A Study on the Translation Techniques of Long Sentences in the Science of Fairy Tales Under Newmark's Communicative Translation Theory

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Abstract

Informative texts make up a large part of all the texts worldwide. Newmark's communicative translation theory has been proved to be of great value in guiding the translation of this kind among translations written in Indo-European languages. But whether this theory is still applicable in transferring long complex English sentences into Chinese remains to be further verified. This paper focuses on some selected sentences from a content-based informative text The Science of Fairy Tales which demonstrates the principle and method in creating fairy tales and is written by Edwin Sidney Hartland, a prestigious writer in folklore literature. In translation, the present translators find that in addition to some relevant terminology concerning fairy tales, the text contains numerous long complex sentences which is necessary to choose appropriate translation techniques within the theoretical framework in order to produce an ideal rendition. In light of this, to take the typical translation of long sentences in social science texts as examples, the writers of this paper exemplify the E-C translation of long sentences in social science texts under the guidance of Newmark's Communicative Translation Theory, hoping to explore the translation techniques of long sentences in this kind of texts. The present translators choose five translation techniques: sequence, reverse, division, embedding and recasting. After a meticulous and rigorous study, the present translators find that Communicative Translation Theory not only helps to produce acceptable and idiomatic translation but also provide feasible guidance for informative texts translation.

Key words: Informative texts; The science of fairy tales; Newmark's communicative translation theory; Social science text; Translating techniques of long English sentences

INTRODUCTION

The fairy tale is a vital component in the literature world. All sorts of wild imaginations, dazzling magic, magnificent scenes, as well as simple or intricate storylines, come one after another, presenting an extremely beautiful fairy tale world in front of us. Fairy tales originates earlier than the history came into existence, and has spread worldwide, almost across every remote corner. Nowhere in human history there has been found without the existence of fairy tales (Ashiya, 1930, p.4). Academic circles actively began to study the fairy tales in the 19th century, and since then countless researchers have worked tirelessly to find out the fantasy, absurdity, playfulness, and even the mysteries hidden behind the fairy tales, just like archeologists continuously pursuing the lost Empire of Atlantis (Li, 2010, p.4). In the western research system, fairy tales were initially regarded as myths. Folklore scholars trace back the origin of myths, legends and fairy tales in primitive society, analyze and illustrate the meaning and folk customs of them from sociology and anthropology in order to precisely define and

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classify them in a forthright manner. Later, the school of psychoanalysis and child psychology came into existence and gradually became increasingly influential. What they tried to find was how fairy tales cultivated children's character and reflected their psychological growth. Their researches not only present us the development of human civilization conveyed in the ancient fairy tales but also surprise us by depicting something new in the fairy tales we've already been so familiar with (Ibid, p.4). Meanwhile, the concept of the fairy tale and this genre are initially regarded as an exotic product in China. Chinese fairy tales, accompanied by the growth of modern Chinese literature and the evolution of the concept of "children", began to emerge in modern China and gradually developed "Chinese characteristics" in the later development (Ibid, p.1).As times goes on, scholars in China begin to conduct researches on European fairy tales and these researches can be divided into three categories: first, the research on the development history of fairy tales, which is rare and mostly draws lessons from western theories (Wang, 2010, p.1); second, there are several monographs and some papers on the works of European fairy tale authors, which mainly involve the translation of works, fairy tale images, narrative language, stylistic features and so on; the third is the comparative study of fairy tales. There are other comparative studies involving the relationship between folk literature and fairy tales and the evolution of a certain type of fairy tale (Ibid, p.2).

As a kind of literature, many professionals hold that the creating of fairy tales is quite subjective. The source text which the present translators have chosen The Science of Fairy Tales, namely 《童话故事科学论》 begins with some specific and detailed fairy tales, and then analyzes the principles and methods applied in fairy tales writing. The "Science" the author has put forward is quite remarkable which can be highly valued. In the original writer's opinion, "The chief object of this volume is to exhibit, in a manner acceptable to readers who are not specialists, the application of the principles and methods which guide investigations into popular traditions to a few of the most remarkable stories" (Hartland, 1891, p.1). The author of this book, Edwin Sidney Hartland (1848-1927) has created many works of folklore, including anthologies of stories and mythological theories from anthropological and folklore perspectives. He believes that collecting and studying long-lasting and widespread folklore will help to analyze customs and beliefs in various parts of the world more scientifically. Published in 1891, this book is one of the earliest ones who had studied the creation of fairy tales from a scientific point of view.

The Science of Fairy Tales consists of twelve chapters including the art of story-telling, savage ideas, fairy births and midwives, changelings, robberies from fairyland, the supernatural lapse of time in fairyland and swan-maidens, etc. Detailed stories and rigorous theoretical statements as well as scientific principles analysis are perfectly united as one. It is a work of paramount significance to analyze the creations of various fairy tales scientifically. It's also invaluable for us to get to know the fairy tales in depth from the perspective of producing them. The present translators render the first four chapters of this book, describing the origin of fairy tales and the related situations of storytellers, the imagination and thoughts of primitive people, and the human midwives helping immortals give birth. These contents can better help target readers to get a thorough understanding of the fairy tales which will be helpful for them to comprehend the writing of them comprehensively. This translation practice provides us the opportunity to appreciate the origin and development of various fairy tales, digest the wonderful legends and the scientific method behind them, and at the same time, it also provides valuable experience for the translation of informative texts.

In addition, translating long sentences with complicated structures has been regarded as a conundrum in various kinds of texts, including the informative texts. Definitely, it is pivotal for translators to untangle the relations and logics of the whole sentence, then the translators should transform the source language (abbreviated as SL hereinafter) text into target language (abbreviated as TL hereinafter) text in conformity with the language habits of TL readers. In view of this, the writers of this paper single out a series of examples from the SL text aiming to summarize some effective translating techniques of long sentences for informative texts under the guidance of Newmark's communicative translation theory.

1. THEORETICAL FRAMEWORK

In 1981, Newmark published his first book entitled Approaches to Translation, gaining great popularity in the translation studies circle, in which he put forward two translation theories, namely semantic translation (abbreviated as ST hereinafter) and communicative translation (abbreviated as CT hereinafter). These two theories provide resourceful insights and practical application for translation of various kinds of texts.

In this chapter, authors of this paper will introduce and present these two theories in a comprehensive way.

1.1 Semantic Translation and Communicative Translation

ST and CT are two important translation strategies which were proposed by Newmark, a British translation theorist, in his renowned monograph Approaches to Translation in 1981. Newmark discussed different translation methods to achieve "equivalence" from two aspects: the form and content of the language, providing new ideas and ways for translation (Yang, 1989, p.68). And owing to this, some experts argue that Newmark has made certain contributions to enriching western translation studies

(Liu, 2009, p.151). This dualistic division originated from the dispute between literal translation and free translation in western translation since ancient times. Newmark maintains that "ST attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original" (Newmark, 1981, p.39). While "CT attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original" (Ibid, p.39). ST focuses on the original form, including the semantic structure of the original text. The structure and expression in the source text cannot be easily changed and are supposed to be preserved as much as possible in the target text in ST. Besides, ST attaches great emphasis on literal translation. The consistency between the original text and the translated text in terms of language style and expression structure is highly valued, which can be summarized by "weighing every word" (Jia, 2020, p.12). At the same time, CT regards the form of words and sentences in the original text as a part of factors that translators should consider. CT stresses a little bit more towards domestication, free translation and idiomaticity, and emphasizes the information transmission and the due effect of the source text, which can be summarized as "translate in accordance with actual circumstances" or "talor-made" (Ibid, p.12). The application of CT and ST is not absolute, and they sometimes can be used interchangeably. As for when and what method to use, it depends on different registers, various language usage and language users, the role of translators, and the types and functions of texts (Liu, 2009, p.153).

There is a multitude of differences between these two theories. To begin with, CT addresses itself solely to the target reader, who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary (Newmark, 2001, p.39). While ST remains within the original culture and assists the reader only in its connotations if they constitute the essential human (non-ethic) message of the text (Ibid, 39). In addition, a basic difference between them is that where there is a conflict, the communicative must emphasize the 'force' rather than the content of the message, while the semantic is on the contrary, it would be more informative but less effective. Apart from that, generally speaking, a CT is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language, tending to under translate, i.e., to use more generic, hold-all terms in difficult passages. A ST tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-processes rather than the intention of the transmitter. It tends to overtanslate, to be more specific than the original, to include more meanings in its search for one nuance of meaning (Ibid, p.39). Furthermore, a ST is out of the time and local space (but has to be done again every

generation, if still 'valid'), where a CT is ephemeral and rooted in its context (Ibid,47) In addition, a ST attempts to preserve the original writer's idiolect, his peculiar form of expression, in preference to the 'spirit' of the source or the TL. It relates to Bühler's 'expressive' function of language, where CT responds to the representational and vocative functions. Last but not least, every word translated represents some loss of meaning in ST, where in CT the same words similarly translated lose no meaning at all (Ibid, p.47).

Despite the differences mentioned above, these two methods still have some in common. Firstly, provided that equivalent-effect is secured, word-for-word translation is not only the best, it is the only valid method of translation. There is no excuse for unnecessary 'synonyms', let alone paraphrases, in any type of translation (Newmark, 2001, p.39). Secondly, these two strategies both comply with the usually syntactic equivalents for the two languages in question. Thirdly, communicative and ST may well coincide—in particular, where the text conveys a general rather a culturally (temporally and spatially) bound message and where the matter is as important as the manner—notably then in the translation of the most important religious, philosophical, artistic and scientific texts, assuming target readers as informed and interested as the first (Ibid, p.40). Further, there is no one communicative nor one semantic method of translating a text—these are in fact widely overlapping bands of methods. A translation can be more, or less, semantic—more, or less, communicative—even a particular section or sentence can be treated more communicatively or less semantically (Ibid, p.40)

1.2 Researches on Semantic translation and Communicative Translation

As for ST and CT theory (including Newmark's other translation theories or thoughts), experts and scholars at home and abroad have mainly studied three aspects.

The first is to introduce, analyze and evaluate these two theories. The main figures include Eugene A. Nida,Shakernia, Jeremy Munday, Basil Hatim, etc. in the west, and Wang Zongyan (1982, pp.11-17), Lin Xiaoqin (1987, pp.50-51) and Yang Shizhuo (1989, pp.70-73; 1998, pp.48-50), etc., in China. These renowned professionals summarize these two theories from the classification, nature, rules of the translation as well as the effects they have had on translation studies. Besides, they have also introduced some papers and works written by Newmark, such as The Theory and the Craft of Translation, Approaches to Translation, enhancing the Chinese readers' understanding towards Newmark's thoughts on translation (Jia, 2020, p.12). For instance, in China, Wang Zongyan (1982, p.15) points out that based on CT theory, "the translator should fathom the main object correctly through the expression of the source text, and the impression produced therefrom should be fully

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justified". Yang Shizhuo（1989, p.70）argues that the ST enables us to better understand the syntactic structure and preserve the style of the original text. And CT can help to avoid translationese and cast aside the disadvantage of the traditional word-for-word literal translation, and it will give full play to the advantages of the target text, thereby reappearing the charm and style of the source text from a higher level. Meanwhile, many scholars in the west have also conducted some researches on Newmark's these two theories and have issued some insightful opinions. Hatim ＆Mason (1990:3) assumes that CT theory treats translation as a communicative process that occurs in a particular social context, and it mainly focuses on the communication effects , and its objective is to reproduce the communicative function and the communicative style of the original work. The prestigious American translation theorist and translator Eugene A. Nida (2004, p.12) maintains that translation is to reproduce the information in the SL text in the most natural way in the TL. The first is to reproduce the meaning, then followed by the style. Translation itself is a language activity in which the ideological content and artistic style of the original work are accurately and perfectly re-expressed with the customary way of the TL. Such an idea is highly in accordance with the gist of Newmark's CT theory. After the proposal of Newmark's CT theory, Nida has spoken highly of it. He argues that Peter Newmark's main contribution is that he analyzes the ST and CT in detail. The former focuses on the semantic content of the original text, while the latter on the reader's understanding and acceptance. Taking the different types of the original text into consideration, this kind of distinction seems to be quite appropriate (Yang, 1998, p.68). Shakernia (2013, p.3) summarizes the previous studies concerning ST and CT and further makes clear classifications on them. He holds that no matter ST and CT, the translator has to respect and work on the form of the SL text as the only basis for his work. Badly or inaccurately written passages should be corrected in CT while the translator is denied this freedom in ST. Besides, ST is individual, follows one single person (the author of the original text), CT is social, concentrates on the message and the main force of the text and serves a large readership. Jeremy Munday (2016, pp.71-74), a professor in Leeds University, also does some research on Newmark's these two theories. He compares these two theories and asserts that as for the relation to SL, ST always 'inferior' to the source text, and could lead to "'loss' of meaning"; while CT "may be 'better' than the source text"; and result in " 'gain' of force and clarity even if loss of semantic content"; Besides, in terms of the criterion for evaluation, the source text emphasizes "accuracy of reproduction of the significance of source text", while the CT "accuracy of communication of source text message in target text". Basil Hatim (2001, p.15) thinks that theoretically speaking, CT and ST are totally different. He holds that on the one hand, CT is TL reader-centered and it does not ignore the explanation of some ambiguities in the original work so as to produce a better rendition which is simpler, smoother and more comprehensible. In this case, the cultural background of TL readers is supposed to be taken into account when adopting the theory of CT so as to remove obscurities concerning some foreign elements which may be quite foreign to target readers when necessary. On the other hand, adopting CT does not necessarily mean that translators tend to ignore the syntactic equivalence.

In the second aspect, experts and scholars in China have carried out more theoretical and practical research on Newmark's semantic and CT theory. Chen Yuping (2005, pp.92-93) thinks that the reason why we say Newmark's main contribution is the proposal of CT and ST lies in the fact that these two translation methods balance the two poles of translation perfectly (assuming these two poles are faithfulness, expressiveness and elegance respectively). She believes that these two are perhaps the most scientific methods which reflects the 'golden mean' thought of translation. Besides, Chen analyzes the similarities and differences between Chinese translation theories represented by Yan Fu's "faithfulness, expressiveness and elegance" and Western translation theories represented by Newmark's ST and CT from the perspective of Chinese and Western thinking modes. Finally, the author advocates the establishment of a translation system with Chinese characteristics. Yuan Hong (2003, pp.1-2) analyzes these two methods carefully, clarifies their definitions in detail, compares them comprehensively, and draws a conclusion that translators should learn well from the ancient and modern translation theories both at home and abroad, voluntarily combine their own translation experience, and flexibly use various translation methods to produce translations of high quality. Zhang Jian (2011, pp.79-82) summarizes the characteristics of business English (BE for short) and the guiding role of CT theory in BE translation, and points out that the translator is supposed to continuously accumulate his experience in practice and actively explore various translation skills in order to improve their translation abilities in BE. Liang Qiaozhi (2018, pp.61-63) specially discusses some translation strategies of English for Science and Technology (EST for short) under CT theory. She analyzes the features of vocabulary and sentence patterns in EST, and offers the corresponding translation approaches. She maintains that CT theory is reader-centered and focuses on the information transmission of the original text, while EST is an informative text, and the translation objective of it is to state the basic facts clearly, thus satisfactory EST translations can be obtained under the guidance of CT theory. Wang Jing (2002, pp.50-53) and Xu Jin (2009, pp.39-41) have made a comparative study concerning Yan Fu, Nida and Newmark's translation theories with detailed examples, and they call on translators to integrate Chinese translation theories with those of the Western, so as to

better promote the continuous development of translation studies worldwide. Guo Xiaodan (2011, pp.142-143) demonstrates the translation of public notices by CT theory. The author agrees that the translator should put the TL culture and readers' acceptance in the first place, try to produce a concise and comprehensible translation, and avoid some basic mistakes concerning grammar, vocabulary and spelling in the translation process. The third aspect is the Chinese experts and scholars use this theory to analyze rendered works. Kang Jian (2006, pp.55-57) illustrates the application of ST and CT in Lin Yutang's translation of Six Records of a Floating Life. Wang Cunying (2013, pp.31-32) elucidates the applicability of ST and CT in detail through analyzing the English version of The True Story of Ah Q by Yang Hsien-yi and his wife, and reckons that the best translation method is to combine the two. Zhou Yanjun (2016, pp.82-85) analyzes the usage of ST and CT methods in the translation of the subtitles in the film and television works under the influence of time, space and culture.

Meanwhile, it should also be noted that not all professionals agree with Newmark's opinions. Newmark assumes that in CT the translator is entitled to "correct or improve the logic; to replace clumsy with elegant, or at least, syntactic structures; to remove obscurities; to eliminate repetition and tautology; to exclude the less likely interpretations of an ambiguity; to modify and clarify jargon, and to normalize bizarreries of idiolect." (Newmark, 2001, p.42) which Yang Shizhuo (1989, p.70) holds that all these actions seem to be beyond the scope of translator's capability. Ye Chaocheng (2013, p.103) takes the attitude that Newmark's translation theory mainly focuses on the transformations among Indo-European languages, and some viewpoints need to be constantly tested and revised in the practice of English-Chinese translation. It's arbitrary to assert this theory is universally applicable amongst translations of all languages. Liu Junping (2009, p.151) believes that in Newmark's opinion, the ST is suitable for the translation of literary works, while the CT for the non-literary works, this assertation is not so persuasive that it contradicts with the traditional translation principle in processing western literary works. With regard to the translation of this type of works, the aesthetic values is highly valued and if the translation tends to be more "elegance", the TL text is supposed to be quite natural and smooth. Susan Bassnett states that translation is by no means a purely linguistic act. Actually, it is deeply rooted in the culture of the language concerned. The essence of translation is to promote the mutual exchange and integration of cultures among different nationalities. "Semantic translation" cannot completely convey the potential connotations of the original text. "Communicative translation" sometimes deliberately caters to the reading habits, aesthetic preferences and the level of satisfaction of the TL readers, understates a series of culture-loaded words,

phrases and sentences, resulting in the loss and distortion of the cultural meaning and artistic style of the SL text (Jia, 2013, p.277). Generally speaking, these researches conducted both in China and in the west are from multiple perspectives, and their studies are informative, instructive, and comprehensive. Broadly speaking, views on these two theories have been various, some on the supportive side, some negative.

1.3 The Relations Between Informative Text and CT

The vast majority of texts require communicative rather than ST. Most non-literary writing, journalism, informative articles and books, textbooks, reports, scientific and technological writing, non-personal correspondence, propaganda, publicity, public notices, standardized writing, popular fiction comprise typical material suitable for CT (Newmark, 2001, p.44). Reiss (2004, p.30) reckons that, "The target language must dominate, because in the type of context-focused text the informational content is most important, and the reader of translation needs to have presented in a familiar linguistic form". Hence, in order to veraciously convey the information of the SL text, the translator is supposed to avoid duplicating the linguistic forms of the SL text. Instead, the cultural differences between the SL and TL are worthy of being paid enough attention. Further, the translator should ensure that the TL readers are acquainted with the phraseology of the TL text.

Accuracy and fidelity of information are the functional cores of informative texts, rather than the formal equivalence at the linguistic level. Liu Shusen (1992, p.50) finds that the CT aims to accurately present the information contained in the SL text and the CT is a little bit more tend to reproduce the gist of the source text and attaches great importance to the potential social value of the target text, therefore it is applicable to "informative" text.

Liao Qiyi (2000, p.197) thinks that the CT is a TL reader-centered theory which pays enough attention to the communicative function of the language. The key to CT is the transmission of the information of the source text. Besides, under the guidance of CT, the translator had better process the SL text flexibly to better convey the message, achieve the communicative effect and serve the target readers as well. The translation of English long complex sentences has always been quite difficult for many translators, and the reason results from characteristics of English — there are numerous modifiers in English sentences and the sentence structure is complex—English sentences are relatively much longer and there are usually some various subordinate clauses which link together one by one with rigorous logic at the same time. On the one hand, it is universally acknowledged that the crux of comprehending long English sentences is how to deal with these sentences of

this kind. On the other hand, the target reader is the key group to judge the quality of the rendered text. Because of these mentioned above, if we could combine the target reader-friendly CT theory with the analysis of English long sentences, based on some practical techniques drawn from the comprehensive study on features of English and Chinese languages, theoretically the translator can exactly transmit the content as well as reproduce the style and charm of the original book, killing two birds with one stone.

The Science of Fairy Tales is an informational text. It contains a lot of information and reflects the original author's personal writing style. It is known to us all that in addition to presenting the original author's latest thinking and research results, another very important purpose of publishing books is that the creator wishes the works could gain great popularity amongst the public. The higher the quality of the works are, the more people will choose to read them, and the wider the dissemination of the works will be. If the original text is of high value in theoretical research and practical guidance, then the translator may as well make every effort to present an ideal translation version and this coincides with the main content of CT theory. Therefore, it is desirable to apply CT theory to the E-C transition of The Science of Fairy Tales. Under the guidance of this theory, the present translators have summarized five translation techniques for long complex English sentences. Furthermore, the subsequent practice also proves that CT is appropriate and applicable to the translation of informative texts.

2. APPLICATION OF THE THEORY IN THE TRANSLATION OF THE SCIENCE OF FAIRY TALES

CT mainly serves the target readers and attempts to produce on its readers the effects as close as possible to that obtained on the readers of the original. In The Science of Fairy Tales, there are numerous long sentences with complex syntactic structures and rigorous logic. Taking its readership into consideration, the present translator has adopted flexible and diverse translation skills in dealing with long sentences in the original text, in an effort to produce a rendered text which is fluent, natural and authentic. Based on this translation practice, the present translators have summarized five methods to tackle long complex English sentences: sequence, reverse, division, embedding and recasting. Various methods as there may be, they are all for better presentation of the content and style of the SL text, and strive to enable the ordinary readers appreciate the charm of the original as much as possible.

2.1 Sequence
The narrative sequence of some long English sentences is arranged in accordance with the logical arrangement or chronological order, which is consistent with those of Chinese, in this case, the translation can be done basically in the order of the original text. This is the so-called sequence. Generally speaking, sequence means to translate in adherence to the original order of the English sentence. Keeping the original order does not necessarily mean that the SL text will be translated word-for-word without any adjustments. As a matter of fact, the position of some vocabulary deserves to be reconsidered.

Example 1:

SL: ① Whatever feast is celebrated in the church, she is solicitous to attend: ② Monday, she is at the Ponte dell' Ammiraglio praying for the Souls of the Beheaded; ③ Wednesday, you find her at San Giuseppe keeping the festival of the Madonna dellaProvidenza ; ④ every Friday she goes to San Francesco di Paola, reciting by the way her accustomed beads; ⑤ and if one Saturday pass when she ought to go to the Madonna deiCappuccini, another does not; ⑥ and there she prays with a devotion which none can understand who has not experienced it.（The Science of Fairy Tales, p.7）

TL：① 无论教堂里举办怎样的宗教庆典, 她定要参加。② 星期一在海军上校桥上, 她为遭斩首之人的灵魂祈祷; ③ 星期三, 可以发现她在圣朱塞佩教堂参加为普罗维登斯圣母举办的庆典; ④ 星期五, 她都会去旧金山的迪保拉教堂照常祷告; ⑤ 每隔一周的星期六, 她又会去卡普奇尼圣母大教堂;⑥在那里虔诚地祈祷, 不去教堂诚心祷告的人是无法理解她的这份虔诚之心的。

Analysis: The SL text's way of expression is the same as that of Chinese, so the SL text can be translated in sequence. The passive voice in the segment ① is changed into active voice which is commonly used in Chinese. The segment ⑤ is a conditional clause, the present translators combine the meaning of "another does not" with that of "if one Saturday" , and process it as "每隔一周的周六", and then place the heroine's action behind, complying with this long sentence's pattern: "time +action". In ⑥, behind the antecedent "devotion", there're two attributive clauses guided by "which" and "who" respectively, and these two clauses are rendered in the traditional way—the subject in front and then the actions closely behind. What's more, these two clauses are processed basically in the original order. The final TL text can be helpful for ordinary readers to understand the SL text and thus it conforms to the CT theory.

Example 2:

SL:① His account of the matter is as follows: "The countess Godiva, who was a great lover of God's mother, ② longing to free the town of Coventry from the oppression of a heavy toll, ③ often with urgent prayers besought her husband, ④ that from regard to Jesus Christ and His mother, ⑤ he would free the town from that service, and from all other heavy burdens; ⑥ and when the earl sharply rebuked her for foolishly asking what was so much to his damage, ⑦ and always forbade her

evermore to speak to him on the subject; ⑧ and while she, on the other hand, with a woman's pertinacity, never ceased to exasperate her husband on that matter, ⑨ he at last made her this answer: ⑩ "Mount your horse, and ride naked before all the people, through the market of the town from one end to the other, and on your return you shall have your request."（p.51）

TL：① 他对此事件的描述如下："挚爱圣母的伯爵夫人戈黛娃，② 渴望免除考文垂的沉重赋税，③她常常非常急切地恳求丈夫，④ 希望他能够看在耶稣和圣母的份上，⑤ 免除考文垂的劳役，以及所有其他沉重的课税；⑥ 每当此刻，备受伤害的伯爵便会严厉地斥责夫人，⑦ 让她以后不要再谈论此类事情；⑧ 不过，戈黛娃夫人不依不饶，依旧唠叨此事，⑨ 最终，不胜其烦的伯爵这样答复她：⑩ "骑上你的马，在所有人面前，裸体穿过市内的街道，只要能做得到，我便准你所请。"

Analysis: The aforementioned sentence is quite long and it relates a complete story with a traditional Chinese storytelling pattern, thus the SL text can be translated without adjusting the original order. Two details in the given example are worthy of paying enough attention. The first is the attributive clause at the latter part of the segment ① in the SL text which is guided by "which". This clause is rendered as "挚爱圣母的" and is placed at the beginning to accord with the Chinese expression habits. The second is "His mother" at the end of the segment ③, as the first letter of "His" is capitalized, the person it refers to can't be the count's mother in the real life, then the rendition "圣母" will be more appropriate. Specifically speaking, the incomprehensible part may be "what was so much to his damage" at the end of the segment ⑥. After analyzing it thoroughly, it is finally translated into "备受伤害的伯爵", precisely conveying the meaning of the SL text. According to the CT theory, any obscurities or difficult parts aren't supposed to be left to the target reader. In this provided example, apart from the sequence method, some key details and complicated sentences are properly transformed in the TL text, and this kind of processing conforms with the CT theory.

2.2 Reverse

The thinking patterns are different between the east and the west, which can be reflected by the usage of languages. The expression habits and narrative orders of some long English sentences are quite the opposite to those of Chinese, under such circumstances, the reverse method should be adopted. Reverse refers to adjusting the sequence of a given sentence so as to make it conform to Chinese usage. A sentence element of pre-position may be placed at the end of the whole text, and on the other hand, an end-position element may be placed at its beginning (Xu, 2003, p.165). In this way, actually the latter sections are normally translated at first, and the remaining sections be translated in turn in some sentences. The objective of using this method is to make the rendered text be more

acquainted with the TL readers.

Example 3:

SL:① The chief object of this volume is to exhibit, in a manner acceptable to readers who are not specialists, ② the application of the principles and methods which guide investigations into popular traditions ③ to a few of the most remarkable stories embodying the Fairy superstitions of the Celtic and Teutonic peoples. (p. i)

TL：③ 凯尔特人和日耳曼人将其迷信之说诉诸于神话，其中不少故事深得人心、流传至今。② 这些神话故事在写作中运用到的规则和方法对大众传说研究具有极高的指导意义。① 本书旨在以大众喜闻乐见的方式对这些具体技巧加以呈现。

Analysis: After sorting out the source text, it is found that the original text first indicates the purpose, and then offers the reasons or factual details. Although both the segment ② and ③ are factual statements, their contents are relatively independent and each of them plays different roles respectively. The segment ③ indicates the general facts; ② introduces the main part. Judging from the whole sentence, it can be found that ① not only denotes the purpose but also further connects the meaning of ②. According to the established Chinese expression habit that the reason is often placed ahead of the result. For the purpose of the CT theory, the order of translation is adjusted. As the segment ① signifies the purpose, it needs to be put to the end of the whole sentence. ③ relates the basic facts, it should be placed at the beginning. ② connects ③ and ①, and is supposed to be located in the middle. In this way, the translation order has thus become ③ ② ①, totally different with that of the SL text, and thus it's typical reverse. Two details need to be highly valued in order to process the segment ①. The first is the word "acceptable" which is used as the postpositive attributive to modify "manner", and it is rendered as "喜闻乐见的"; the second is an attributive clause guided by "who" behind the headword "readers". This clause is short enough that its meaning is placed in advance and is transformed as "大众". These two are quite close with each other and their meanings are also inseparable from the word "manner", therefore, their meanings are combined and translated into "大众喜闻乐见的"and are placed ahead of the antecedent "manner". In addition, the word "popular" and the phrase "the most remarkable" in ② are solely selected by the present translators and their meanings are placed at the latter part of ③; Furthermore, ③ actually is a present participle used as the postpositive attributive to modify the headword "stories". After analyzing the expression and the meaning of the SL text, the present translators slightly adjust the TL text—put the subject in front and "stories" behind, and therefore the rendition becomes "凯尔特人和日耳曼人将……不少故事……" and in this way, ③ properly links ② and ①. In such a manner, the TL text is logical and understandable that the target readers can appreciate the SL text more easily.

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Example 4:

SL: Be this as it may, ① the tenacity with which the illiterate story-teller generally adheres to the substance and to the very words of his narrative is remarkable— ② and this in spite of the freedom sometimes taken of dramatic illustration, ③ and the license to introduce occasional local and personal allusions and "gag." (p.13)

TL：情形大概是这样，② 除了有时会随性进行一些夸张的演绎，③ 偶尔加入一些本地风情的东西和个人的插科打诨外，① 目不识丁的叙说者对故事内容及其原本表述的坚持也着实非同一般。

Analysis: The main clause in the segment ① is "the tenacity…is remarkable" and this is the author's evaluation. In English, the evaluation is always in the former part while in Chinese, the order is just the opposite. According to CT theory, the translator is entitled to make necessary adjustments to obtain an idiomatic translation. The segments ② and ③ display the facts and details, which usually locate in front in Chinese. Therefore, the meaning of ② and ③ is presented in advance and ① to the end. Meanwhile, retain the position of "Be this as it may". In this way, this sentence is basically translated from the latter part to the former, and ① is placed at the end of the TL text. In this way, the meaning of the SL text can be clearly demonstrated, and this way of translation is acceptable to the target readers and complies with the CT theory.

2.3 Division

It is widely acknowledged that Chinese sentence is characterized by linear type with fewer modifiers and shorter structures. It is common sense that some long English sentences can be broken up into parts when they were translated into Chinese. If meanings between the main clause and the subordinate which are modified by prepositional or participial phrases are not closely connected with each other in English sentences, then the translator can adopt the division method. The division method is often used as a preliminary process for parsing long English sentences, and thanks to this method, the long sentences can be simplified by dividing the complicated SL text into several syntactically related sense groups. Chinese syntactic characteristics are the main factors taken into consideration when translators cope with such long complex English sentences. Division often includes splitting up words, phrases, clauses, and sentences. One of the results of adopting this method is that the clause or phrase in the English sentences can be translated into Chinese sentences.

Example 5:

SL: ① In the lonely farmhouse after the evening meal prayers are said, and the life in Breton of the saint of the day read, ② all the family assemble with the servants and labourers around the old-fashioned hearth, ③ where the fire of oaken logs spirts and blazes, defying the wind and the rain or snow without. (p.5)

TL：① 在偏僻的农舍里，做过晚餐祷告，诵读过那个时代先贤们在布莱顿生活的篇章后，② 连同仆人和帮工在内的全家人都围坐在老式壁炉旁。③ 炉中橡木燃烧正旺，发出噼啪之声，令人浑然忘却窗外的疾风骤雨抑或簌簌落雪。

Analysis: The original text can be divided into two parts, ① ② is the first one; ③ is not so closely related with ① ②, then it can be the second part itself. According to Newmark, the target text should be clear enough, do not leave anything incomprehensible to the target readers (Tan, 2018, p.213). Consequently, the present translators first combine the meaning of ① and ② and end with a full stop, fully illustrating the first part. Then the sentence ③ makes up a sentence on its own. The item needs to be noticed is the last three objects "wind, rain and snow", these three are changed into "疾风骤雨抑或簌簌落雪"，highlighting the loudness of the sound, contrasting with the peaceful atmosphere of the SL text. This division fits the occasion of the SL text and the target text is understandable for ordinary target readers, achieving better communicative effects.

Example 6:

SL: ① The wife hardly displayed what most ladies would deem "a proper spirit" in advising compliance; ② and the consequence of taking that advice would have been serious trouble both to himself and to the princess, ③ had it not been for the ready wit of the two women, who got over the difficulty by contriving an ingenious equivocation not unknown in other stories, by which the princess cleared herself and her lover on oath.(p.57)

TL：① 大臣妻子不动声色，没有如大多数女士那般"识时务"，让自己的丈夫去见公主；②若让这两人会面，那后果将不堪设想。③幸亏公主与大臣妻子都非常机敏，④ 她俩琢磨出一套真假难辨的巧妙说辞，其内容我们无从知晓，⑤ 但正是凭借这套说辞，公主在发誓后洗清了自己和大臣的嫌疑。

Analysis: The provided example tells us two things and these two are not closely related with each other. The first one is told via ① and ②, describing the problem arisen; and the second thing is told via ③ ④ ⑤, elucidating the solution. Therefore, the SL text into can be divided into two parts. What is more, the expression "a proper spirit" in ① is supposed to be given serious consideration. After reading the SL text many times, the traditional Chinese idioms "识时务者为俊杰" and "明哲保身" flash across the present translators' mind, and finally that expression is transformed as "识时务". The final translated version is smooth and natural, felicitously conveying the message of the SL text, and tallying with Newmark's CT theory.

2.4 Embedding

The so-called embedding means placing the modifiers (including phrases and clauses) before the word being modified, thus the modifiers are embedded in the Chinese sentences. This is quite opposite to the English sentence order in which modifiers longer than two words usually

take the end-position. The Pre-position embedding makes the Chinese version compact and coherent, therefore, it is frequently adopted in translating attributive and appositive clauses (Xu, 2003, p.163). Further, one detail can't be ignored that the modifiers embedded should not be too long in case the TL text becomes dragging.

Example 7:

SL: ① In these tales Gaelic words were often used which had dropped out of ordinary parlance, giving proof of careful adherence to the ancient forms; ② and the writer records that the previous year he had heard a story told identical with one he had heard forty years before from a different man thirty miles away; ③ and this story contained old Gaelic words the meaning of which the teller did not know. （p.5）

TL：① 这些故事常会用到日常用语中已经淘汰的盖尔语词汇, 证明与古老版本高度一致。② 作者写道, 去年他听了个故事, 跟四十年前三十英里外另一个人所讲一模一样; ③ 这则故事中有一些古盖尔语单词, 连叙说者都不知道这些话语的含义。

Analysis: The given text is composed of two attributive clauses. The first one locates in the segment ①, and the antecedent is "Gaelic words" in front of the underlined section; and the second one appears in the segment ②, and the modifying part is "story" ahead of the underlined part. These two attributive clauses aren't very long and their meanings are quite distinct, therefore, these two clauses can form a sort of embedded structure. Hence, their meanings are supposed to place in front and rendered as "…的", while the antecedent can be placed behind it. By that means, the TL text becomes more succinct and it will enhance target readers' comprehension towards the source text, fulfilling the goal of effective communication.

Example 8:

SL: ① The new mother appeared no longer as a homely cottager, but a beautiful lady attired in white; ② the babe, fairer than before, but still witnessing with the elvish cast of its eye to its paternity, was wrapped in swaddling clothes of silvery gauze; ③ while the elder children, who sat on either side of the bed, were transformed into flat-nosed imps, ④ who with mops and mows were busied to no end in scratching their own polls, ⑤or in pulling the fairy lady's ears with their long and hairy paws (p.43).

TL：① 这位刚生下孩子的母亲不再似乡野村妇, 而是身着白纱的美丽夫人; ② 而这个男孩, 也比初生时俊秀了不少, 虽身处银色薄纱织就的襁褓, 却依旧顽皮地瞧着父亲; ③ 他的两个生着塌塌的鼻子的哥哥此刻正分坐在襁褓的两侧, ④ 不住地摇头晃脑, 扮着各种鬼脸, ⑤抑或用修长绒绒的爪子去扯精灵妈妈的耳朵。

Analysis: The SL text contains three attributive clauses, the first appears at the end of the segment ① in which the relative pronoun "which/that" is omitted; the second and the third stand in segments ③ and ④, both of

which are guided by "who". These three clauses have been chosen in which the embedment method has been adopted to obtain an ideal rendition. To begin with, the underlined part in segment ① is a past participle construction serving as post attributive to modify the headword "lady" in front. The expression "attired in white" is embedded and placed ahead of the antecedent "lady", and is processed as "身着白纱的". Besides, the underlined section " of silvery gauze" in segment ② itself isn't an attributive clause, yet it plays a role of modifying, illustrating the material of the "swaddling clothes". Likewise, the meaning of the modifying part is preposed and translated as "银色薄纱织就的". The last one comes out in the segment ③.The passive voice in this part is changed into active voice and its meaning is placed in front of the headwords "the elder children" and it can be rendered as "生着塌塌的鼻子的". Apart from that, the attributive clause in the segment ④ has not been embedded, that's because on the one hand, the attributive clause here is relatively long, if we choose to prepose it, the expression will be prolix; and on the other hand, judging from its content, to translate it naturally instead of preposing it will be more in conformity with the original text. By that means, the TL text is idiomatic and natural, realizing the information function of the SL text as well as conforming to the CT theory.

2.5 Recasting

Owing to the huge disparity between English and Chinese, the sentence structure of some English sentences has to be broken and then integrated and reorganized according to the expression habits and thinking patterns of the TL without deviating from the main idea of the English sentences in the translation process. This is the so-called "recasting". Recasting, also called synthesis, is considered the most difficult technique of all for a translator to grasp. Recasting in translation entails skillful control over both the English and the Chinese languages on the part of the translator, who, on the basis of accurate comprehension of the original, should flexibly adjust or rearrange it without considering the original structure or sequence. In other words, the translator should exactly convey the idea of the original to the reader in his own wording sequence (Xu, 2003, p.167).

Example 9:

SL: ① The reader will only find the cold and naked words; ② but Messia's narration consists, more than in words, ③ in the restless movement of the eyes, ④ in the waving of the arms, ⑤ in the gestures of the whole person, ⑥ which rises, walks around the room, bends, and is again uplifted, ⑦ making her voice now soft, now excited, now fearful, now sweet, now hoarse, ⑧ as it portrays the voices of the various personages, and the action which these are performing." (p.8)

TL：① 读者只会读到枯燥乏味的文字, ② 但梅西娅讲故事时, 不仅用语精当, 更有身形、双臂和眼神的

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绝妙配合。⑤ 她身形婀娜, 动作多变, 时而挺拔站立, 时而弯腰俯身, 时而在屋内来回踱步, 回环往复, 生动非凡; ④ 双臂时而振臂挥舞, 时而上下翻飞; ③ 眉角时而含情脉脉, 时而忧郁深邃, 时而又放荡不羁; ⑦ 伴随时而婉转柔美, 时而高亢兴奋, 时而甜蜜无限, 时而嘶哑可怖, ⑧ 随故事人物的行为而变化万千的声音, 当真令人沉醉其中。

Analysis: A semantic translation is written at the author's linguistic level, a communicative at the readership's (Newmark,1981:42). Newmark holds that the translator is entitled to correct or ameliorate the logical relations and the sentence pattern to remove obscurity that may confuse the target readers. The original text is coherent, with a clear expression and rigorous logic. Basing on the meaning of the source text, the present translators recast the expression. To begin with, ① and ② are kept still, and then ⑤④③ are put together as a sense group, as judging from the content and the structure, ⑤ describes in general and then ④③ indicates the specific details. Finally, the syntactic structure of ⑦and⑧ isn't the same as that of ③④⑤. Hence, in order to make the picture created by the whole sentence be complete and fascinating, the present translators follow the original order, and put the effect ⑦ in front, and the cause ⑧ behind, and supplement "当真令人沉醉其中", felicitously illustrating the author's intention. In this way, the TL text is smooth and explicit, perfectly transmitting the information of the original text to the target reader. At the same time, the rendered text gives full play to the advantages of the TL and yields an effect as close as the SL text does, conforming to the communicative translation theory.

Example 10:

SL: ① But after all deductions for prejudice, mistake, inaccuracy and every other shortcoming,②there is left a strong, an invincible consensus of testimony, ③honest, independent and full of undesigned corroborations, ④to the development of the mind of all races in the lower culture along the lines here indicated.（p.23）

TL：① 但是, 在综合研判各种偏见、错误、不严谨和其他不足后,④对文明初期各民族心智的演变, 即本章节一直探讨的话题, ② 最终得出无可辩驳的结论。③该结论如实、客观, 且有理有据。

Analysis: In the given example, the segment ① describes the actions, ② the conclusion, ③ the evaluation of the conclusion, and ④ the research object. It is not difficult to find that the conclusion, namely the segment ② is placed in the former part, while the research object, the segment ④ is located at the latter part in the original text. In English, the narrative is usually stated behind the comment, while in Chinese, the order is just the opposite. For the purpose of the writing habits of target readers, the present translators adopt the recast method. Specifically speaking, the segment ① is kept still, ②is placed at the latter, ③ stays behind ②, and ④ seems to be more appropriate to stay between ① and ②. Thereupon, the whole sentence order becomes ① ④ ③ ②. The final

rendition is providential, coherent and idiomatic and this way of translation is acceptable to the target readers and serves the purpose of communication.

CONCLUSION

This paper offers several translating techniques of E-C long complex sentences translation in informative texts with Newmark's Communicative Translation Theory as the theoretical framework. After analyzing the SL materials, the present translators find that Newmark's Communicative Translation Theory can give feasible and practical guidance in the translation of informative texts and this theory has also played crucial role in the process of the translation.

a. For long English sentences that are most likely to puzzle the target readers when reading the original text, the translator is supposed to work hard to achieve the goal of communicative translation which attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. Communication translation theory, combined with translation skills of long English sentences, can effectively guide E-C translation. These techniques and this theory can perfectly complement each other and thus produce an ideal rendered text.

b. There are some unique advantages of Newmark's CT theory. On the condition that the equivalence-effect is secured in whether CT or ST, the literal translation is the best, even the only valid method of translation. That's Newmark's attitude towards literal translation. Owing to this, though there's huge disparity between English and Chinese in terms of writing habits, vocabulary usage, grammatical structure, narrative tradition, thinking patterns, etc., there's still something in common. To begin with, for these sentences which have some in common between the two languages, the present translators adopt the "sequence" method. Then as for those sentences which contradict with traditional Chinese expressions and usages, as Newmark states, the translator has the right to correct, improve and make necessary adjustments in order to "write a little better than the original" (Newmark, 2001, p.42), thereupon the present translators adopt the "recasting" method; In addition, Chinese sentence is characterized by liner type with fewer modifiers and shorter structures, while English on the contrary. Under such circumstances, the present translators adopt the "division" and "embedding" methods; Furthermore, some expression habits are totally different between English and Chinese, especially the position of some certain elements in the sentences. For example, in general, English statements of comments usually come before the narrative parts, in other words, the arguments (judgements, conclusions, etc.) are commonly placed in advance of the narrations (facts, descriptions, etc.), and

vice versa in Chinese (Lian, 2010, p.35). In this way, the present translators choose the "reverse" method. All these techniques serve the reader thoughtfully and adequately befit Newmark's CT theory.

b. There is ground for the proposal of these five effective strategies. Based on the thorough understanding of the characteristics between English and Chinese, combined with years of experience in E-C translation practice in translation academia, these techniques have been carefully summarized and tested continuously, and thus they have strong practicability.

C. There are also some shortcomings and limitations in this translation practice. First of all, it is inevitable that the insufficiency of knowledge of the present translators will lead to a lack of depth of this article and the inadequacy of the translation. The original writer of The Science of Fairy Tales analyzes principles and methods applied in creations of fairy tales and the relevant researches on this topic is quite rare, and although the present translators has read some monographs and papers illustrating such an topic, the overall understanding is still quite limited. As a result, the present translators may not be able to fully get hang of the main idea or intentions of some sentences. Consequently, the quality of the corresponding rendered text will be discounted. What is more, the combination of Newmark's CT theory and the translation practice is not close enough. The understanding of Newmark's CT theory is not thorough enough. Besides, the discussion of the specific application of CT theory is not quite insightful and innovative. All of these need to be strengthened in the future study.

In conclusion, an ideal TL text requires not only the translator's profound knowledge but also the guidance of an appropriate theory. As far as this translation practice is concerned, in the process of translation, for one thing, the present translators should have a thorough understanding of the original work, appreciate its great subtlety and penetration; for another, the present translators may as well have a good grasp of its writing style. Moreover, the present translators need to keep the CT theory in mind, and fully take the target readers' culture, features and writing habits of the TL into consideration. At the same time, the mindsets and the acceptance of TL readers are worthy of being paid enough attention. Further, the present translators are also supposed to constantly refine and polish the translation and spare no effort to produce an outstanding rendered text which is acceptable for both the reader and the publisher.

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