

and communicative approach are useful to make substantial modifications of English teaching in Taiwan. The practice of translation could be a cognitive method and a meaningful activity to English learning. As Jones (1995, p.491) indicates, translation could be said to play three distinct roles in language learning:

1. as a key to the meaning of new items;
2. as a means of practicing, learning and testing production or comprehension;
3. as a skill worth acquiring for its own sake.

2.2 Translation as a Communicative Skill in English Learning

Language is the representation of reality. In terms of Aristotle, it is a mimesis of the world. Ordinary language is like a metaphor, through which the writer and the reader share the meanings. Reader interaction depends on schemata for knowledge representation. Language translation demands the translator to fit ideas into the schemata of the readers to make them understand better. In other words, translation aims at being close to the unveiled reality by translating the source language (SL) into the target language (TL). Confucius said, "If names be not correct, language is not in accordance with the truth of things. If language be not in accordance with the truth of things, affairs cannot be carried on to success" (Legge, 1968, pp.263-264) The goal of translation seems to fairly rectify the names of SL and convey the true messages of SL to the readers; otherwise, citizens in the global village are unable to do business or manage relationship very well.

The way people look at the world is determined wholly or partly by the structure of

their native language. As the Sapir-Whorf hypothesis suggests, each language imposes on its speaker a particular “worldview.” Language represents the mode of thinking, which is deeply rooted in culture. Different languages affect perception and thought in different ways. The laws of patterns that people are unconscious of may control the forms of their thoughts. These patterns originate from the unperceived linguistic systems of their own languages, in which different thoughts and cultures are lurking (Whorf, 1956). Translation involves not only word choice, semantic mapping, and syntactic rules, but also logical thinking, cultural rules and worldviews. The success of translation should depend upon the process of thinking by investigating different syntactic structures and cultural rules, and then decoding L 1 (e.g.Chinese) into English through the super-structure of different “worldviews” between east and west.

Nowadays, advocating communicative language teaching (CLT) in secondary schools outshines traditional approaches in English teaching. CLT protests against the rote memorization of grammatical rules without "communicative competence" and demands teachers to deal with it by seeking a balance of the four skills, namely, listening, speaking, reading, and writing. However, the fact that cases of grammar are not registered in the textbooks of junior high schools seems to refuse the basic conception of grammar. In designing the textbooks, the way to replace basic grammatical explanation by sentence patterns goes to the other extreme similar to the extreme of grammatical rules being complicated and overemphasized in the past. Without the basic notions of grammar, how can the instructor expect students to write sentences corresponding to the syntactic rules? Furthermore, English curriculum

standards in secondary school generally prescribe the teaching procedures of the four skills, but the teaching of translation, mentioned as only a writing activity, has never been described in details, not to mention translation as a communicative skill in language teaching.

No matter what attitudes toward teaching translation, test items of Chinese-English translation merit special notice in the Joint College Entrance Examination. Translation plays an important role in testing the students' abilities in English, but the instructor seldom creates a model easy and practical applied to English learning. Lin (1999) pinpoints the danger of inculcating students no knowledge of grammar and argues that grammar scaffolds the framework of translating the source language into the target language (e. g. Chinese-English translation) through the process of thinking. Also, he reaffirms the importance of translation in language teaching and contributes to a practical model of translation to help the learners learning English more effectively. The model shows that the translation of L1 into L2 must depend on the thinking process from deep structure to surface structure. The deep-structured meanings of language are unveiled and become the surface-structured meanings through the transformation of syntax. According to the theory of Vygotsky (1966), application of transformation rules should follow four steps. First is to seek meanings from the fluttering thoughts without words; second is to form the inner speech with words for the meanings; third is the elaboration of words by syntax; fourth is to create sentences as the final product for outer speech. Besides L1 being translated into L2 through content analysis of words, phrases, sentences, and meanings, a good translator should recover the original meaning

of L 1 through syntactical rules in consideration of cultural truth. According to Peter Newmark (1988), the first step may be regarded as the SL text level, in which the translator continuously ponders over the text. The second step denotes the referential level, in which the translator starts to visualize and build up meanings for reproduction. The third step belongs to the cohesive level, in which the translator traces the train of thought, the feeling tone and the various presuppositions of the SL text. The fourth step approaches to the level of naturalness, in which the translator gives utterances appropriate to certain situations.

The process of thinking in English serves as an illuminating footnote to the process of translation. Thinking in English is a process of rendering inner speech into outer speech. Inner speech is processed by two stages of thinking: first is non-verbal thinking, which produces fluttering thoughts without words in our brains; second is verbal thinking, which produces words with the meaning of the thoughts. Outer speech is processed by the elaboration of meanings of the words by syntax and we should try to refine language in a sociolinguistically appropriate way. Integrating the ideas of thinking in English to the process of translation, Professor Lin (1998) concretely specifies the procedures of translation, namely, analysis, transfer, restructuring, and testing. The procedure of analysis demands the translator's perception and analysis of the meaning in L1 and in the procedure of transfer the translator should divide a sentence into NP (subject) and VP (predicate) in L1 and try to find its equivalents in L2. Then in the procedure of restructuring, the translator elaborates the meaning in NP and VP in L2 according to the deep structure of L1 and

uses the syntax in L2 to combine NP and VP in L2 into a sentence in its surface structure. Finally in the procedure of testing, the translator should test if the translated sentence is appropriate or acceptable. An acceptable sentence must be a sentence syntactically correct or idiomatically correct. An appropriate sentence is one corresponding to sociolinguistic factuality. Acceptability and appropriateness decides on the factors of being communicative in translation. In the process of translation the translator has to consider the factors of being meaningful and communicative.

On the other hand, translation as communicative skills should be authentic to life; it can be well incorporated into communicative language teaching (CLT) and help students to strengthen the linguistic competence and to achieve communicative competence in the form of a writing of syntactic maturity. In the words of Yen Fu, three criteria of translation are "fidelity, fluency, and elegance" which are parallel to the words of Yu Kuang-chung, namely, "accurate," "intelligible" and "readable." These criteria for translation aim to standardize the text in a more communicative level. Only a translator soaring into the literary sky because of his profound scholarship can achieve the highest goal of the communicative level in translating the text.