

## A Study on the Techniques of the E-C Long-Sentence Translation in *Our Wealth Is Loving Each Other: Self and Society in Fiji* under the Theory of Communicative Translation

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**Supported by** the Industry-University Collaborative Education Program (201802031009); Fundamental Research Funds for the Central Universities (2019jbkyzy034); College English Teaching Reform Project of Gansu Province (Y201903).

Received 2 January 2020; accepted 18 February 2020

Published online 26 February 2020

### Abstract

Long sentences are commonly used in social science texts (SST). According to Peter Newmark's classification of text types, SST is content-based informative text. *Our Wealth Is Loving Each Other: Self and Society in Fiji* belong to SST whose main function is to convey information to readers. The present writer exemplifies the E-C translation of long sentences in SST under the guidance of Newmark's Communicative Translation Theory, hoping to explore the translation techniques of long sentences in this type of texts. The present writer proposes five translation techniques, in an effort to achieve a fluent and faithful translation.

**Key words:** Social science text; Communicative translation; Long English sentence; Techniques

Hu, Q. Q., & Chai, S. (2020). A Study on the Techniques of the E-C Long-Sentence Translation in *Our Wealth Is Loving Each Other: Self and Society in Fiji* under the Theory of Communicative Translation. *Canadian Social Science*, 16(2), 43-49. Available from: <http://www.cscanada.net/index.php/css/article/view/11567>  
DOI: <http://dx.doi.org/10.3968/11567>

### INTRODUCTION

As a world-renowned translator and translation theorist in Britain, Peter Newmark's most outstanding contributions

to the general translation theory are "semantic translation" and "communicative translation". These new concepts have aroused great attention in the realm of translation, which not only alleviates the dispute over literal translation and free translation for a long time, but also provides a new perspective for the exploration of translation theory.

Newmark (1973) says, "When a text makes sense, all words translated must be shown in an appropriate contextual meaning" (p.8). Reiss (2004) holds that, "in this type of text, the informational content is the most important, and the reader of the translation needs to have it presented in a familiar linguistic form" (p.30).

Peter Newmark acknowledges that the contradiction between fidelity to the original text and fidelity to the translation is an invariable theme in translation theory and practice, but he believes that this contradiction could be reconciled. Thus, he puts forward communicative translation and semantic translation. The kernel of communicative translation is the effect of communication.

Liu (1992) believes that, communicative translation emphasizes on representing the main idea of the source language text (SLT) and the potential social values of the translated text, which makes it feasible to informative texts (Liu, 1992, p.50). Jia (2004) also argues that, when it comes to informative texts, Newmark's communicative translation theory can contribute to the exchange of "information" and the understanding of readers (Jia, 2004, p.378).

He Zhigang (2003) considers that communicative translation requires translators to use the most common syntactic structures, idioms, and vocabularies in translating content-focused texts (He, 2003, p.18).

Xin (2001) says that, the "authenticity" of informative texts should be the priority in translation (Xin, 2001, p.75). Communicative translation focuses on the responses of readers, which conforms to that rule. It is intended to convey information according to the language and culture

of the target language (TL), so as to make the target language text more acceptable to the target language readers both in content and in linguistic form, rather than to verbatim the original text as faithfully as possible. That is to say, “communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original” (Newmark, 2001, p.39).

## 1. COMMUNICATIVE TRANSLATION THEORY

Communicative translation theory is mainly made to make the translation fluent, concise and clear. The emphasis of communicative translation is the “force” of language, namely the effect of the original text. Communicative translation requires that translator use simple and clear expressions to remove difficulties and redundancies for target language text (TLT) readers. Thereby ameliorating the quality of target language.

Communicative translation theory gives play to the function of language to convey information and produce effects. However, communicative translation theory does not contain specific techniques on long-sentences translation. This paper poses five techniques to deal with long sentences.

## 2. COMMUNICATIVE TRANSLATION THEORY APPLIED IN TRANSLATION

### 2.1 Sequence

When the logical order and expression of long English sentences are logically consistent with those of Chinese, the translation can be done basically in the order of the original text, which is called sequence. In order to make the translation more coherent, conjunctions may be added when necessary.

#### Example A

SL: a) Villagers did think that we should attend local ceremonies and events; b) Like funerals and church services; c) Where we would be carefully seated in places for honored guests, d) Accorded the treatment reserved for such guests. (p.xv)

TL: ① 村民们认为我们应该参加一些当地的宗教仪式和活动, ② 比如葬礼和教会礼拜, ③ 在那里我们会被精心安置在贵宾区, ④ 并受到作为贵宾应有的待遇。

Analysis: The logical relation and expression order of source language (SL) are basically the same as that of Chinese, so they can be translated in the original order. For the sake of a more effective transmission of the message of SL, the previous translation of “and accorded the treatment reserved for such guests” is “并给予这类客人保留的待遇”, which is replaced with “并受到作为贵宾应有的待遇”. To avoid some

awkwardness in the initial translated version, and meet the expectation of TLT readers, “such guests” is rendered as “贵宾”, complementing the aforementioned content. By this means, the translation is more beneficial for TLT readers to keep a decent grip on TLT readers, and ultimately achieve a better communicative effect.

#### Example B

SL: a) When relations within the yavusa (clans) were running smoothly, b) People were happy to act on a Bauan model of ranked lineages; c) But when the style of the headman became too autocratic, d) People quickly asserted that the Bauan model was not appropriate to the local context (p.26).

TL: ① 当宗族内部的关系进展顺利时, ② 人们便愿意按照巴万的等级模式行事; ③ 但是一旦领导的变得过于专制, ④ 人们很快就断定巴万的模式并不符合当地的情况。

Analysis: Adopting sequencing can not only guarantee that the structure of TLT is in accord with that of SL but also limit the omission of information in the process of transformation. The coordinate sentence, joint by adversative conjunction “but” and separated by a semicolon, is syntactically similar to that of Chinese. The means of expression and logical order of the original text are aligned with that of Chinese. Therefore, it can be translated in the order of SL without too many adjustments. To enhance the readability of the translated text, the present translator maintains the logical order of the original sentence, which can accurately convey the information of SL to readers. Moreover, the revised translation version allows TLT readers to understand that people hold opposite attitudes towards Bauan’s pattern when the clan’s internal relations change. It will let TLT readers get a better understanding of this situation like SL readers.

#### Example C

SL: ① But just as time and distance has restored my ability to empathize with our Rakiraki friends’ attitudes toward the coup, ② so I have come to see that just as Steve and I, ③ differing from each other in personality and gender, ④ each had access to a different slice of experience in an indigenous Fijian society divided by gender; ⑤ so too our students, ⑥ at a different phase of life and in a different position in their host villages, ⑦ had access to a segment of experience which might otherwise have remained opaque to us. (p.xviii)

TL: ① 但是就像时间和距离恢复了我对拉基拉基朋友们关于政变态度的同情, ② 所以我开始意识到就像我和史蒂夫一样, ③ 由于性格和性别的不同, ④ 每个人都能够在按性别划分的土著斐济社会中获得不同的体验; ⑤ 我们的学生也是如此, ⑥ 在不同的人生阶段以及寄住在村庄的不同位置, ⑦ 他们有机会接触到一些本来对我们来说可能一直会是一团迷雾的经验。

Analysis: Although this sentence is very long, parted by its off-the-shelf punctuation marks, it is not necessary

to further divide and revise the sentence order. The logical relation and expression order of SL are basically the same as that of Chinese, so they can be translated in the original order. The SLT possesses seven segments, which are rendered into Chinese one by one. TLT can present the complete information of SLT in a way that TLT readers will find it accessible. "had access to a segment of experience which might otherwise have remained opaque to us" is previously translated into "他们有机会接触到一些我们本来可能一直不理解的经验", employing what has not been used in SLT and supplementing what has been mentioned in SLT as "他们". The translation is replaced with "他们有机会接触到一些本来对我们来说可能一直会是一团迷雾的经验", changing the adjective "opaque" into the noun phrase "一团迷雾", which will make the expressions more familiar to Chinese readers. That way of translation is more acceptable to TLT readers and conforms with the communicative translation theory.

## 2.2 Reverse

In the case of long English sentences, translators should pay attention to the differences in logical thinking between English and Chinese, make appropriate adjustments to the narrative order, and translate those sentences in a reversed order according to the logical thinking and expressions in Chinese.

### Example D

SL: ① Young men, who were granted somewhat more autonomy in local culture, were much less likely to question indigenous Fijian communal culture, ② than were females of the same age group. (p.xvii)

TL: ②与同龄女性相比, ①在当地文化方面获得较多自主权的青年男性质疑斐济土著社区文化的可能性小之又小。

Analysis: There are structural differences between Chinese and English. English by and large, places the conclusion at the beginning of a sentence, while Chinese, on the contrary, usually begins with modifiers, namely the attributive, adverbial and appositive. As a result, it is inevitable that reverse method will be adopted. In order to make the narrative structure of TLT consistent with modern Chinese, guided the principles of communicative translation, the comparative adverbial clause "than were females of the same age group" is brought in advance and the conclusion "were much less likely to question indigenous Fijian communal culture" is put at the end of the sentence. In this way, TLT is in harmony with the logic of Chinese and gives TLT readers a deep understanding of why these young men are less likely to question the culture of the indigenous community.

### Example E

SL: ①They feared the possibility of losing their culture ②and then, as a consequence, losing their land and political power, ③which they believed had been the fate of the Maori and indigenous Hawaiians. (p.49)

TL: ③他们害怕会和毛利人和土著夏威夷人的命运

一样, ①先是失去自己的文化, ②继而失去自己的土地和政治权力。

Analysis: This sentence is composed of a simple sentence and a nonrestrictive attributive clause. The main sentence is "They feared the possibility of losing... losing". The present translator vacillates between "他们害怕.....的可能性" and "他们害怕可能会.....", which violates the linguistic norms of TLT of simplicity and clarity. To avoid translationese, the main sentence is translated into "他们害怕会.....", because this Chinese words "害怕" implicates that "they" are beset by the potential threat of losing their culture, land and political power. In addition, the clause is transposed from the end of SLT to the beginning of TLT, for Chinese generally summarizes something first and then specify it. In view of that the order of SLT is corresponding to that of TLT, the main sentence can be translated by the original sentence order. In such a manner, TLT becomes coherent and comprehensible, which presents TLT readers the anxieties of future uncertainties that indigenous Fijians suffered and achieve the goal of communicative translation.

### Example F

SL: ①The young woman also said that there had been community meetings to address disputes ②when she was a child in another area of Fiji ③and that such meetings were good things that helped to head off conflict within villages. (p.30)

TL: ②这位年轻女士还讲道自己年幼时生活在斐济的另一地区, ①那里曾经通过召开社区会议解决纠纷, ③那些会议也为解决村内的冲突做出了贡献。

Analysis: It is acknowledged that there is a tendency to conduct sentences from causes to effects in Chinese. In this example, the main structure is "The young woman also said...". Following the verb "said" there are two object clauses. The first clause is a "there be..." structure signifying "the existence of something" which contains a finite temporal adverbial clauses led by a relative adverb "when"; the subjective of the second one is "such meetings", the predicate is "were" and the predicative is "good things", which follows an appositive clause led by a relative pronoun "that". For the purpose of a better communicative effect, the temporal adverbial clauses are moved in the front according to the narrative order of Chinese. This piece of sentence "such meetings were good things that helped to head off conflict within villages" is originally translated into "这样的会议是有益的, 帮助解决了村子内部的冲突" which appears to be correct but a little cumbersome. To prune the redundancies of TLT based on the principles of communicative translation theory, all the information is glued together in a logical way and rendered into "那些会议也为解决村内的冲突做出了贡献", which is put at the end of the sentence. It is a typical application of reverse method that the accuracy and acceptability of TLT can be improved.

### 2.3 Division

In English, there are a great number of long sentences that contains numerous modifiers, which make the sentence structure complicated. Therefore, it is not necessary to duplicate original sentences, but to deal with them flexibly in adherence to the characteristics of Chinese grammar. Division is a common method of breaking down long English sentences into two or more sentences. It often includes splitting up words, phrases, clauses and sentences. Translation.

#### Example G

SL: ①In fact, ②villagers who were middle-aged or older had lived through waves of governmental policy aimed both to preserve communal culture as a protection from the “anomie” of rapid development and to shake people out of this communal culture to allow development (Ravuvu, 1987). (p.3)

TL: ①事实上, ②中老年村民们经历了政府政策的浪潮。③这些政策旨在保护社区文化, ④使它免受快速发展的“反常态”的影响, ⑤并让人们摆脱这种社区文化, ⑥从而让发展成为可能 (拉乌武, 1987年)。

Analysis: This long sentence is not punctuated amongst clauses, which is not very common in constructing Chinese sentences. The SLT consists of ① and ② these two parts. The segment ② is separated into ②, ③, ④, ⑤ and ⑥ these five pieces in TLT, and the first two parts ① and ② are converted into a sentence and the rest four parts a sentence. English shows the heavy reliance on pronouns to convey the information based on referential relations, while Chinese usually delivers the information through repetition of some nouns or names. To spare TLT vagueness and ambiguity, the present translator repeats what the “这些政策”. The SLT is split up into two sense groups, namely who underwent the governmental policy and what the policy aims at. Therefore, it is conducive to transmit valid and meaningful content and the sentence length and patterns of TL will be those TLT readers are acquainted with.

#### Example H

SL: ①Emily and Erinn interviewed many young women on their attitudes toward body-weight and found that, ②in fact, many of them did attempt to diet but often had trouble maintaining diet and exercise regimes because of local pressure to show concern for others by accepting food and socializing rather than working on one’s body. (p.xvii)

TL: ①艾米丽和埃林采访了许多年轻女性对体重的态度。②她们发现, ③其实受访者中的许多人也尝试过节食, ④但是他们往往难以坚持节食和锻炼。⑤因为当地的压力要求他们通过接受食物和参加社交活动表达对他人的关心, ⑥而不是通过锻炼身体来达到这一目的。

Analysis: If this long sentence is translated in Chinese without dividing into smaller sentence, the translation will be constituted by some information that is badly

organized. It does not agree well with the communicative translation theory. The translation should give priority to the comprehension and response of TL readers. The present translator divides this given sentence into three sense groups. The segment ① in SL is divided into two parts, which are respectively ① and ② in TLT. The segment ② in SLT is separated into five elements, which are ②, ③, ④, ⑤, and ⑥ successively. There is a tendency to construct logically rigorous long sentences with complicated structures in English. For the sake of communicative effectiveness, the present translator translates long English sentences into short sentences, making the translation more consistent with the habits of expression in the TL. The translation thereby is more in line with the reading habits of Chinese readers, which can convey precise information of the original text in a felicitous manner, and further serve the purpose of communication.

#### Example I

SL: ①Becker (1995), for example, argues that indigenous Fijians are less preoccupied with body weight than are Americans because Fijians have a “sociocentric self,” ②internalized in the course of growing up, ③which inclines them to see their personal characteristics and achievements as the product of the efforts of relatives rather than of personal willpower. (p.xiii)

TL: ①例如, ②贝克在1995年认为本土斐济人不像美国人那么注重体重管理, ③因为斐济人存在“以社会为中心的自我”。④这种自我在发展过程中逐渐根深蒂固, ⑤这使他们更容易把自己的特点和成就看作是亲属们努力的成果, ⑥而不是个人意志力发挥的产物。

Analysis: This sentence, as a complex sentence, has a sophisticated syntactical structure. If it is translated in light of the original structure, the translation will affect the fluency of the TLT, and interfere with what information intended to be captured by TLT readers in this very English text. In this SLT, there is an adverbial clause of cause. This given sentence has three parts. The first part ① of SL is divided into ①, ② and ③ these three pieces. The third part ③ of SL is broken up in ④ and ⑤ these two segments. These three parts of SL are further split into six pieces which are rendered into two sentences in Chinese. Moving the parenthesis “for example” does not change whole structure of the sentence. There is a tendency to construct logically rigorous long sentences with complicated structures in English. For the sake of communicative effectiveness, the present translator translates long English sentences into short sentences, making the translation more consistent with the habits of expression in the TL. The translation thereby is more in line with the reading habits of Chinese readers, which can convey precise information of the original text in a felicitous manner, and further serve the purpose of communication.

## 2.4 Embedment

Embedment means that when a long English sentence is translated into Chinese, the postpositive modifiers are placed before the central word according to the Chinese logical order. But the embedded elements should be kept in a proper length, otherwise the translated sentence will be jumbled, mouthful and stragglng.

### Example J

SL: ①This possibly revealed that his concern<sup>1</sup> with ending a traditional practice of airing grievances in public<sup>2</sup> ②stemmed from an anxiety about declining ethnic solidarity amongst Fijians: ③if Fijians fought amongst themselves, ④this might cause them to befriend Indo-Fijians ⑤and lose sight of<sup>1</sup> the need to defend Fijian land rights against the Indo-Fijians<sup>2</sup>. (p.30)

TL: ①这一推论可能反映了他在公共场合停止宣泄不满这一传统做法<sup>2</sup>的担忧<sup>1</sup>, ②这是害怕斐济的民族团结会分崩离析。③如果斐济人内部纷争不断, ④虽然会让斐济人与印裔斐济人变成朋友, ⑤但是也会让斐济人对从印裔斐济人手中捍卫土地<sup>2</sup>的决心松懈<sup>1</sup>。

Analysis: There is an object clause of the verb “revealed”. The object of the main sentence is “his concern”, of which the post-modifier is very long. The pronoun “this” in the beginning of the SL refers to the conclusion of the village head. The present translator places the modifier ahead of the noun “his concern”, and translates this piece of text as “.....的担忧”. The embedded structure will lead to the compactness of the TT. Guided by the communicative translation theory, the present translator turns the phrase “lose sight of” from the translation “忽视” into “决心松懈”, and uses the fixed collocation of “对.....决心松懈”. In the meantime, The present translator chooses three Chinese terasyllabic words “宣泄不满, 分崩离析” and “纷争不断” to obtain the unique sense of rhythm of Chinese. Consequently, TLT becomes more idiomatic and natural, and TLT readers will be able to comprehend the TLT.

### Example K

SL: ①In short, ②understanding the relations between culture and self in our contemporary global village is a complex task of analyzing the repertoire of available ideologies, ③the social forces<sup>1</sup> that make some of these ideologies dominant<sup>2</sup>, ④and the ways<sup>1</sup> that individuals and groups give these ideologies new meaning as they use them in very particular contexts to achieve very specific purposes<sup>2</sup>. (p.xiv)

TL: ①简而言之, ②理解当代地球村中的文化与自我的关系是一项复杂的任务, ③需要分析现有意识形态体系和使其中一些意识形态占据主导地位<sup>2</sup>的社会力量<sup>1</sup>, ④以及个人和团体在特定环境下使用这些意识形态达到特定目的时赋予它们新意义<sup>2</sup>的方式<sup>1</sup>。

Analysis: This sentence consists of two attributive clauses, so the present translator adopts the embedment method twice in translating this long sentence. Because

the attributives’ position of Chinese is sometimes different from that of English, the present translator respectively puts the attributive before the antecedents “the social forces” and “the ways”. The present translator translates them into “.....的社会力量” and “.....的方式”. Abiding by the principles of communicative translation theory, the present translator intends to bring clarity and simplicity to the TLT. Through the above measures, the TT is in line with the expressions of Chinese, which can not only make the original meaning faithfully expressed, but also make TLT intelligible to TLT readers. In the end, TLT will meet the requirements of communicative translation.

### Example L

SL: ①Through gossip, backbiting, and pointed sarcasm ②villagers manifested a disdain for anyone<sup>1</sup> who thought that they were better than anyone else<sup>2</sup> ③as well as a pervasive fear ④that many people did think themselves “above” other villagers in terms of<sup>1</sup> education, wealth and knowledge of the outside world. (p.28)

TL: ①村民们以闲言碎语、冷言冷语, ②表现出对那些自高自大<sup>2</sup>之人<sup>1</sup>的鄙视, ③同时也表现出一种普遍的担忧, ④不少人认为自己在获得教育、财富和领略外部世界<sup>2</sup>方面<sup>1</sup>“胜过”其他村民。

Analysis: The sentence contains a restrictive attributive clause, introduced by relative pronoun “who” modifying the indefinite pronoun “anyone”. In translation, provided that “who thought that they were better than anyone” is translated semantically into “那些认为自己比任何人都优秀的人”, its expression is suffused with superfluous repetition, which affects the effectiveness of communication. Therefore, by using the embedment method, the clause is put in front of the antecedent “anyone”, and we get “那些自高自大之人”. English tends to use abstract nouns to express actions and motions, while Chinese is prone to using verbs. To deal with “in terms of education, wealth and knowledge of the outside world”, the present translator converts the nouns “education, wealth and knowledge of the outside world” into the verb-object phrase “获得教育、财富和领略外部世界”. Meanwhile, the present translator switches the postpositive attributive to prepositive attributive. By changing the static depiction into a dynamic one, the goal of communication will be achieved. By that means, the present translator removes the difficulties and obstacles in reading for TLT readers, which allows TLT to live up to the expectations of them and to fulfill the goal of effective communication.

## 2.5 Recast

Having failed to translate a sentence by just one technique, translators should simultaneously use the above-mentioned techniques, namely sequence, reverse, division and embedment, after the syntactic analysis.

### Example M

SL: ①Both the desire<sup>1</sup> to become a sociocentric self<sup>2</sup>,

②and the equally strong desire<sup>1</sup> to see this as a personal choice<sup>2</sup>, ③were aspects<sup>1</sup> of narratives Rakiraki villagers put together to define a meaningful place for themselves in their community and in the wider world<sup>2</sup>, ④as they tried to resolve tensions between computing ideologies and between ideology and circumstance.

TL: ①无论成为社会中心的自我<sup>2</sup>的愿望<sup>1</sup>, ②还是同样强烈的把这看作个人选择<sup>2</sup>的渴望<sup>1</sup>, ④都是拉基拉基村民们在化解计算意识形态和意识形态与环境之间紧张关系的过程中, ③放在一起在社区和更广阔的世界里为自己定义一个有意义的地方的叙事<sup>2</sup>的各个<sup>1</sup>方面<sup>1</sup>。

Analysis: The present translator combines the reverse and embedment methods. The adverbials of time in English are fairly flexible, but in Chinese they are often placed at the beginning of a sentence or before a predicate. Communicative translation theory gives priority to TLT readers. Consequently, the present translator transposes segment ③ and ④ in translation to make TLT coherent and logical. The post-modifiers in SL are framed into the embedded structure, which respectively are “.....的愿望”, “.....的渴望” and “.....的各个方面”. In this manner, it allows the translation more in compliance with the logic of Chinese, which prepares TL readers to fully comprehend the message content of the original textual material.

#### Example N

SL: ①It is perhaps also not surprising ②that those who chose to see themselves as opting for communalism as a higher good ③emphasized the fact that this was a choice ④not something<sup>1</sup> that was forced on them from the outside<sup>2</sup>. (p.10)

TL: ②那些自认为选择了地方自治主义作为一种更高利益<sup>2</sup>的人<sup>1</sup>, ③强调这是他们自己的选择, ④而不是外界强加给他们<sup>2</sup>的思想<sup>1</sup>这一事实, ①这或许也就不足为奇了。

Analysis: The present translator mainly adopts division, embedment and reverse these three methods. The SL only has one part, which will be clumsiness and awkwardness in TLT without adopting the embedment method. Under the guidance of the communicative translation theory, translators should lay stress on the comprehension and response of TL readers, and focus on the information and opinions of TLT. First, the present translator splits this sentence into ①, ②, ③ and ④ these four fragments and rendered into ①, ②, ④, and ③. The present translator moves the comment “It is perhaps also not surprising” to the end of TLT, which is in accordance with Chinese thinking patterns. There is an abstract noun “fact” and its appositive clause in which a restrictive attributive clause of the pronoun “something” is included. Then, the embedment method is utilized to deal with these three above-mentioned clauses. “those who...” is construed into “.....的人” and “something that” into “.....的思想”。

#### Example O

SL: ①Examining individual life stories revealed that each person had his or her own way of being sociocentric: ②some people were heavily invested in the idea of contributing to a community; ③others focused on the bonds<sup>1</sup> of sharing and caring that united villagers<sup>2</sup>; ④others saw themselves as part of an educated and/or high ranking vanguard whose role was to help the rest of the community but who were above the need to submit to communal prescriptions themselves. (p.11)

TL: ①研究个人的生活经历可以发现, ②每个人都有自己实现的社会中心主义的方式。③有些人在为社区做贡献的想法上投入了大量的精力; ④有些人专注于那条让村民们乐于分享、相互关心、团结一致<sup>2</sup>的纽带<sup>1</sup>上; ⑤还有些人则认为自己是受过良好教育的那部分人, ⑥也/或是高级先锋队的一员, ⑦职责是帮助社区内的其他人, ⑧而自己却不需要服从社区的规定。

Analysis: Through an analysis of this ST, the present translator figures out that the main structure (Subject-Verb-Object) of the sentence is “Examining individual life stories revealed that...”. The subject is the gerundial phrase “Examining individual life stories”, and the predicate is the verb “revealed” of which the object clause is guided by the connective “that”. After a colon there are three coordinate clauses separated by two semicolons in the sentence. To comport with the principles of communicative translation theory, the methods of division, embedment and sequence are employed. This SLT covers four sense groups ①, ②, ③ and ④. The present translator splits them into eight pieces, and sense group ① of SL is divided into ① and ②, sense group ④ is separated into ⑤, ⑥, ⑦ and ⑧ these four elements. These four sense groups respectively become ①②, ③, ④, and ⑤⑥⑦⑧. The second part “others focused on the bonds of sharing and caring that united villagers” is embedded into “有些人专注于那条让村民们乐于分享、相互关心、团结一致的纽带”上。The qualifiers of “the bonds” is readjusted, and put in front of it, shaping this element into an embedded structure, which is “那条.....的纽带”。The sequences of these eight segments in TLT is the same as that in SLT. This thereby will ensure the coherence of TLT, and complete the goal of communication.

## CONCLUSION

As pointed earlier, Newmark’s communicative translation theory is closely related to the effects of the SLT and the responses of the readers. The present writer come up with four points to conclude this paper. All the techniques employed are designed to produce the same effect as that of the SLT. a. Communicative translation embraces the advantages of naturalization, free translation and idiomatic translation, which

makes it the most ideal translation method in SST. Translating informational texts should show respect for the authenticity of the original texts. There is not much limitation in the translation of informational texts, which allows the translated materials to be smooth without sticking to the original linguistic form. b. Communicative translation pays attention to the responses of the TLT readers, making the SL submissive to the TL and the culture of the TL. Adopting communicative translation theory means removing difficulties or ambiguities for the readers. c. Communicative translation conforms to the custom and tends to under translate, that is, sometimes, to use general and abstract words when the terms are difficult to translate. d. To help the readers to understand the information, communicative translation usually generates longer sentences than semantic translation in E-C long-sentence translation.

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