

Ünal Mehmet*PhD, Research Assistant, Department of Translation and Interpreting
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THE IMPACT OF MOTHER TONGUE MASTERY
ON RENDERING GOTHIC PROSE**

Syntactic competence in the native language (L1) serves as a vital cognitive anchor for translators navigating the structural complexities of academic discourse. Within the framework of descriptive translation studies, the resulting product is not merely a linguistic replica but a teleological entity whose value is determined by its acceptability in the target system [4, p. 57]. This requires the translator to effectively manage the norms of the recipient culture while treating the translation as a fact of the target culture [4, p. 23].

The current research is based on a structured classroom experiment involving the translation of a doctoral dissertation's introduction regarding contemporary British vampire drama. Linguistically, the text presents a unique challenge, characterised by dense academic terminology and complex subordinate and participial clauses that reflect the sophisticated nature of Gothic registers. As Catherine Spooner notes, Gothic narratives operate like a "crypt of body parts" that can be reassembled for diverse rhetorical purposes, requiring high-level textual equivalence [3, p. 155]. Translators must therefore possess Cognitive Academic Language Proficiency (CALP) to process such abstract and decontextualised information [5, p. 58].

The cognitive dimension of this task can be analysed through Daniel Gile's Sequential Model, which divides the process into a comprehension phase and a subsequent reformulation phase [1, p. 101]. The empirical data is drawn from comparative classroom observations conducted over a four-year period involving different student cohorts. During the initial two years, consecutive cohorts exhibited a consistent plateau in performance. Although these students were explicitly instructed to produce structurally faithful translations, they consistently settled for mere semantic equivalence, expressing satisfaction as long as the general meaning was conveyed.

When provided with meticulous, sentence-by-sentence feedback regarding their syntactic inaccuracies, they struggled to comprehend why their translations were deemed incorrect. It became evident that without a comprehensive mastery of Turkish grammar, students lacked the metalinguistic awareness necessary to distinguish between a structurally faithful translation and a structurally unfaithful one. Gile's Effort Models explain this phenomenon, suggesting that a lack of automated syntactic processing in the L1 artificially inflates the cognitive load during reformulation [1, p. 157]. This often leads to a saturation point where the

translator's performance begins to deteriorate due to excessive mental pressure, regardless of their source language comprehension [1, p. 192].

A significant breakthrough was observed during the subsequent two years with new cohorts who had completed a specialised Turkish for Translators course. Once these students thoroughly internalised Turkish syntactic rules – specifically the accurate placement of sentence constituents, word classes, and complex participial and gerundial constructions – a dramatic improvement was recorded. Findings reveal that these syntactically equipped students demonstrated a superior ability to tame complex English sentence structures. By correctly managing thematic and information structures, they achieved what Mona Baker describes as textual equivalence [5, p. 134].

In contrast, before this intervention, students consistently succumbed to Toury's "Law of Interference," where formal structures of the source text were imported into the target language [4, p. 275]. As the Tightrope Hypothesis suggests, most translators work close to their maximum capacity, and any extra cognitive demand can lead to failure [1, p. 182]. In conclusion, academic translation requires a deep mastery of the "straitjacket" of target-language grammar to ensure professional standards of cohesion and acceptability [5, p. 97].

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ПРАКТИКО-ОРІЄНТОВАНІ МЕТОДИКИ ПІДГОТОВКИ ВІЙСЬКОВИХ УСНИХ ПЕРЕКЛАДАЧІВ: ДОСВІД ТА ПЕРСПЕКТИВИ

У сучасних умовах трансформації сектору безпеки й оборони України та поглиблення взаємодії з міжнародними партнерами особливої актуальності набуває підготовка військових усних перекладачів. Їх професійна діяльність реалізується в межах службової комунікації у структурах Сил оборони