

Studies on the common Chinese translation mistake made by Japanese Language learner in Taiwan

-The tendency and counter plan

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Abstract

This thesis takes the 44 Japanese Language learners with at least Level 2 as the research object. First step is to get the learners to translate the Japanese sentences into Chinese, and then by examining the every sentence, analyze the tendency of mistranslation made by the learners in each question. Also, to confirm that if there is any mistranslation or direct translation problem similar to the translator of“ Kafka on the Shore ”occurs. Final step is to find out the reason of the problem in order to provide the counter plan for teacher while teaching the Japanese-> Chinese translation.

In regards of the tendency of the mistranslation, the writers have showed 5 main points in conclusion, which are : (1) Guessing the meaning by merely looking at the sentence (2) Improper omission of the subject (3) Unnatural Chinese expression (4) The occurrence of the wrong character and simplified Chinese word (5) The influence of the Taiwanese dialect.

The counter plan for these 5 mistranslation tendencies are : (1) The teacher should teach the student to have proper learning attitude towards the Japanese Language, meantime, should always emphasis to the student that the Japanese character should be completely understood as part of the Japanese and is not equal to Chinese character. (2) The teacher should emphasis on the grammar explanation, so that the student can understand the real meaning of each sentence pattern. Also to let the student to have clear understanding that the translation is not just simply a word to word task, it should be translated into fluent Chinese with the proper meaning. (3) The teacher should emphasis the importance of the Chinese Language, and should also encourage the learner to read more Chinese articles. If necessary, the course

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outline can be designed based on upgrading learner's Chinese capability. For instance, teaching the usage of the punctuation mark and training to write an essay based on picture, etc. (4) the teacher should teach the learner the translation is not just to translate the original meaning, the reader might be misguided if there is any wrong character in the translation. Meantime, to let the learner understand that by translating, it also means that the translator has the responsibility to pass down the Chinese language. (5) To suggest the learner to differentiate the usage of all languages.

Keywords : Japanese to Chinese translation, tendency of mistranslation, the teaching of translation, direct translation.

台灣日語學習者在中譯時易犯之誤譯傾向研究

—其傾向與對策—

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摘 要

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本研究係以 44 位日語二級程度以上的學習者為本論文之研究對象，先讓學習者將日語短句翻譯成中文，再以逐題分析檢討的方式，分析出學習者在每個練習題中所發生的誤譯傾向，以及確認學習者是否會和『海邊的卡夫卡』之譯者發生類似的誤譯或直譯等的問題，並探究發生之原因，進而找出其傾向與對策。

在誤譯的傾向方面，筆者一共整理出 5 個主要的傾向，分別為(1)望文生義 (2)主語的不當省略 (3)不自然的中文表達 (4)錯字與簡體字的發生 (5)台灣方言的影響。而針對這 5 個傾向，其指導對策分別為(1) 教師應導正學習者學習日文的态度，同時在教授日文課程時，時刻提醒學習者日文漢字是不能和中文劃上等號，並且強調必須徹底將之視為日文的一部份。(2)教師需加強文法說明使學習者釐清各句型的真義，並讓學習者瞭解翻譯並非一字對一字，一詞對一詞的單純作業，而是應將腦中所領會的句意以正確且通順的中文譯出。(3) 教師應在翻譯課程中強調中文的重要性，並鼓勵學習者大量閱讀中文書籍。必要時，可針對提升學習者中文能力來設計課程，如教授標點符號的用法、訓練看圖作文等。(4) 教師要灌輸學習者，必須使用正確中文的觀念，並不是將原文的意思譯出即可，自己所翻譯的著作中若有錯字，可能會誤導讀者，同時要學習者了解翻譯工作是肩負了中文傳承的使命。(5) 建議學習者要學習一次只使用一種語言。