academic backgrounds and personal preference.

iv. The current curriculum content and educational goals and performance objectives set up by departments or graduate schools of translation, and foreign language departments are found to emphasize the application part of translation to the neglect of theoretical base.

In view of a need for a paradigm shift and a need for the overall structural change of translation departments and foreign language departments to prepare students for the future, we therefore call for a drastic change in educational goals and performance objectives. The future world will be in need of scientifically trained translators who can only be created by visionary departments of translation or foreign language departments. It is therefore the purpose of this paper to propose a curriculum model.

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論翻譯爲統合課程

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摘　要

本研究提出三個階段以爲翻譯課程參考。一爲影響翻譯因素之釐定；二爲一般課程設計要點；三爲翻譯課程之提出。影響翻譯之五個因素分別爲傳播過程、因素間關係、對比分析、字詞意義對應、及語言相對性。其次，課程理論可參照 Tyler 四階段論及 Shane & Longstreet 之五大基本觀念。依據翻譯本質及課程設計要點，研究者認爲翻譯至少應包括八大領域，即傳播過程、系統及關係、語言、語言學、跨社會文化內容、跨語言符號轉換、信度與效度之計量、及評鑑。

另外，就深度而言，每一領域又由一些相關科目，依據難度及複雜度，由下而上，垂直銜接而成。此八大領域亦可歸類爲支持、主要、基礎、實踐及研究等五個範疇。

關鍵字：傳播過程、關係、決策、對比、對應、課程設計、範圍。

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