

<<翻译与跨文化交际>>

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内容概要

全国翻译硕士专业学位(MTI)系列教材包括笔译、口译、理论、通识和工具书五大系列,是国内第一套专门针对MTI学生编写的专业教材,具有专业化、实践性、应用型的鲜明特色。整套教材以职业翻译技能训练为核心,以应用型翻译理论为指导,配合不同学科领域的专题训练,旨在完善学习者的翻译学科知识结构,有效提高学习者口、笔译实践能力。

本书为全国翻译硕士专业学位(MTI)专业选修课教材。

本书从跨文化交际的宏观层面出发,重点关注与翻译学习相关的基础知识,引导学习者考察汉英两种语言在跨文化交际中呈现出的差异,尤其是汉英两种语言系统和文化模式的差异在翻译过程中所引发的难点问题,增强对跨文化差异的敏感性,并自觉培养跨文化交际意识与能力。

本书具有以下特点:

系统阐述了语言、文化与社会的交互作用及其对翻译可能产生的影响,帮助学习者全面了解和认识语言与文化的内在联系以及在翻译过程中可能遇到的跨文化交际问题,为进一步的翻译学习打下跨文化交际的知识基础;

强调理论与实践相结合,并以学生为中心,通过教师主讲、课堂讨论、学生专题发言等环节,帮助学习者把跨文化交际中的语言、文化与社会等方面的知识转化成为跨文化交际意识和能力,提高跨文化交际素质。

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书籍目录

- Part1 翻译中的跨文化交际因素
- Part2 语言与交际
- Part3 语言与文化
- Part4 语言与社会
- Part5 语篇与文化
- 参考书目

章节摘录

Perceptual Processes Perception can be defined as the internal process by which we select , evaluate , and organize stimuli from the external environment (Samovar & Porter. 1991 : 14) . In other words , perception is the conversion of the physical energies of our environment into meaningful experience. To further explore the relationship between perception and culture , a closer look at the issues involved in the above definition will help us gain a better understanding. A basic belief is that people behave as they do because of the ways in which they perceive the world and that these behaviours are learned as part of their cultural experience. It can also be said that our way of selecting , evaluating and organizing the physical stimuli is guided by our culture. Whether in judging beauty or describing snow , we respond to stimuli as we do primarily because our culture has taught us to do so. We tend to notice , reflect on , and respond to those elements in our environment that are important to us. Therefore , it is not difficult to realize that different cultures will have different patterns of social perception , the social aspects of the perceptual process , which is the focus of our discussion in the study of intercultural communication.

Social perception can be further elaborated as the process by which we construct our unique social realities by attributing meanings to the social objects and events we encounter in our environments. During this process , culture conditions and structures our perceptual processes so that we develop culturally inspired perceptual sets. The belief/value/attitude systems , world view , and social organization of a culture are the three major socio-cultural elements that have a direct influence upon people's perception in the process of developing meanings. When these three elements influence our perceptions and the development of meanings , our individual , subjective aspects of meanings may be changed. For example , we may all agree in objective terms when we see the same thing or the same social entity. However , what the object or event means to us may vary considerably. A typical example is that both an American and a Korean might agree in an objective sense that a particular object is a young dog , but they might disagree completely in their interpretation of the dog. The American might see it as a cute , fluffy , loving , protective pet , however , the Korean might see the dog as something especially fit for the hotpot. It is the American's cultural background that interprets the dog as a pet , and it is the Korean cultural background that regards dog meat as a delicacy. This kind of differences in cultural perception is an extremely important aspect of intercultural communication studies. The following is a further explanation of the three socio-cultural elements.

Belief/Value/Attitude Systems. Although belief can be a subjective feeling or view of the objective world , the culture to which we belong plays an important role in our belief formation. The subjective view that we hold about the characteristics of certain objects or events is much influenced by our culture. For example , the way we prefer tea or coffee , our interpretation of a news event or even our vision of the world is a part of our individual belief based on our cultural knowledge and experience. Although there are no definite rights or wrongs as far as beliefs are concerned in matters of intercultural communication , we may often trace the source of an individual's belief to his/her cultural background.

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