

An Investigation of Applied Foreign Language Students' Mastery Levels at the Three Steps of the English-Chinese Translation Process: A Study of the English Appositive Clause Approach

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Abstract

When it comes to evaluating students' English-Chinese translation, teachers can only focus on the result, not the process, of translation. They seldom can touch on the students' performance in the various stages of translation process. By engaging students in translating English sentences containing subordinate clauses, noun clauses, and appositive clauses, this study aims at finding out how students performed in the three steps of the translation process, then uses their mistakes as references for evaluation and teaching translation. Based on the analysis of the written answers gathered of 198 students from four departments of applied foreign language (AFL) and one department of translation from the institute of technology, this study has found that the average students' mastery levels of (1) three kinds of subordinate clauses, (2) four types of noun clauses and (3) appositive clauses were respectively 71%, 40% and 49%. The average students' combined mastery level of subordinate clauses, noun clauses and appositive clauses was 56%. The average students' mastery level of non-existent appositive clauses in Chinese was 35%. The students' combined mastery level of research questions 1 and 2 was only 19.60%. Of the 198 students, 39% thought they were able to translate it appropriately. Obviously, there existed a gap between students' authentic ability and the thought-to-be ability. Overall, this study finds that AFL students lacked, to a very large extent, the required proficiency in English-Chinese translation.

Keywords: English-Chinese translation; subordinate clauses; noun clauses; appositive clauses; translation process; counterpart; linguistic interference; mastery level; AFL students

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Introduction

Background of the Study

Unlike Chinese, which is topic-comment based, English is basically a sentence-based language (Tsao, 1979). A sentence-based language is characterized by a high occurrence frequency of clauses. According to Corder (1981), English writing tends to abound in sentences containing many and varied clauses. He mentions that for every two sentences found in English writing there appears at least a clause. Effective reading, therefore, consists partly in an ability to identify a clause and to distinguish one clause from another in terms of their forms and functions.

With there being so many and varied clauses, English-Chinese translators are immediately faced with a plethora of problems. Translation basically involves the following three steps: (a) identifying the syntactic form and function of the specific syntactic construction to be translated, (b) looking for a corresponding Chinese syntactic construction, if any, and/or (c) borrowing the English syntax or modifying a related Chinese syntactic construction if there is no corresponding syntactic construction in Chinese (Wu & Chuo, 2001; Chuo, 2002).

Students from the departments of applied foreign languages (AFL students) have tended to be regarded as lacking sufficient mastery of the knowledge base of the English language. This is due partly to their tech-vocational educational backgrounds, which deemphasize English instruction to a certain degree, and the educational goals of applied foreign language, which emphasize technology, business and English (Wu & Chuo, 2002; Chen, 2001). Studies over the past years have pointed out their lack of ability to master the English grammar. For instance, in their investigation of applied foreign language students in their mastery of English clauses, Chuo et al (2004) and Yang (2004) find that students of applied foreign language lack a good command of English relative clauses and noun clauses respectively.

Purpose of the Study

Translation is a required professional course provided by a majority of applied foreign language departments (Hsu, 2001; Wu & Chuo, 2002). AFL students take approximately only two semesters of translation before graduation. In view of their inadequate mastery of English clauses and their relative lack of training in translation practice and theory, it is interesting to observe how the students perform on the translation of English appositive clauses, which are relatively complex in terms of their functions and their relations to other kinds of clauses. Therefore,

this study aims to investigate how ALF students perform on the translation of English appositive clauses. Three research questions based on the three steps of translation are thus proposed:

1. Are students able to possess a holistic comprehension of English appositive clauses?
 - a. To what extent can students identify clauses, including noun, relative and adverbial clauses?
 - b. To what extent can students differentiate the four kinds of noun clauses: subject, object, complement and appositive?
 - c. To what extent are students aware of the three probable underlying structures of appositive clauses: subject, object and complement?
2. Are students able to identify the non-existence of the appositive clause construction in Chinese?
3. What are the techniques used by the students to translate English appositive clauses into Chinese?

Related Literature

Clauses

From the point of view of linguistic typology, one of the most distinctive features between Chinese and English is that Chinese is a topic-comment language, while English is mainly a sentence-based language (Tsao, 1979). A sentence-based language tends to be composed of various clauses through transformational processes such as conjunction, branching or embedding. Different kinds of transformations result in different kinds of clauses.

Traditionally, we tend to classify clauses into main clauses and subordinate clauses. Subordinate (dependent) clauses, according to Corder (1981, p.50), are used in sentences as modifiers, subjects, objects, or complements. Based on the grammatical functions they serve, subordinate clauses are classified into relative clauses, adverbial clauses and noun clauses.

Noun Clauses

Zeiger (1973, p.48) pointed out that noun clauses may be introduced by (1) subordinating conjunctions, (2) relative (or conjunctive) and interrogative adverbs, or (3) relative and interrogative pronouns. (NOTE: Direct quotations are sometimes classified as noun clauses; indirect quotations always are.) Most noun clauses are introduced by that, but whatever, whoever, who, what, why, when, where, and

whether. Subordinate clauses that are used as subjects, objects, complements and appositives are called noun clauses.

Relative Clause

A relative clause, according to Stockwell, Schachter & Partee (1973, p.421), is a sentence embedded (in surface structure) as a modifier of an NP, the embedded sentence having within it a WH-pronominal replacement for a deep-structure NP which is in some sense identical with the head NP. They further pointed out that relative clauses are at least two types: restrictive and appositive (or nonrestrictive). Leggett, Mead & Charvat (1978, p.495) also identified two kinds of relative clauses. According to them, a restrictive clause is a modifying clause that is essential to pointing out or identifying the person or thing being modified. Restrictive clauses are not set off by punctuation marks. A nonrestrictive clause is a modifying clause that is not essential to pointing out or identifying the person or thing modified. Commas set off nonrestrictive clauses. (p.491)

Adverbial Clauses

According to Azar (1999), adverbial clauses are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to an independent clause. They have different modifying functions as follows:

Time: He closed the windows when it began to rain.

Cause and Effect: He went to bed because he was sleepy.

Contrast (Unexpected Result): Even though the weather was cold, I went swimming.

Direct Contrast: Mary is rich, while John is poor.

Conditions: If it rains tomorrow, I will take my umbrella. (p.360-p.367)

High application frequency of clauses in writing

Subordinate clauses are frequently found to occur in writing. It was pointed out by Corder (1981) that about half the sentences in most kinds of writing contain one or more subordinate clauses, for subordination shows the relationship between ideas more clearly than a series from simple or compound sentences. Corder's notion can be evidenced in the two passages of "Philosophical Foundations of Education" by Ozman & Craver (1995, p.4) and "The Bell Curve" by Herrnstein & Charles (1994, p.203). The clauses are underlined in the passages to be illuminated as below:

In the Republic, Plato proposed the kind of education that would help bring about a world in which individuals and society are moved as far as they are

capable of moving toward the Good. He understood fully that most people do believe in matter as an objective reality, that there are individual differences, and that injustice and inhumanity are ways of life. He wished to create a world in which outstanding people, such as Socrates could serve as models and would be rewarded instead of punished. Plato suggested that the state must take an active role in educational matters and that it must offer a curriculum leading bright students from a concern with concrete data toward abstract thinking.
(p.4)

Everyone agrees, in the abstract and at the acuteness, that there is good parenting and poor parenting. This chapter addresses the uncomfortable question: Is the competence of parents at all affected by how intelligent they are? It has been known for some time that socioeconomic class and parenting are linked, both to disciplinary practices and to the many ways in which the intellect and emotional development of the child are fostered. On both counts, parents with higher socioeconomic status look better. At the other end of the parenting continuum, neglect and abuse are heavily concentrated in the lower socioeconomic classes. Whenever an IQ measure has been introduced into studies of parent-child relationships, it has explained away much of the differences that other wise would have been attributed to education or social class, but the examples are sparse. The NLSY National Longitudinal Survey of Youth provides an opportunity to fill in a few of the gaps. (p.203)

Students' mastery of clauses: Students' cognitive ability in noun clauses

Clauses are of so many different forms and functions that students tend to have difficulty mastering them. Past studies show that a majority of students do not possess a sufficient understanding of relative and noun clauses. (Chuo et al , 2004; Yang, 2004). Take noun clauses, for example. According to Yang's (2004) investigation of 199 students of applied foreign language, only 39.4% of the respondents could clearly and correctly distinguish the noun, relative and adverbial clauses. His study also pointed out that only 41.9% of the respondents could make complex sentences containing noun clauses functioning as subjects, objects, complements or appositives. (p.80-81)

Students' mastery of relative clauses

Chuo et al (2004) provided a detailed description of how AFL students performed on relative clauses:

- (1) Only 44% of them were able to explain in written language what relative clauses

are in terms of restriction and case, and how they are related to participle phrases.

(2) Only half of them (52%) were able to make simple, organized sentences containing relative clauses.

(3) Only 26% were able to analyze relative clauses with respect to restriction and case in the sentential context. (p.325-326)

Both Yang's and Chuo's studies pointed to the fact that AFL students lacked a mastery of English noun and relative clauses.

Appositive Clause

Apposition is, by definition, the placing of a word, a phrase, a sentence element or a sentence or expression beside another so that the second explains the first. It also has the same grammatical function as the first (Zeiger, 1973; Webster's New World Dictionary, 1986; Random House Webster's College Dictionary, 2000). An appositive, therefore, refers to a word, phrase or clause in apposition. Therefore, an appositive, according to Corder (1981, p.31), refers to a noun, or noun equivalent, placed beside another noun to supplement or complement its meaning. It has the same grammatical function as the noun to which it relates. In speech, it is marked by a pause and a change in pitch. Leggart et al (1978, p.485) pointed out it is a substantive (a word or group of words used in as a noun) placed beside another substantive, denoting the same person or thing. According to them, most appositives are nonrestrictive (i.e., not essential to the basic meaning of the sentence) and are set off by commas. The following two sentences are found to contain appositive clauses:

1. Most people will accept the myth that progress is inevitable. (Corder, p.52)
2. The possibility that he might lose never occurred to him. (Corder, p.52)

Complexity of appositive clauses and their implications in translation

Appositive clauses are found to occur in English writing from time to time. Their forms and functions are, however, scarcely emphasized in grammar textbooks. Appositive clauses are, in terms of deep structure, highly complex. According to Chuo's study (2005), an appositive clause has three probable origins. It may be regarded as deriving from a subject, object or complement clause. Obviously, the complexity and difficulty inherent in differentiating appositive clauses will undoubtedly influence translators' authentic understanding of the meaning of appositive clauses, not to mention finding counterpart structures in Chinese.

The complexity of identifying appositive clauses may be seen in the following four diagrams: Figure 1 shows that four steps are involved in the process of identifying an appositive clause.

I.

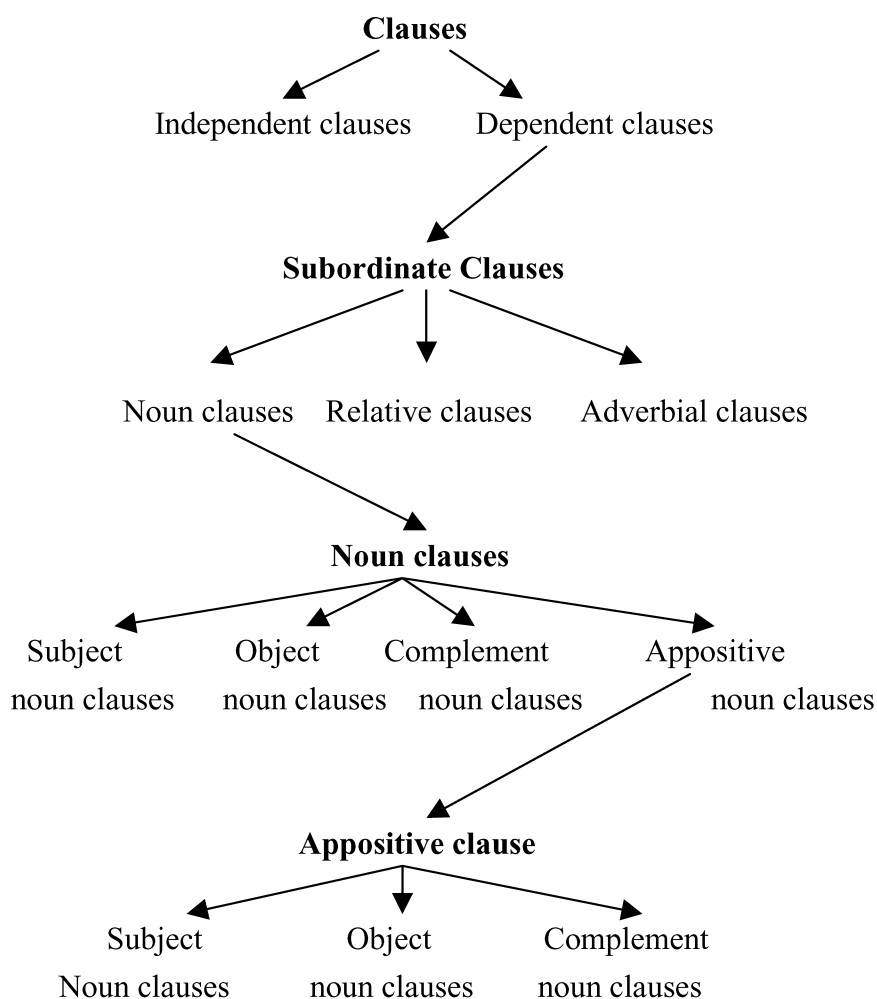


Figure 1. The complexity of identifying appositive clauses.

Chinese translations of English appositive clauses

Let's consider the translations of the following two English sentences which contain appositive clauses.

1. As an example, the eighth-grade language arts teacher might begin with a vague sense of awareness that students do not seem interested in learning language arts. (Glatthorn, A. 1990)

舉例來說，八年級語言教師起初會有模糊察覺意識，學生乎沒有興趣學習語言。

2. “Orange County, Florida’s comprehensive elementary level developmental guidance program was founded on the belief that each student is unique and singular possessing intrinsic and specific rights.” (Wittmer, 1993)

佛羅里達橘郡綜合小學發展輔導計劃建立於此信念，學生是獨特單一擁有自身及特別權。

The two Chinese translations, which are basically of a literal nature, sound

awkward to proficient speakers of Chinese. It is improper for a Chinese noun to be followed by an appositive clause. It is therefore necessary to rewrite the two Chinese translations to make them sound natural or appropriate. It is interesting to know whether translators are aware of the nonexistence of the appositive clause construction in Chinese, and whether they are able to modify the literal-based translations.

Methodology

Selected Respondents

One hundred and eighty – nine students from six junior and senior classes, including the department of Applied Foreign Languages, Mei Ho Institute of Technology, the Department of Applied English, Southern Taiwan University of Technology, the Department of Applied Foreign Languages, National Pingtung Institute of Commerce, the Department of Translation, National Pingtung Institute of Commerce, the Department of Applied Foreign Language, National Pingtung University of Technology, and the Department of Applied foreign Language, Taichung Healthcare and Management University, participated in the survey. The selection process was neither random nor judgmental. Meiho Institute of Technology was picked for the survey because the researcher has been teaching there for 15 years. The other four were selected because the researcher's friends are currently teaching there. Easy access to the participants accounted for the population selection.

Design of the Survey Form

By referring mainly to the syntactic forms and functions of English appositive clauses and their relationship with other noun clauses and the three steps of translation mentioned in introduction, the researchers aim for the three test questions, included (1) the students' mastery of the English appositive clause in relation to subordinate and noun clauses, (2) the students' ability to identify the non-existence of the appositive noun clause construction in Chinese, and (3) the students' proposed techniques for translating the English appositive clause into Chinese (See appendix 2).

Survey Procedure

Prior to the survey, a Letter of Invitation to the Survey, which states the purpose and nature of the study and the appreciation of the students' participation,

was sent to the five classes of the four universities in early March to solicit their agreement to participate in the survey. (See Appendix 1) Upon their approval, the surveys (See Appendix 2) were then administered to student-respondents in the middle March. Response sheets from the five departments were sent back to the researchers in April for analysis.

Data Analysis

The data analysis of Research Question One was based on student-respondents' answers to

1. Are students able to possess a holistic comprehension of English appositive clauses?
 - a. To what extent can students identify clauses, including noun, relative and adverbial clauses?

The numbers of clauses contained in the passage are shown in Table 1.

Table 1
Occurrence frequency of the three kinds of clauses

	Clause type			Total
	Noun clause	Relative clause	Adverbial clause	
Number	3	2	2	7

Data analysis is provided as below:

The attached passage (see Appendix 2) contains 7 clauses: 3 noun clauses, 2 relative clauses and 2 adverbial clauses. Each respondent's score ranges from 0 to 7, depending on the right numbers and kinds of clauses they identify. The researchers would like to know the student's score distribution and students' mastery level of the three kinds of clauses.

- b. To what extent can students differentiate the four kinds of noun clauses: subject, object, complement and appositive clauses?

Each sentence has only one right answer. Participants are asked to fill four “~” in the 16 blanks. Each respondent's scoring points range from 0 to 4. The researchers would like to know student's score distribution and the students' mastery level of the four kinds of noun clauses.

- c. To what extent are students aware of the three probable underlying structures of appositive clauses: subject, object and complement clauses?

Each sentence has only one right answer. Participants are asked to fill three “~” in the 9 blanks. Each student's scoring points range from 0 to 3. A table showing the score distribution will be given. The researchers would like to know

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student's score distribution and the students' mastery level of the three probable underlying structures.

2. Are students able to identify the non-existence of the appositive clause construction in Chinese?

Participants are asked to fill only one “∨” in the 2 blanks. The researchers would like to know the student's answer distribution and students' mastery level of the Chinese syntactic structure.

3. What techniques are used by the students to translate English appositive clauses into Chinese?

Participants are asked to fill only one “∨” in the 4 blanks. The researchers would like to know student's favorite translation techniques.

Results

As mentioned in Methodology, this study aims to obtain data from 6 junior and senior classes from the departments of applied foreign languages, including Meiho Institute of Technology, Southern Taiwan University of Technology, National Pingtung College of Commerce, and National Pingtung University of Science and Technology. Of all the surveyed students, a total of 198 handed in valid responses upon which the data analysis was based.

Research Question 1

1. Are students able to possess a holistic comprehension of the English appositive clauses?

a. To what extent can students identify clauses, including noun, relative and adverbial clauses?

Table 2 shows students' scoring point distribution.

Table 2

Students' mastery levels of the three kinds of subordinate clauses.

Points	Number of Student	Average
0	8	4 %
1	0	0 %
2	0	0 %
3	12	6 %
4	49	25 %
5	40	20 %
6	64	32 %
7	25	13 %
Total	198	100 %

Note. Students' total scoring points are 991. Students' average scoring points are 5. Average students' mastery level is 71%

The figures provided in Table 2 indicate that only 13% of the respondents were able to identify the 7 clauses, including noun, relative and adverbial clauses. More than half of the respondents (65%) were able to identify more than four clauses, while 35% of them could identify only 4 or fewer clauses. Based on the notion that clauses play an important part in the English grammar, this finding points to the fact that a majority of respondents could not distinguish noun clauses from relative clauses and adverbial clauses.

b. To what extent can students differentiate the four kinds of noun clauses: subject, object, complement and appositive?

Table 3 shows students' scoring point distribution.

Table 3

Students' mastery levels of four kinds of noun clauses

Point	Student Number	Average
0	22	11.0 %
1	78	39.4 %
2	65	33.0 %
3	19	9.6 %
4	14	7.0 %
Total	198	100.0 %

Note. This table shows students' scoring point distribution. One right answer is one point. Students' total scoring points are 321. Students' average scoring points are 1.6 points. Average students' mastery level is 40%.

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From Table 3, 7 percent of participants were able to fully identify the four kinds of noun clauses. Surprisingly, a majority of them (92%) could provide less than 3 out of the four right answers. More than 10 percent of them had no knowledge of the differences between the different kinds of noun clauses at all. Obviously, most of them were unable to distinguish the four kinds of noun clauses in terms of their functions.

c. To what extent are students aware of the three probable underlying structures of appositive clauses: subject, object and complement clauses?

Table 4 shows students' scoring point distribution.

Table 4

Students' mastery levels of the three underlying structures of appositive clauses

Right answer	Student Number	Average
0	34	17%
1	83	42%
2	37	19%
3	44	22%
Total	198	100%

Note. This table shows students' scoring point distribution. One right answer is one point. Students' total scoring

Points are 289. Students' average scoring points is 1.46 points. Average students' mastery level is 49%

Table 4 shows that only 22 % of the respondents were able to identify the three grammatical functions of appositive clauses. More than half of them (61%) had either a meager or no understanding at all.

Table 5 shows students' scoring point distribution.

Table 5

Respondents' score distribution on the 14 sub-questions

Number of clauses identified	Items
	Number of students
0	2
1	2
2	1
3	3
4	5
5	10
6	30
7	38

8	34
9	29
10	16
11	23
12	1
13	3
14	1
Total	198

Note. This table shows student point distribution, ranging from 0 to 14 points. Students' total scoring points are 1540. Students' average scoring points are 7.78 points. Average students' mastery level is 56%.

Table 5 shows the average scoring point of each participating student was approximately 7.78 points. This figure means that from a holistic point of view, students on the average had only a 56% mastery level of English appositive clauses.

Research Question 2 Are students able to identify the non-existence of the appositive clause construction in Chinese?

The statistical result of the data analysis of Research Question 2 is shown in Table 6.

Table 6.

Students' knowledge of the non-existence of appositive clause in Chinese

Chosen answer	Items	
	Number of students	Percentage
1	129	65%
2	69	35%
Total	198	100%

Table 6 indicates that of the 198 students, only 69, or 35%, identified the non-existence of the appositive clause construction in Chinese. A majority of them, or 65%, however, thought that Chinese has such a construction. Obviously, students did not have sufficient training in Chinese syntax. Based on Table 5 and 6, we may infer that the 198 respondents' average mastery level of Research Questions 1 and 2 were therefore 19.60% (56x35%). This means they possessed only approximately 1/5 of the syntactic knowledge required of translating English appositive clauses into Chinese.

Research Question 3

What techniques are used by students to translate English appositive clauses into

Chinese?

The statistical result of the data analysis of Research Question 3 is shown in Table 7.

Table 7

The techniques used by students in translation

Chosen answer	Items	
	Number of students	Percentage
No answer	5	2.5%
1	7	3.5%
2	77	39.0%
3	52	26.0%
4	77	39.0%
Total	198	100.0%

Table 7 shows that of the 198 respondents, 77, or 39% thought they had sufficient knowledge of the syntactic constructions involved and were able to translate the English sentence into Chinese appropriately. This contradicts our findings in Research One, which indicates that they were poor in understanding clause, and Research Question 2, which points out that only 35% of them gave the right answer. Seventy seven of them, or 39% did not quite understand the meaning of the English sentence, and fifty two of them, or 26%, could not find a syntactic counterpart in Chinese and therefore were forced to translate literally.

Discussion

The findings of this study presented in Table 5 show that the average student-respondent was correctly able to choose only 7.78 of 14 sub-questions. Translated into the students' overall mastery level, this figure means that they have only a moderate command, or 56%, of the appositive noun clause. This means that the average student-respondent's overall ability in (1) identifying subordinate clauses, including noun, relative and adverbial clauses, (2) distinguishing the four kinds of noun clauses, and (3) pointing out the deep structures of the appositive clauses, is far from satisfactory, considering that most of the survey questions did not pose too much difficulty. Concerning students' ability in identifying whether there is a corresponding

Chinese syntactic construction of the English appositive clause, a majority of students (65%) as shown in Table 6, agreed that the English appositive clause has a

syntactic counterpart in Chinese. Less than half of the respondents (35%) pointed out that there is not a syntactic structure in Chinese. This means that the average student lacked a good command of the Chinese syntax, therefore, leading to the possibility of writing Chinese sentences without being aware whether or not they are grammatically correct in Chinese.

With respect to the techniques likely to be implemented by students, 63 (or 39%) of the 198 respondents, as indicated in Table 7, claimed that they were appropriately able to translate the sentence into Chinese based on their understanding of the syntactic structures involved. This figure contradicts the fact in Table 5 that only 5 students were found to score more than 11 points on Research Question One (By 11 points the researchers mean that they made only 3 mistakes out of the 14 questions). It also contradicts the fact, in Table 6, that only 35% of them knew there is not such a syntactic structure in Chinese.

Obviously, as far as the totality of translation is concerned, AFL students were found to lack the knowledge or comprehension needed in the three steps of translation. Most of them possessed neither sufficient English grammar knowledge nor Chinese grammar understanding. It is ironically revealed in Table 7, however, that quite a few of them (39%) thought they were appropriately able to translate what they don't really understand into Chinese. This is an interesting phenomenon. Table 5 shows that only 1 of the 198 students scored 14 points, 3 scored 13 and 1 score 12 points. Obviously, only a tiny portion of them had a solid understanding of the syntax involved. The reason may be due to the seemingly simple vocabulary terms contained in the sentence. Interestingly, translators hold the misconception that if they know the meaning of the vocabulary terms they are able to translate. This also reflects the cognitive gap between what one thinks one knows and what one really knows in the translation process.

In order to enhance students' proficiency in English Chinese translation, teachers of translation, English curriculum planners and educators could offer more grammar courses to students majored in English. Without a solid grasp of grammatical structures, students cannot expect to decipher messages contained in higher-level structures, not to mention translate them into Chinese. Concerning translation classes, teachers should spend more time comparing and contrasting both English and Chinese syntactic structures, thus enabling students to appropriately translate. Moreover, courses, such as Chinese syntax or readings in Chinese, should be offered to AFL students to acquaint them with the basic structures of Chinese and the different styles of Chinese writing. Finally, students, who have a scanty comprehension of clauses, should take remedial courses, otherwise they will graduate unprepared for the Grammar-Translation teaching method, which plays an

important role in all levels of teaching.

This study points to the fact that translators may translate a specific word or construction without being aware of its true sense or meaning. There is a gap between what one translates and what one really comprehends. Translators, therefore, need professional training to enhance their understanding of the science of translation.

Limitations of the Study

This study did not base its data analysis on students' English-Chinese translations and did not attempt to make a comparison between the four sampled departments. Therefore, there is no way of knowing whether or not there exists group differences. Meanwhile, no department in the northern part of Taiwan was sampled. Regional difference was not taken into consideration. Finally, this study did not survey students from traditional departments of English language and literature, who have been provided with more English knowledge based courses.

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Appendix 1. A Letter of Invitation to the Survey

Dear Students:

As conductors of the present study "An Investigation of Applied Foreign Language Department Students' Problems with Translations: A Case Study of Appositive clause Translation", we would like to sincerely invite you to participate in this project by providing us with your valuable responses to our four research questions. The purpose of this research is purely academic, aiming at understanding applied foreign language students' cognitive ability of English-Chinese translation.

Your responses will be of tremendous significance not only to us but also to other students and teachers of English-Chinese translation. The analysis of your responses will contribute considerably to the curriculum design of departments of applied foreign language. Please feel comfortable answering all the research questions. Your names won't be identified and you may feel free to stop answering whenever you feel reluctant to do. We would like our survey to be administered between March 10 and 20. Please arrange the appropriate time and place for the survey. The researchers will be on-site to conduct the survey as scheduled. We would be much obliged if you are willing to delegate your class representative to sign his or her name below. The signature will be of great significance to the conductors as we will be able to proceed with our research without offending anyone.

請貴班長就底下所需資料填妥，以利研究者進行研究。

() 美和技術學院應外語系_____班)班代_____

擬定問卷作答時間_____地點_____擬參加人數_____

() 南台科技大學應用英語系_____班班代_____

擬定問卷作答時間_____地點_____擬參加人數_____

() 屏東技術學院應外系_____班)班代_____

擬定問卷作答時間_____地點_____擬參加人數_____

() 屏東技術學院翻譯系_____班)班代_____

擬定問卷作答時間_____地點_____擬參加人數_____

() 屏東科技大學應外系_____班)班代_____

擬定問卷作答時間_____地點_____擬參加人數_____

研究執行者

陳瑾茵 美和技術學院

敬上

Feb 20, 2004

Appendix 2

Research Questions

一 下列文章中含有幾個名詞子句？ 幾個附屬連接子句？ 幾個關係子句？ 請先在子句下劃上底線， 然後把數目字填空白處 10 minutes

a. John Paul Strain (1975) stated that one has to go back several years in the journals on education to find an article on idealism. One might think this conspicuous absence indicates that idealism is no longer a viable philosophy of education. When people refer to idealism as a philosophy of education, they generally mean Hegelian idealism which was dominant in the nineteenth century and influenced such thinkers as John Dewey and Herman Horne. Although it is difficult today to find philosophers of education who are true idealists, idealism does not exist in the thought patterns of American education. (Ozman & Craver, 1992, p.28)

Clause Type Number	Noun Clause	Relative Clause	Adverbial Clause
Each Type			
Total			

b. 下列四個句子皆含有名詞子句，請指出各名詞子句之文法功能(主詞、受詞、補語、同位語) 5 minutes

1. The possibility that he might lose never occurred to him
2. They wondered what would happen next.
3. It had never occurred to him that he could raise his grade by studying harder.
4. The reason that he lost the election was that he lacked organized support.

每題為四選一，請以“~”填入空白處

Clause Question	Subject	Object	Complement	Appositive
1				
2				
3				
4				

c. 下列三個句子皆含有同位子句，就你所知，這三個同位子句是否來自不同的深層結構各來自什麼名詞子句？ 或者並無差異？ 10 minutes

1. Most people will accept the myth that progress is inevitable.
2. The possibility that he might lose never occurred to him. (Corder, P.52)
3. Liberians and the international community have held out hope that Taylor's departure.

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and a promised U.N. peace force, will make a difference this time.

每題為三選一請以 “~” 填入空白處

Derived from Question	Subject Noun Clause	Object Noun Clause	Complement Noun Clause
1			
2			
3			

二 就你的認知中文裡(1)有同位子句語法結構(2)並無(同位子句語法結構
本題為二選一，請以 “~” 填入空白處

答案⊗1)_____ (2)_____

三.下列英文句含有一個同位子句，在翻譯此英文句時，你會採用那一種方法?
(1) 不太明白整句意義，且因為怕翻譯出怪句子，乾脆不予翻譯 (2) 不太明白
整句意義，但還是依據自己意見勉強翻譯 (3)明白整句意義，但因無法找到相
對中文結構，所以只好根據英文語法，直接照字面翻 (4) 明白整句意義，有能
力找到適當中文語法，以將此句之意義呈現

For many of these young people, the American dream ends with the recognition that they are not wanted and are of little value in this society.

本題為四選一

Techniques used for translation	Answer (use “~” for your right answer)
1 不太明白整句意義，且因為怕翻譯出怪句子，乾脆不予翻譯	
2 不太明白整句意義，但還是依據自己意見勉強翻譯	
3 明白整句意義，但因無法找到相對中文結構， 所以只好根據英文語法，直接照字面翻	
4. 明白整句意義，且有能力找到適當中文語法，以將此句之 意義呈現	

應用外語系學生在英譯中過程中三步驟精通程度之探討： 以同位語子句為例

陳瑾茵*

摘要

有關於學生英譯中之評鑑，教師僅能就呈現出來的中文予以修正評分。至於有關學生在翻譯過程中不同階段表現如何，教師甚少觸及。本研究以英文語法中之同位語子句為經，以翻譯過程所涉及之三步驟為緯，來探討學生在翻譯過程中各階段所犯之錯究竟為何，以為翻譯教學及評鑑之參考。本研究以技職院校四所應外系及一所翻譯系 198 位學生為樣本。研究發現學生對於文章中所含附屬子句（名詞子句、關係子句、副詞子句）數目之精通程度為 71%。學生對於名詞子句（四種不同文法功能，主詞、受詞、補語、同位語）之精通程度為 40%。學生對於同位語事實上是其它三種名詞子句轉換而來之精通程度為 49%。以上三項統合精通程度為 56%。學生對於中文是否有同位語之語法結構之精通程度為 35%。平均學生之英文同位語子句及中文相對語法之精通程度僅為 19.60%。有關於翻譯時之態度，39%學生認為明白英文之意義且知道如何正確翻成中文。本研究發現學生真正具備之翻譯知識與實際之翻譯結果落差甚大。總體而言，技職院校應外系學生之英譯中語法及翻譯能力非常不足。

關鍵詞：英譯中、子句、名詞子句、同位語子句、對應、程序、語言干擾、精通程度

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