

Aksyonova N.
M. Orel, research supervisor
National Mining University

WAYS OF PREVENTING GRAMMATICAL INTERFERENCE IN TRANSLATION

Interlingual interference is one of the biggest obstacles on the way to mastering translation skills from one language to another. Scientists distinguish four types of interlingual interference: 1) lexical, 2) grammatical and 3) syntactic.

Under lexical interference we understand all changes in vocabulary and functions of lexical items which occur under the influence of exposure to another language (for example, “false friends”). Semantic interference envisages intervention of elements of one language system into another one.

In the focus of our attention is grammatical interference in Ukrainian to English translation. Under the grammatical interference we understand direct translations of grammatical features typical of the source language but inexistent or untypical in the target language. These are: literal translations of personal and demonstrative pronouns, auxiliary verbs, direct translation of parts of speech, grammatical differences concerning the integrity of an expression. Typical manifestations of grammatical interference in English language is a violation of the words order, the combination of words, the rules of construction and use of morphological and syntactic structures.

Grammatical interference is subdivided into: a) morphological b) syntactical and c) punctuation interferences. The grammatical interference occurs when translators are influenced by their native language system which does not exist in English or when grammatical differences between the two languages are ignored. For example: 1) That’s a stupid thing to think about. – Думати про це нерозумно. 2) Для обговорення залишилося ще одне питання. – There was one other item to be discussed.

The main conclusions of the study are as follows:

1) One of the language aspects required in translating English texts is grammar. Wrong or incomplete grammar in writing and speaking may sometimes cause readers and listeners to get confused in understanding the message. It happens when translators are influenced by their native language system which does not exist in English or when grammatical differences between the two languages are ignored.

2) The extent to which interference is realized depends on the professional experience of the translator and the sociocultural conditions in which a translation is produced. It is generally regarded that students’ translations contain more interference than those of the professional translators who have far more experience and are better able to withstand interference.

3) The most effective method to prevent grammatical interference of the source language consists in the use of various grammatical and lexico-grammatical transformations. The most common grammatical transformations, used in

Ukrainian to English translation, are transformations of verbalization, nominalization, metaphorization of the verb-predicate, antonymous translation, segmentation of a large group of subject in Ukrainian sentences and transformations connected with the differences between the indefinite form of the Ukrainian verb and English infinitive. For example:

1) Боярине, віддай за мене доньку свою. – Boyar, allow me to have your daughter for my wife (in this example, the transformation of verbalization is used).

2) Як мені подобається ця затишна кімната! – What a nice cozy room!).
(In the translation of this sentence the transformation of nominalization is used).

3) Ця дорога веде на північ. – This road leads to the north (in the translation of this sentence the transformation of metaphorization is used).

4) Хай це минеться. – Don't say a word. Помовчи. – Don't let this be happening (the grammatical transformation called antonymous translation is used).

We will conclude this thesis with Newmark's quotation which perfectly reflects the nature of the interlingua interference including the grammatical one: "In fact, interference is the spectre of most professional translators, the fear that haunts the translation of students; the ever present-trap" (Newmark, 1991).