

強化學生對語言轉化意識與對比分析能力： 雙語平行語料庫在教學上之應用

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摘要

本文旨在研究雙語平行語料庫應用於翻譯對比分析與譯者訓練之成效。為能在課堂中展示艾莉絲·華克的《紫色姐妹花》中特殊黑人方言的語用，研究者特別將原著與其三個譯本建置成雙語平行語料庫，並以 ParaConc 作為搜尋語料工具，除了探討作品中方言英語與譯文中目的語的使用所建構出特殊的語境與語篇，並運用語域分析理論探討作者與譯者塑造人物的語言風格及差異，最後則透過訪談方式來瞭解受此訓練學生對此電腦輔助教學模式的看法及其接受度，透過實作證實，結合雙語平行語料與語料工具的翻譯對比分析有助於強化學生對語言轉化意識與對比分析能力。

關鍵詞：雙語平行語料庫，跨語言認知，電腦輔助教學，《紫色姐妹花》

Enhancing Students' Awareness of Language Transfer and Competence in Contrastive Analysis: Pedagogical Application of Parallel Corpus and Concordance Tool

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Abstract

This article aims to study whether the use of electronic parallel corpus and corpus tools can enhance trainee translator's awareness of language transfer and competence in translation analysis. In order to demonstrate in class how Alice Walker's use of literary black dialect in *The Color Purple* is rendered in the translation into Chinese more consistently and systematically, a multilingual concordancer software, ParaConc, is employed to align electronic parallel corpus and to process selecting unique words and verbal markers of African American English (AAE). Then the concept of register membership, ideational, interpersonal and the textual functions of language generated within the category of field, tenor and mode is used as the analytical frame to discuss translation shifts and linguistic devices used for rendering particular linguistic forms of AAE. Finally, an interview with the students trained with the model of computer-assisted register analysis is conducted to understand the merits and demerits of applying this model to translator training. Although this computer-assisted pedagogical design is tentatively used in literary

translation course and student response is limited in its sample size, the pilot test conducted in this study has proved the strength and applicability of the tool and method used in enhancing students' awareness of language transfer and development of competence in contrastive analysis.

Keywords: parallel corpus, cross-linguistic awareness, computer-assisted teaching, *The Color Purple*