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كلية الآداب واللغات
أبوداو
قسم اللغة والأدب الإنجليزي

**Similar but Different: A Study of French-English False Friends,
their Translation Process and Underlying Issues**

*The Case of Second Year Students of English at University of Abderrahmane
Mira, Bejaia*

*Dissertation Submitted in Partial Fulfillment of the Requirements for a
Master's Degree in Linguistics*

Submitted by:

Ghazal Boudjaoui

Sara Berbache

Board of Examiners

President: Dr. Amel Benbouya.

Supervisor: Miss Soraya Arib.

Examiner: Dr. Sabrina Zemmour.

Supervised by:

Miss Soraya Arib

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Abstract

Among the difficulties that EFL learners encounter during their translation process is false friends. The present study emphasizes English-French false friends, their translation and the considerable issues they cause to second year students of English at Abderrahmane Mira University, Bejaia. It aims at identifying learners' errors regarding false friends during their English-French or French-English translation process and highlighting the considerable issues that they face during process in order to make them aware of this issue. Two translation tests were conducted with 30 participants in addition to an interview which was carried out with 3 of them in order to collect data, the data collected was analyzed using both qualitative and quantitative methods. After analyzing the data, the results revealed that second year students of English at Abderrahmane Mira University are less aware of the issue of false friends which is considered as a major problem for most of them when translating from English to French or vice versa, thus, it prevents them from producing an accurate translation.

Key words: English-French translation process, False Friends, Learners' errors, Second year students.

Résumé

Parmi les difficultés que les apprenants rencontrent au cours de leur processus de traduction, sont les faux amis. La présente étude met l'accent sur les faux amis anglais-français, leur traduction et les problèmes considérables qu'ils posent aux étudiants de deuxième année d'anglais à l'Université Abderrahmane Mira de Bejaia. Elle vise à identifier les erreurs des apprenants concernant les faux amis au cours de leur processus de traduction anglais-français et à mettre en évidence les problèmes considérables qu'ils rencontrent au cours de ce processus afin de les sensibiliser à cette question. Deux tests de traduction ont été menés avec 30 participants en outre une interview avec 3 d'entre eux afin de collecter des données. Les données collectées ont été analysées à l'aide de méthodes qualitatives et quantitatives. Après l'analyse des données, les résultats ont révélé que les étudiants de deuxième année d'anglais à l'Université Abderrahmane Mira sont moins conscients de la question des faux amis qui est considérée comme un problème majeur pour la plupart d'entre eux lorsqu'ils traduisent de l'anglais vers le français ou vice versa, ce qui les empêche de produire une traduction exacte.

Mots clés : Les faux-amis, processus de traduction anglais-français, les étudiants de deuxième année, les erreurs des apprenants.

Dedication

*I dedicate this work to my beloved **mother** who was my source of guidance and motivation, I am truly blessed to have you in my life, thank you for always putting my needs before your own and for making me feel loved and valued.*

*To my amazing **father**, your belief in me has given me the strength to succeed, thank you for the endless love, support and everything you give me until this time.*

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*To my dearest partner and friend **Ghazal** who has been my most profound inspiration, thank you for your support and every moment that we shared throughout this entire work.*

SARA

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I dedicate this work for my amazing family,

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you have made for me.*

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Table of Content

Abstract	<u>I</u>
Résumé	<u>II</u>
DedicationDedication	<u>III</u>
Acknowledgement.....	<u>V</u>
Table of Content.....	<u>VI</u>
List of Tables.....	<u>IX</u>
List of Graphs.....	<u>X</u>
List of figures	<u>XI</u>
List of abbreviations	<u>XII</u>
1. Research Overview	1
2. Statement of the problem.....	1
3. Research Questions.....	2
4.The Aim of the Study	2
5.The Significance of the Study	2
6. Research Assumptions.....	3
7. Limitations of the study	3

8. Organization of the Study	3
CHAPTER 2: Theoretical Background and Literature Review	5
Introduction	5
Section One: False Friends	5
1. Definition of False Friends	5
2. Classification of False Friends	6
2.1 Chance or Accidental False Friends	7
2.2 Pseudo False Friends	7
2.3 Total False Friends	7
2.4 Partial False Friends	8
3. Reasons behind the Emergence of False Friends	11
3.1 Borrowing	11
3.2 Historical Connections between Languages	11
3.3 Cultural Influences	12
3.4 Insufficient Knowledge of Languages	12
Section Two: Translation	12
1. Definition of Translation	13
2. The Process of Translation	13
2.1 Analysis of the source language text	13
2.2 Synthesis of the New Target Language Text	14
2.2.2 Semantic Synthesis:	14
2.2.3 Syntactic Synthesis:	14
3. Translation Difficulties	15
3.1 Translating Language Structure	16
3.2 Translating Compound Words	16
3.3 Translating Idiomatic Expressions	16
3.4 Cultural Differences	16

4. Contrastive Analysis and Error Analysis	17
4.1 Contrastive Analysis.....	17
4.2 Error Analysis.....	18
Section Three: False Friends and Translation	19
1.The Relation of False Friends and Translation	19
2.Related works.....	19
Conclusion.....	24
Chapter Three: Methodology and Fieldwork.....	25
Introduction	25
Section One: Research Design and Methodology	25
1.The Participants	25
2.Research Design.....	25
3.Data Collection Tools and Procedures.....	25
4.Description of the Data Instruments	26
4.1 Translation Tests.....	26
4.2 Interview.....	28
Section Two: Analysis and Discussion of the Results	29
1. Analysis of the Results.....	29
1.1 Translation tests.....	29
1.1.1 English to French Translation Tests	29
1.2 Interview.....	36
2.Discussion of the Results	38
Recommendations.....	40
Conclusion.....	40
General Conclusion	41
References	42
Appendices.....	51

List of Tables

Table 1 Easy False Friends	27
Table 2 Medium False Friends	27
Table 3 Difficult False Friends	28
Table 4 Percentages of Students ‘English-French Translation of False Friends First Level of Difficulty.....	29
Table 5 Percentages of Students ‘English-French Translation of False Friends Second Level of difficulty.....	30
Table 6 Percentages of Students ‘English-French Translation of False Friends Third Level of Difficulty.....	31
Table 7 Percentages of Students ‘French-English Translation of False Friends First Level of Difficulty.....	32
Table 8 Percentages of Students ‘French-English Translation of False Friends Second Level of Difficulty.....	33
Table 9 Table 7 Percentages of Students ‘French-English Translation of False Friends Third Level of Difficulty	34

List of Graphs

Graph 1 Percentages of Students ‘English-French Translation of False Friends First Level of Difficulty	31
Graph 2 Percentages of Students ‘English-French Translation of False Friends Second Level of Difficulty	32
Graph 3 Percentages of Students ‘English-French Translation of False Friends Third Level of Difficulty	33
Graph 4 Percentages of Students ‘French-English Translation of False Friends First Level of Difficulty.....	34
Graph 5 Percentages of Students ‘French-English Translation of False Friends Second Level of Difficulty.....	35
Graph 6 Percentages of Students ‘Translation of French-English False Friends Third Level of Difficulty.....	36

List of Figures

Figure 1 Semantic Divergence.....	08
Figure 2 Semantic Overlap.....	10
Figure 3 Translation Process: Outline Model.....	15

List of Abbreviations

EFL: English as a foreign language

CHAPTER ONE: General Introduction**1. Research Overview**

The process of translation has been seen as a means of communication among different cultures since this process does not only help to spread information across the world but also it helps people who do not share the same language to communicate (Kuzenko, 2017). However, translation is not a simple work as Delisle (1981) stated “It is doubtless that translation is not an easy task and the consequences of inadequate translation are terrible”, thus learners face lot of problems as to translation which can be classified into grammatical, lexical, stylistic and phonological problems (Ghazala,1995).

Therefore, one major problem faced by learners is false friends, this later was defined by many researchers and explained in many dictionaries; “False friends in conventional figurative language are two or more expressions that evoke almost identical or very similar mental images but show significant differences in the actual meaning” Szpila (2015). In short, false friends are those confusing words in two or more languages that seem identical lexically but differ in meaning.

Most researchers are focusing on the origins of the semantic differences and have ignored the issue faced by learners during translation. Hatch and Brown (1995), affirmed that there is linguistic deep impact that French exerted on English during the occupation period which followed the Norman conquest in 1066. In this sense, the present study aims at shedding lights on the considerable issues that false friends pose to EFL students during the process of translation.

2. Statement of the Problem

Many languages have been in close contact for extended periods, leading to similarities in their vocabulary. For instance, English and French were in contact for centuries due to historical events like the Norman Conquest, therefore, the two languages share similarities in their vocabulary despite the fact that they do not belong to the same language family; English belongs to the German group while French belongs to the Romance (Liu,2014), however, there are some words that established new meanings which became eventually false friends.

This phenomenon constitutes a real problem within the field of translation which is considered as complex skill that requires a high level of proficiency in both the source and the target languages posing problems to EFL learners and translation beginners and leading them to translation errors. Learners then, get confused between French and English words because they think that the words which seem similar in their form can share the same meaning, this can lead them to make mistakes in their translation (Nguyenova, 2012), thus, when second year students of English try to translate from French to English or vice versa, it is assumed that they will struggle with the translation of false friends.

3. Research Questions

This study deals with the influence of French and English false friends on translation of the students. Therefore, in order to reach its objective, there are three main questions to answer which are as follows:

1. Do false friends cause an issue for EFL learners during translation from French to English or vice versa?
2. To what extent does the difficulty level of false friends influence students' translation productivity?
3. What are the considerable issues that false friends pose to EFL learners during translation?

4. The Aim of the Study

The current study aims to highlight the errors which EFL learners commit when translating from French to English or vice versa. Additionally, the study aims to identify the significant challenges and the considerable issues that false friends pose to second year students of English during translation. Therefore, making students aware of this issue to help them avoid this kind of error, and consequently to produce more accurate translation.

5. The Significance of the Study

In a world of 7000 languages, translation is considered of great importance in human life and an interesting topic of investigation as well. Therefore, many researchers conducted research on translation and the difficulties that learners face during this process.

The main emphasis of this study is on how French -English False Friends affect the translation productivity of EFL learners because False Friends are considered one of the biggest problems faced by learners. The choice of English and French languages, shows the distinctiveness of this research and the uniqueness of its findings, therefore, this investigation will be of a great significance to the field of translation. It may be helpful to sensitize teachers to teach the lesson of False Friends at the beginning of the year, and for learners to avoid mistakes regarding this problem.

6. Research Assumptions

The assumptions of this study are as follows:

1. We assume that second year students of English at Abderrahmane Mira University face problems regarding false friends French to English, when translating from French to English or vice versa.
2. Lado (1957) argues “Those elements which are similar to the learner’s native language will be simple for him, and those elements that are different will be difficult”, however, we believe that the higher the difficulty level of false friends is, the more translation difficulties it is likely to have.

7. Limitations of the Study

The current study was conducted with second year EFL learners in their module of translation; however, this module focuses on English-French translation and English-Arabic translation. Therefore, this was among the limitations that we encountered in this research; it was difficult to conduct multiple observation sessions since this study focuses only on English-French translation. Besides the sessions made online which lead to limited opportunities for observation. In addition to the students’ lack of seriousness in carrying out the translation tests; some of them translated a part of the test and others left the sheet blank.

8. Organization of the Study

The present study is divided into three chapters. The first chapter provides general introduction of this study which encompassing; statement of the problem, research question,

the aim and the significance of the study, research assumption, as well as the limitations of the study.

The second chapter presents the theoretical background of the research, it consists of three sections; the first section deals with the concept of false friend, its classification and reasons behind its emergence, section two discusses the translation process, contrastive and error analysis. The third section entails the relation of false friends and translation besides some related works.

The third chapter concerns the practical part of the study, it involves three sections; the first section describes the research methodology, the second discusses the findings in light of previous works.

The general conclusion summarizes the whole research in terms of research instruments, methods and findings.

CHAPTER 2: Theoretical Background and Literature Review

Introduction

The second chapter is the theoretical part of the research, it includes an introduction of the research variables, “False Friends” and “Translation”. This chapter is divided into three sections. The first section is about the first variable; it presents the concept of false friends in terms of definition, typology as well as the reasons behind their emergence. The second section introduces the process of translation besides the two approaches: contrastive analysis and error analysis. The third section discusses the relation of false friends and translation in addition to some previous related works.

Section One: False Friends

1. Definition of False Friends

False friends refer to a pair of confusing words in two or more languages that seem identical lexically but differ significantly in meaning (Abou Khalil et al., 2018). The phrase false friends, faux amis, originates from French language as Koessler (1928) states. According to Cambridge Dictionary, False Friend is a word that is often confused with a word in another language with a different meaning because the two words look or sound similar. Among the languages that share different false friends, are English and French. The existence of a large number of false friends shared between these two languages is due to their interconnectedness and due to the great influence of the French language on English. More than a third of modern English vocabulary has its origins in French (Grobelna, 2017). According to the language expert Henriette Walter (1997), words of French origin account for more than two-thirds of the English vocabulary.

Examples of False Friends between English and French Extracted from Granger Swallow's Dictionary

• **Actually/Actuellement:**

These two words are very confusing for many people, especially for learners of English or French. The English word “Actually” means “In fact”, which refers to “En fait” or “Réellement” in French.

The French adverb “Actuellement” means “At the present time”, which can refer also to “Currently” in English.

• **Sensible/Sensible:**

These words share the same spelling but differ greatly in meaning in English, being sensible means reasonable, while in French, it refers to sensitive in English.

• **To rest/Rester:**

In English, “To rest” is to refresh oneself or to relax, that is called “Se reposer” in French. In French, “Rester” means to stay or to remain.

• **Library/Librairie:**

Both words refer to the place where you find books however in English, a library is the place where books are displayed (either for reading or borrowing them) while in French, “Librairie” is a bookshop (a shop which sells books).

2. Classification of False Friends

False friends are considered as a major cause of confusion and misunderstanding of the meaning of words among different languages, thus many researchers have been concerned by this phenomenon and have thus tried to classify them based on different taxonomies such as; the classification proposed by Veisbergs (1996, pp 628_629), Chamizo Dominguez (2008), Rufus, Prinslooand De shryver (2004) and Chacón-Beltrán.

2.1 Chance or Accidental False Friends

This category refers to a pair of words in different languages that sound similar by chance. However, they do not share any etymological relation as Chamizo Dominguez (2002) states in his article “Chance false friends are those words that are similar or equivalent (graphically and/or phonetically) the same or similar in two or more given languages, but without any semantic or etymological reason which may account for this sameness or similarity”. (p, 4) Moreover, Veisbergs (1998) adds that chance false friends are also called “non-cognate interlingual analogues”, and they are not considered as a tricky problem for the users since they do not belong to the same logico- subject group. Such as the example of the word “Coin” which is proposed by V. Broz, (2008); in English, it means “Money” and in French, it means “Corner”; they are two different words that share the same graphic by coincidence.

2.2 Pseudo False Friends

This type of false friends is proposed by Veisbergs (1998), according to him, pseudo false friends refer to the words created by the learners of a particular language; they believe that a word in the native language could exist in the target language with the same meaning and form, thus, he defines this category as “non-existent word pairs and accordingly rarely discussed” (p, 629). Among the examples of pseudo false friends are the words “Intéressant” in French and “Interessant” in English, this latter does not exist in English language, it was created by learners.

2.3 Total False Friends

Also called complete false friends, they refer to a pair of words in two different languages, that share the same spelling and have a completely different meaning (Abou Khalil et al., 2018). According to the professor of the university of Latvia, Mr. Andrejs Veisbergs (1996), complete false friends are pairs of words in the respective languages which are monosemantic in both or one language and this meaning differs from that of its counterpart. In other words,

they are words in two or more languages that have one meaning in each language but that meaning is different in each language.

Examples of Total False Friends Extracted from Granger Swallow's Dictionary

_ Attend (English) / attendre (French):

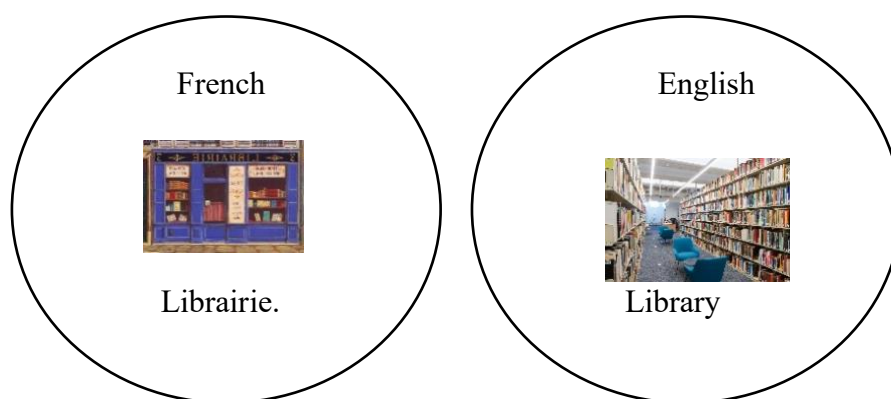
Some people think that these two words have the same meaning however this is not true “Attend” is to be present while “Attendre” means to wait.

_ Eventually (English) / Éventuellement (French):

The English word “Eventually” means in the end or at an unspecified later time, while the French word “Éventuellement” means possibly.

Figure 01: *Semantic divergence*

Adapted version from Luisa – Roca Varela (2015)



2.4 Partial False Friends

According to Chacón Beltrán (2006) “partial false friends involve a meaning A in the L1 but some other meanings in the L2 (A, B, C, D, etc.)” (p.34), based on his definition, Partial false friends refer to words in two different languages that have various meanings, some of them can share the same meaning but others can be different, which is similar to the definition of Nicolae Sfetcu (2015), he writes “Partial false friends have both equivalent and different

meanings”. These words may cause problems for students when translating since they can be confused of the correct meaning.

Examples of Partial False Friends Extracted from Granger Swallow’s Dictionary

_ Realize / Réaliser:

“Realize” is an English word that has different meanings which are: to understand, to become aware, to make appear real, to achieve or cause to happen, while the French word “Réaliser” has partially the same meanings but with another different one which is to be the author of peace of art.

_ Demand / Demander:

The verb “Demand” means ask, request, made as of right while the verb “Demander” has the same meanings but with other meanings which are: to seek, to be looking for or to beg.

_ Licence / Licence:

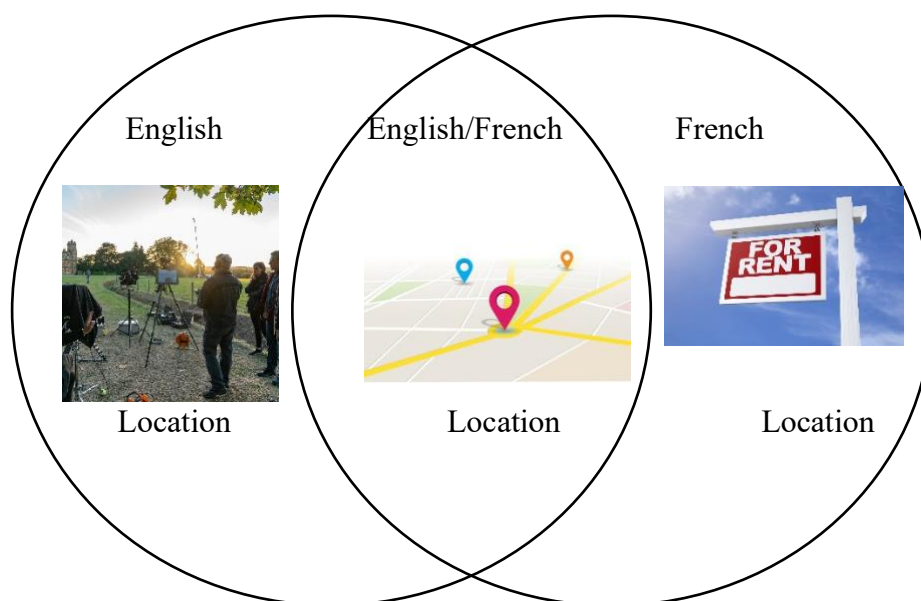
The French word (Licence) can have the meaning of permit which is similar with the English word(Licence) however it has another meaning which refers to ‘Bachelor degree’.

_ Location / Location:

According to Collins dictionary the English word refers to a “Place outside a studio where a film is made” and the French word refers to a position or place, however these two words may share the same meaning which is a “Place” or “Position” (figure 02)

Figure 02: *Semantic Overlap*

Adapted version from Luisa – Roca Varela (2015)



This study focuses on one kind of false friends called semantic false friends which refers to the words that seem similar graphically or phonetically, Chamizo Dominguez (2008), believes that this category of false friends shares the same etymology but with different meanings. False friends can be divided into two sub categories given by Chacón Beltrán (2006, pp31_33), which includes four types that are; graphic total false friends, phonetic total false friends, graphic partial false friends, phonetic partial false friends. He Classified them based on whether they are total or partial false friends. According to him, words in two different languages can be false friends graphically; when they share the same graphic form however they may differ in their pronunciation like the English word “Cave” /keiv/ which means “Cavern” and the French word “Cave” [kav] which means “Cellar” they can be false friends phonetically; when the words have the same pronunciation such as The French word “Chef” /Chef/ which means “Boss” or “Leader” and it has the same pronunciation with the English word “Chef” which refers to a “Professional cook”.

3.Reasons behind the Emergence of False Friends

The origins of false friends are traced by the French Linguists Maxim Koessler and Jules Derocquigny in 1928, the term was introduced in French language as “Les faux amis du Traducteur”, and it was called “False friends” in English language. This latter can occur in several languages even if they do not share the same writing systems, and this can be for different reasons (Roca Varela, 2011).

3.1 Borrowing

Borrowing is one of the reasons behind the emergence of false friends since many languages have borrowed words from each other, and later on the meaning of these words have changed and developed new ones. In this regard, Horea Loana (2007) stated “False friends may have a common root, from an original language that both languages in question derive from or have borrowed and assimilated the particular word from” (p 971). For instance, English has borrowed different words from French language since they have been in contact for a long period. According to Horea Loana, some of these words still have the same meaning such as ‘Education’, ‘Government’ while others have been changed in terms of meaning and develop new ones, which are called now false Friends. For example, ‘Collège’ is a French word which means high school and it is used in English language to refer to university or any educational institution, another word is ‘Journée’, it means ‘Day’ however in English, it means to travel from one place to another, also the word ‘Location’ has different meanings, in English it means ‘Position’ while in French it means ‘Rental’. (Granger Swallow’s dictionary, 1998).

3.2 Historical Connections between Languages

Looking at history and reviewing it in its details reveals how languages interacted, converged and changed. Throughout history, many languages have influenced other languages in several domains; colonialism in all its forms contributes to the merging of civilizations, the

settling of one language at the expense of another, or to the transfer of the language to other regions on which the colonial powers imposed their language (Clifton and Muscato, 2023). For example, the closeness of French vocabulary and the English one goes back to the Norman occupation (1066), in which during, French became the language of England's rulers and high class (Grzankowska, 2022), this lead to the resemblance in the languages 'vocabulary.

3.3 Cultural Influences

Language and culture are linked, there is no culture without language and no language without culture, thus, without cultural context, words would be empty sounds (Niton-Greczuk Miti, 2022). Therefore, the influence of one on the other cannot be neglected. The formation of language and the convergence of languages can be influenced by culture, for instance, many French words have been integrated into English vocabulary due to various cultural factors; especially in some domains such as fashion and arts. Words like: parole, telephone, prince, and others are originated from French (Grzankowska, 2022), and this can be a source of the emergence of many false friends between English and French.

3.4 Insufficient Knowledge of Languages

Another reason of the emergence of false friends is the insufficient knowledge of languages (Kirsakmene, 2023). According to Liu (2014), English and French languages share partially the same alphabet and part of vocabulary, therefore, learners when they find some words that appear similar, they may think that these words share the same meaning and use them in wrong manner since it is difficult for them to differentiate between the meanings of these words and this leads to confusion.

Section Two: Translation

1. Definition of Translation

According to Hatim and Monday (2004), translation is “The process of transferring a written text from a source language (SL) to a target language (TL)” (p.06); they define translation as a process, they state that the language to be translated is called the source language and the one into the text will be translated is called the target language. This process has been defined differently, based on the definition of Nida and Tabert (1982), translation refers to reproducing in the target language the equivalent meaning of the source language in terms of meaning and style. Newmark (1988) defines translation as “rendering the meaning of text into another language in the way that the author intended the text” (p.05), they focus on the equivalent meaning transferred into the target language since a word may have different meanings (Nida (1975). Thus, the equivalent meaning may be a problem in translation as it is stated by Hatim and Monday (2004); “One of the key problems for the analyst was actually determining whether the source text meaning had been transferred into the target text”. (P.34)

On the other hand, Catford (1995) agreed that translation is the process of replacing a written text in one language into a text in another language.

2. The Process of Translation

As it was mentioned above translation is an activity in which translators transfer a text from one language to another. However, the process of translation refers to all the steps that translators follow when translating a text from the time of starting the work until finishing it (Hansen, 2003). According to Bell (1991), translation process consists of two stages which take place in the mind of the translators. These stages are as follows:

2.1 Analysis of the Source Language Text

According to Bell (1991) the translators read first the text of the source language and analyze it semantically, syntactically and pragmatically;

2.1.1 Syntactic Analysis

In which the translators check the sentence/ clause structure, the relationship between words and their knowledge of these words.

2.1.2 Semantic Analysis

The translators try to understand the content of the text in the source language whether by using material process or mental process.

2.1.3 Pragmatic Analysis

The translators analyze the theme, purpose of the text and the register or the stylistic characteristics by focusing on mode tenor and domain of the discourse.

2.2 Synthesis of the New Target Language Text

After having the semantic representations of the individual clauses, the translators start the translation of the text through following three steps (bell,1991);

2.2.1 Pragmatic Synthesis:

The translators try to find an equivalent text in the target language by keeping the same theme, style and the purpose of the original text.

2.2.2 Semantic Synthesis:

The translators create structures in the target language with the same content of the source language.

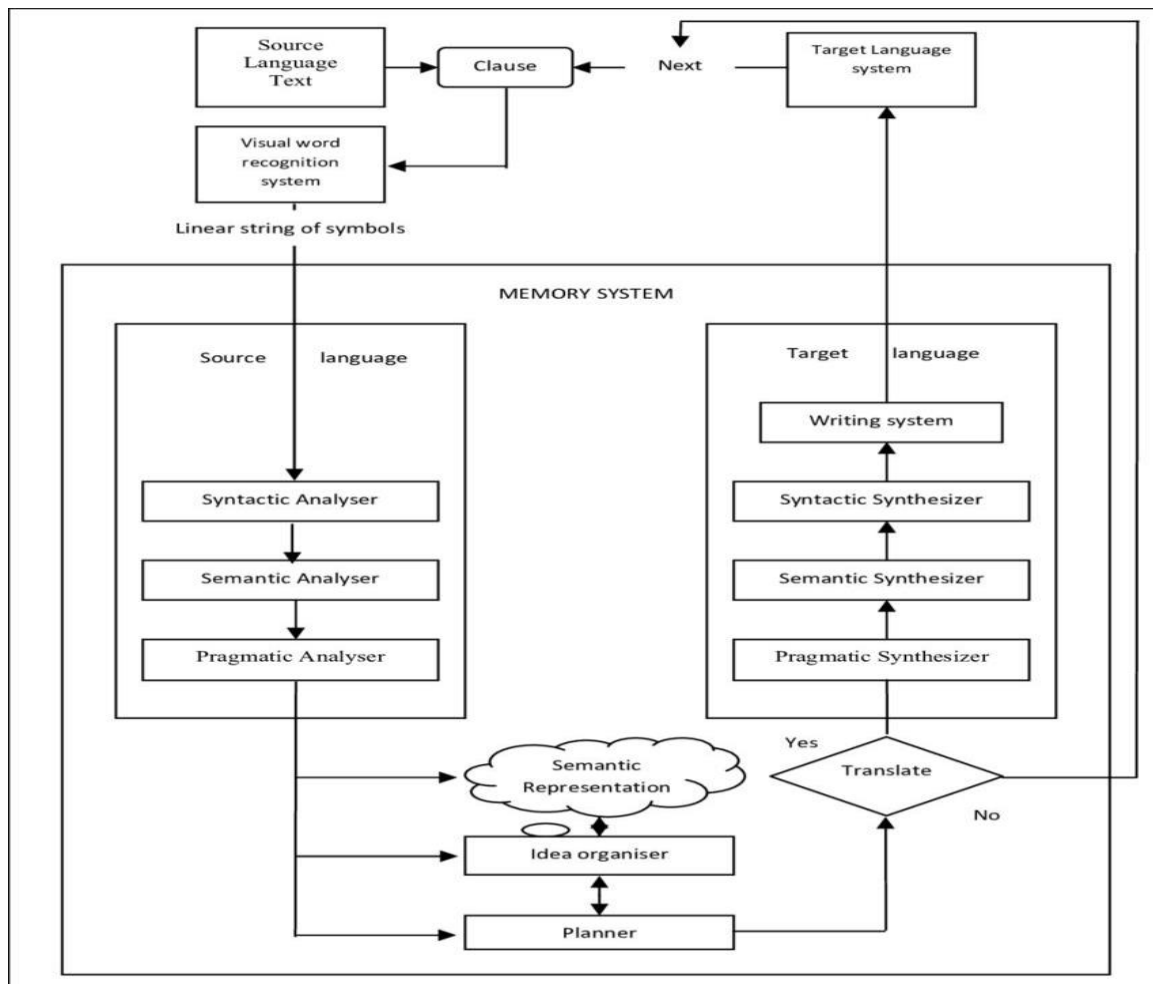
2.2.3 Syntactic Synthesis:

At the final stage, the translators have all the propositions from the first stage, therefore, they try to find the sentence structure that suit the original one. However, in the case there is no equivalent structure in the target language, the translators make decisions based on the lexical items with the suitable style. Finally, the translators move to the writing system in the target language.

Bell (1991) summarized the process of translation in schema which includes the three stages in details.

Figure 03: *Translation Process: outline model*

Bell (1991, p. 46)



3. Translation Difficulties

The translation sector, just like any other, has a variety of issues and challenges that translators and learners must deal with. Among the challenges encountered by learners during translation include: translating language structure, translating compound words, idiomatic expressions and cultural differences.

3.1 Translating Language Structure

An accurate translation necessitates a profound understanding of the grammatical structures and rules of both the source and the target languages. Learners fail to translate the structure correctly without making mistakes because language structures can be very different from each other (Schäferhoff, 2023). For example, English sentence structure may be different from the French one; in French, most qualificative adjectives come after nouns unlike English in which adjectives come before nouns (Brunetti and Thiberge, 2022), this is why learners must know and understand the exact structure of each language and use the appropriate one.

3.2 Translating Compound Words

It is also difficult for learners to translate compound words because these latter are confusing. According to Schäferhoff (2023), a compound word can be literal and mean exactly what it says, like “toothbrush” which means the brush of the teeth, it may also mean only a part of the individual parts of the word like “ladybug” which is a bug but not a lady. As also the meaning of the word may not reflect the meaning of its individual parts, for example, “Hotdog” it is neither hot nor a dog but it is a sandwich.

3.3 Translating Idiomatic Expressions

Idioms are not easy to translate neither for learners nor for translators (Arono and Nadrah, 2019). They can be particularly challenging for learners of English because translating an idiom requires looking beyond the literal meaning in order to understand the intended one. For example, the French idiom “s’occuper de ses onions” may be translated into “to take care of one’s onions” but actually it means minding your own business (Mykhalevych, 2024).

3.4 Cultural Differences

The cultural differences between the speakers of each language make the translation tasks challenging (Schäferhoff, 2023). The larger the area where the language is used, the more

dialects and colloquialism it is likely to have (Ivic and Crystal, 2024). Learners then struggle to translate these words accurately without offending the culture they are translating into and the intended audience as well. To overcome this, learners can acquaint themselves with other cultures through reading and watching movies in the target language.

4. Contrastive Analysis and Error Analysis

4.1 Contrastive Analysis

Contrastive analysis is a branch of linguistics developed in 1950s, it deals with the differences and similarities between languages as Ghadessy states (1980) “contrastive analysis gained much importance during the 40’s and 50’s when the dominant belief was that a statement of the similarities and differences between various languages was enough to deal with the problem of teaching these languages”(p.93).In addition, Ellis (1994) defines contrastive analysis as “a set of procedures for comparing and contrasting the linguistic systems of two languages in order to identify their structural similarities and differences”(698), based on these definitions, contrastive analysis is concerned with comparing and contrasting two different languages to identify their similarities and differences, problems and difficulties in learning the target language.

We can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and the culture to be learned with the native language and culture of the student (as cited in Lado 1957).

On the other hand, Khansir (2012) argues that “contrastive analysis gained much important to investigate learner errors in the field of second language acquisition in which two languages were systematically compared during the 40s and the 50s” (p.1028). According to him, contrastive analysis focuses more on predicting the learner’s errors when learning the target language rather than the types. Simply speaking, contrastive analysis is used to discover the difficulties that learners face and their errors, through knowing the similarities and differences between the source language and the target language (Christopherson 1973).

According to Dulay et al (1982), “Contrastive analysis (CA) took to position that a learner’s first language ‘interferes’ with his or her acquisition of a second language, and that it therefore comprises the major obstacle successful mastery of the new language”(p.97),Lado (1957) adds that “individuals tend to transfer the forms and meanings and distribution of forms and meanings of their native language and culture to the foreign language and Culture”(p.02); thus, contrastive analysis refers to the act of transferring the aspects of their native language or any language acquired before to the aspects of the second language.

Besides, Lado (1957) argues that “Those elements which are similar to the learner’s native language will be simple for him, and those elements that are different will be difficult”; this means that the similarities between the two languages facilitate the learning of the second language while the differences will make it more difficult which will lead to learner’s errors.

4.2 Error Analysis

Learners learn from their errors and from the teacher’s correction of these errors, therefore errors are important for the acquisition of any foreign language. Accordingly, the present study focuses on error analysis.

In order to analyze learners’ errors, an approach called “Error Analysis” has emerged and established in 1960s by the professor Stephen Pit Corder, a professor of Applied Linguistics at university of Edinburgh and the father of Error Analysis, this later was defined by different researchers.

According to Corder (1981), an error analysis should focus on errors that are systematic violations of patterns in the input to which the learners have been exposed, he suggested five stages for analyzing errors: collection, identification, description, explanation and evaluation of errors.

Brown (1980) and Richard et.al (1985), agree that error analysis is about observing and identifying, examining, analyzing and categorizing learners’ errors when learning a foreign language in order to understand the strategies the learners use during their learning.

Section Three: False Friends and Translation

1. The Relation of False Friends and Translation

According to Ghazala (1995), translators may face several problems during translation such as grammatical, lexical, stylistic and phonological problems, he states that “a translation problem is any difficulty we come cross translating, that invites us to stop translating” (p.17), thus, one major problem that learners may encounter when translating, is false friends.

As it was mentioned above, False friends refer to the words in different languages that seem the same but are different in their meaning, thus, students may encounter this problem since they may think these words can share the same meaning and they mistake, in this respect, Yaylaci and Argynbayev (2014) argue that the pronunciation or the orthographic form of such pairs does not always share the same meaning especially for non-native users, therefore, learners should have a proper knowledge about these confusing words in order to avoid losing the real meaning of the translated text.

2. Related works

False friends have not been mentioned by many researchers especially in the field of linguistics, however, there are some studies that have discussed this phenomenon in some selected languages such as English, Latvian, Russian, Czech, etc. But the most popular languages that have been analyzed was English, French and Spanish.

The researchers Mendiluce Cabrera and Ana. I Hernández Bartolomé (2005) investigate “English / Spanish False Friends: a semantic and etymological approach to some possible mistranslations”, they took eleven examples of false friends that exist between English and Spanish languages, chosen randomly and analyzed them based on their form and meaning through following the exploratory analysis, in order to identify the etymological and semantic differences or similarities that exist between each pair. The authors state that these words may have similar meaning at the beginning however through time some of them established new ones, thus, they become either partial false friends or total false friends, therefore, they added another type of false friends in addition to the classification proposed by Chamizo Domínguez,

which is called former false friends. The researchers concluded that the three languages; English, Spanish and Latin share some similarities in their lexis which is a reason for the emergence of false friends and most of the confusing words come from Latin language.

Miss Boumali Asma (2010) in her master dissertation entitled “False Friends: a Problem encountered in Translation “The case of 3rd Year Students of Translation at Mentouri University”, investigates the phenomenon of false friends and its influence on Students’ translation with the aim of raising awareness about false friends and illustrating the difficulties faced by third year students of translation at Mentouri University, Constantine, during their translation from French to English, using both quantitative and qualitative methods to analyze data through the use of a questionnaire for students and a translation test. Based on the results of this study, it was found that most third year translation students at university of Constantine are unaware of false friends. In addition to this, among the few who are aware of them, there is a lack of understanding regarding their meaning. It is concluded that this lack of awareness leads to confusion.

Lenka Tycová (2012) studied the phenomenon of false friends and the guidelines for the compilation of English-Czech- Czech-English false friends ‘dictionary, which can be used as a revised version of hlaky’s work (1990) in order to help the users to understand the differences between each pair of false friends, he points out that this outlined dictionary gives importance to the words that have different meanings and explain them precisely however, it can risk to delete some information. The author argues that the process of compiling is done by analyzing *Zrádná slova v angličtině* dictionary throughout following four aspects; the scope of the dictionary, the form of the dictionary; it can be printed or computerized, Layout or the way of presenting information and the dictionary entry. Lenka Tycová affirms that the compilation of a dictionary is a teamwork which should take into consideration different views, he concludes that the result of this work will be beneficial for all the users.

Lan Phuong Nguyenová (2012) discussed the lexical interference of English and Czech risks of translation related to the phenomenon of false friends, he assumes that students of Czech university have difficulties to differentiate between false friends, thus he conducted this research in order to determine whether they make mistakes when translating these words. To reach this aim, the author chose participants from different universities of Czech and gave

them two electronic questionnaires; the first one contains eighty-seven word pairs formed into sentences in the Czech language and students were asked to translate only the polysemous words into English language, the second one consists of single words or phrases with false friends in the English language and students were asked to translate them into Czech. The two questionnaires contain hints with two different possibilities to help students. The third form was about the personal information of the students, they were asked to fill their levels, names, the language they are learning, length of their learning of English, the name of the university, faculty and the branch of the study. Lan Phuong Nguyenová analyzes the result in form of tables, he concludes that false friends are confusing for Czech students and the responses of the participants differ depending on their gender, therefore, he argues that students should be familiar with this phenomenon in order to avoid making mistakes when translating.

M. Luisa – Roca Varela (2015) in her book entitled “False Friends in Learner Corpora” (A Corpus-based Study of English False Friends in the Written and Spoken Production of Spanish Learners), identifies the issue of false friends and how they can pose difficulties to learners. The author also gives a suggestion of possible ways to tackle this problem in EFL classroom and introduces a creative method for studying the topic of false friends with the aim of exploring how these words are used in learning English, both in a skillful and awkward manner. This study uses a mix of qualitative and quantitative methods to get a complete analysis and a full comprehension of how learners use false friends. It includes numerical data and aims to describe students’ problems. The study found that some false friends are frequently used by learners while others are not used as frequently. The false friends with the highest frequency in the corpora under examination are the nouns: “Practice”, “Topic” and “Parents”. While they also frequently use the verb “Realize”. The influence of the native language can be seen in how often students use “Practice” and “Realize” while the word “Parents” is the only one that is not influenced by the learners’ native language.

Salomé Magoua (2016) investigates the notion of false friends in terms of difficulties that they pose to the Anglophone learners using a sample of 90 learners of form 4 and 5 as well as 10 teachers of the English-speaking school subsystem from the bilingual application high school of Yaoundé, Cameroon. This study aims at identifying the learning and teaching difficulties of false friends. The researcher opted for four research instruments: a questionnaire and a test

conducted with learners, an interview with the teachers besides observation sessions. The study relies on quantitative methods in order to analyze data. The finding of this research revealed that learners of the English-speaking subsystem fall into the trap of false friends due to the similarities between French and English vocabulary, the incomplete mastery of English as well as the influence of French which is a previously learnt language. Based on these findings, the researcher concluded that false friends constitute a real problem for the learners of the English-speaking subsystem.

Victoria Abou Khalil et.al (2018), conduct a study concerning the learning of false friends across contexts, they assert that second language learners face problems as to false friends and the degree of their difficulty depends on their types in which they could be either complete or partial false friends, thus, in order to avoid making errors of false friends. The authors analyzed first the reasons behind this issue and the problems that they pose to students when learning a new language, then they proposed a method in which they use a system called scroll. This system uses the previous knowledge of the students in order to help them to get the correct translation of a confusing word that has different meanings. In the second part, the system provides students with different translations of each polysemous word, to make them aware of their different usage, then test based on their knowledge of these words, in order to improve their learning.

Jalil Hilu et al. (2019), investigate the issue of false friends and its impact on English-Arabic translation, with the aim of shedding lights on the mistakes made by students and highlighting the sources of their confusion, using final examination sheets of 1st year students of the Translation Department as a case study. The study includes 200 examination papers, 100 from those who study in the morning and 100 from those who study in the evening. This research relies on the qualitative method for the data analysis because it is concerned with the students' perspectives and their translation. Based on the findings of this Study, the majority of the students (76% of them), made mistakes regarding false friends.

Moreover, Karolina Rackova (2020) investigates the problem of false friends between English and French at the university of Masaryk, with aim of raising awareness about these polysemous words and to understand their different usage, thus, to study this issue, the author collected 70 examples of false friends between English and French from different dictionaries,

and divided them into three groups; fully semantic false friends which consist of 41 pairs of false friends, partial semantic false friends consist of 7 pairs and chance false friends consist of 19 pairs. The author analyzes these words by focusing on their etymology, semantics and different usage. Therefore, Karolina Rackova concludes that these words come from different sources, most of them come from Latin language; they were adopted to English via old French, other words originated from Germanic and there is a small category which comes from Greek or Italian and others do not have origins, thus, he considers false friends as a complicated process that should be taken into consideration when translating from one language to another.

Vojtěch pavliska (2022) in his diploma thesis entitled “False Friends between Czech and English “, focuses on creating and raising awareness about false friends between Czech and English Languages as well as to provide explanations of the presented examples. The research intends also to document the prevalence of the various types of false friends among the chosen languages using a sample of fifty selected pairs of false friends. After the analysis of the three types of False Friends, it is concluded that the majority of the pairs of total semantic false friends (74%) originated from Latin and 23% from Greek. 64% of the pairs of partial semantic false friends have their origin in Latin and 18% in Greek while 75% of chance false friends originated in proto-Slavic.

Following the same enquiry, Lina Inčiuraitė-Noreikienė and Deimantė Šarkaitė (2022) in their article entitled “Analysis of English-Spanish False Friends “, worked on the analysis of English-Spanish False Friends using a sample of 115 Pair words as a case study, with the aim of identifying the most prevalent type of False Friends, the extent of their falseness and to explore their similarities. The method used for collecting data is the mixed method (triangulation) which includes both qualitative and quantitative method. The qualitative one to determine the most prevalent part of speech as well as the degree of semantic similarity between English and Spanish False Friends. The quantitative method was used through a questionnaire to collect numerical data about the participants’ acquaintance with the issue. As a result, the study found that nouns are the most common part of speech among False Friends in English and Spanish, and many of them have Latin origin. Additionally, the most prevalent type of false friends which is semantic total false friends and the most language users are aware of this issue.

Conclusion

This chapter intended to address the common issue of false friends in the field of translation, besides their classification and the reasons behind the emergence of this issue. It is found that the two variables false friends and translation are interrelated when it comes to the translation from French to English.

Chapter Three: Methodology and Fieldwork

Introduction

The present study is descriptive which aims at identifying the significant errors and difficulties faced by second year students of English during their translation from French to English or vice versa regarding false friends. It provides a detailed description of the methods used, and the results. It is divided into three sections; the first section describes the participants, the data collection tools and procedures, and the research design. The second section is about the analysis of the data collected from the participants' responses. The last section provides a discussion of the results and recommendations.

Section One: Research Design and Methodology

1.The Participants

The target population consists of four groups of second year students of English at Abderrahmane Mira University-Bejaia, studying French English translation as a module for the first time and having familiarity with both English and French language. The sample includes one group which contains thirty second year students chosen randomly in order to have the same chance to be selected (Lauren Thomas,2020).

2.Research Design

For the sake of analyzing the data collected from the tools, this descriptive investigation is based on the triangulation method which refers to the use of different methods in order to improve the reliability and accuracy of the results (Pritha Bhandari, 2022). The qualitative method emphasizes students 'responses from the structured interview. Besides, the quantitative method which relies on the statistics gathered from the translation tests.

3.Data Collection Tools and Procedures

To reach the objective of this research, different tools were used. As the first step, two sessions of observation were held with second year students of English, after getting the

permission of the teacher of translation in order to determine to what extent they are knowledgeable with English and French languages as well as the way they handle the translation tasks in terms of material used. Next, two translation tests were given to the learners in which they were asked to translate sentences that contain false friends ;12 sentences from English to French and 14 sentences from French to English. This latter was used in order to determine learners' errors regarding false friends and to underline the issues that false friends pose to them. Eventually, an interview was provided to 3 students after correcting the two tests and collecting data from them in order to understand the learners' perspectives on the polysemous false friends.

4. Description of the Data Instruments

In order to gather data and achieve the purpose of this research, we first opted for class observation in which we focused on the students' acquaintance with English and French languages and their way of translation. Then, we provided them with two translation tests as well as an interview.

4.1 Translation Tests

Since this study focuses on error analysis, two translation tests were conducted with 30 participants in which students were asked to translate sentences in order to analyze their errors regarding false friends. The sentences were designed by the researchers using the help of some sources; 12 sentences from English to French and 14 sentences from French to English. The total number selected was 54 false friends selected intentionally from Granger Swallow's dictionary and some other sources. Each test contains 27 false friends divided into 3 levels of difficulty from easier to harder false friends, each level contains 9 false friends which are listed in the following tables.

Table 01

Easy False Friends

English-French False Friends	French -English False Friends
Traffic	Baskets
Attend	Chargé
College	Courses
Lecture	Location
Realized	Supplié
Library	Engager
Eventually	Courant
Support	Chance
Sensitive	Sympathique

Table 02

Medium False Friends

English -French False friends	French – English False Friends
Coins	Fournitures
Actually	Cave
Pretend	Cake
Characters	Prunes
Miserable	Chef
Deception	Abusent
Licence	Assisté
Journey	Affaire
Patron	Issue

Table 03

Difficult False Friends

English -French False Friends	French- English False Friends
Effectively	Jogging
Reunion	Tennis
Competition	Footing
Prevent	Achévé
Envy	Brillamment
Concurrence	Fortuné
Tentative	Entreprise
Approach	Délivrer
Comprehensive	Surveiller

4.2 Interview

Interviews are considered as valuable tools for gathering qualitative data through direct interaction with the participants (Eleanor Knott et al.2022). Regarding this interview, it is a structured interview which is considered as a highly organized method for collecting qualitative data and which includes asking both open-ended and closed-ended questions in a predetermined order (Tegan George and Julia Merkus, 2022). This interview was conducted with 10% of the sample, the equivalent of 3 students. It was provided for them after the two tests and do anonymously in order to delve deeply into the learners' beliefs and insights about the phenomenon of false friends. The interview consists of 6 question; open-ended questions and 2 closed-ended questions. As an introduction for the interview, students were asked about their acquaintance with the phenomenon of false friends, then, they were asked about the difficulties they have faced regarding false friends during the translation tests and to suggest solutions to raise students' awareness about the issue of false friends.

Section Two: Analysis and Discussion of the Results

1. Analysis of the Results

1.1 Translation Tests

1.1.1 English to French Translation Tests

1.1.1.1 First Level of Difficulty

Table 04

Percentages of students' English-French translation of false friends (First Level of Difficulty)

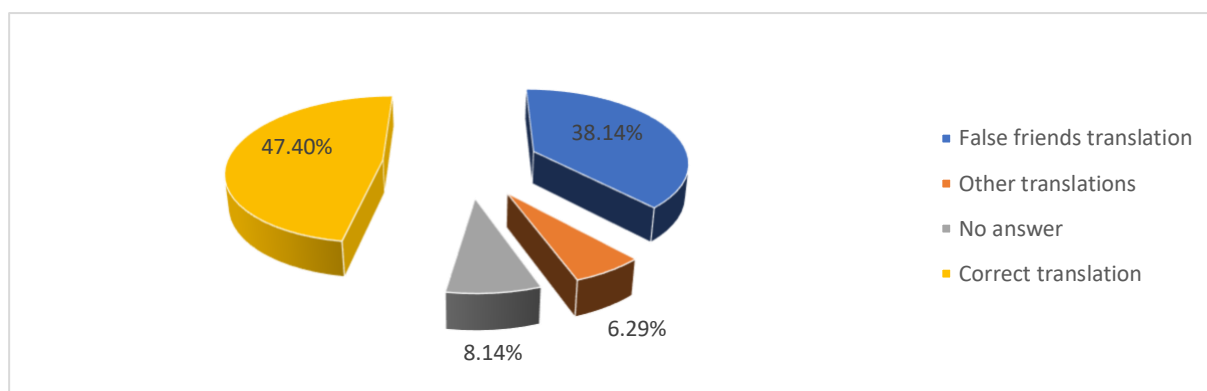
Words	Correct Translation	Incorrect Translation		No Answer
		False Friends Translation	Other Translation	
Traffic	70%	30%	0%	0%
Attend	56.66%	23.33%	16.66%	3.33%
College	16.66%	50%	6.66%	26.66%
Lecture	50%	23.33%	3.33%	23.33%
Realized	13.33%	80%	3.33%	3.33%
Library	53.33%	43.33%	0%	3.33%
Eventually	40%	40%	6.66%	13.33
Support	30%	50%	20%	0%
Sensitive	96.66%	3.33%	0%	0%

The results from this table show that the majority of the students gave the correct translation of some words like the word “Attend” which was translated correctly by 56,66% of the students while minority of them kept some of the words as they are like the words ‘‘College’’ and ‘‘Support’’ which were repeated as they are by 50% of the students while the words ‘‘Lecture’’ and ‘‘Attend’’ were translated into their false friends by 23.33%.However,

there are some students who did not translate some words such as the word “Lecture” which was not translated by 23.33% of students.

Graph 1

Percentages of students’ English-French translation of false friends (First Level of Difficulty)



1.1.1.2 Second Level of Difficulty

Table 05

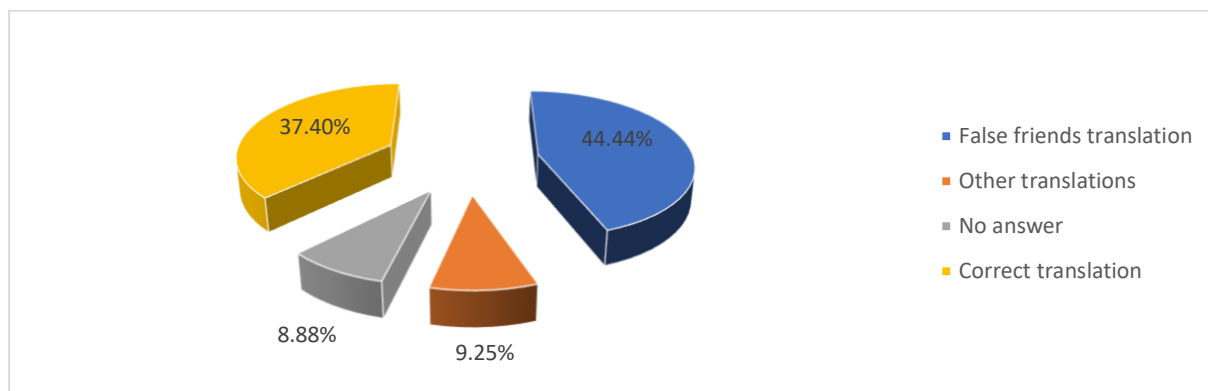
Percentages of students’ English-French translation of false friends (Second Level of Difficulty)

Words	Correct Translation	Incorrect Translation		No Answer
		False Friends Translation	Other Translation	
Coins	50%	33.33%	0%	16.66%
Actually	46.66%	30%	16.66%	6.66%
Pretend	16.66%	66.66%	13.33%	3.33%
Characters	66.66%	13.33%	10%	10%
Miserable	10%	70%	13.33%	6.66%
Deception	20%	60%	6.66%	13.33%
Licence	53.33%	40%	3.33%	3.33%
Journey	53.33%	13.33%	20%	13.33%
Patron	20%	73.33%	0%	6.66%

Table five indicates that most of the students translated the words correctly. For instance, 53.33% of the students gave the appropriate translation of words ‘‘Licence’’ and ‘‘Journey’’, nearly the same rate of the students translated some of the words by giving their false friends such as the word ‘‘Miserable’’ which was translated into its false friends by 70% as well as the word ‘‘Deception’’ was mistranslated by 60% of them. However, there are students who did not translate some of the words like words ‘‘Actually’’, ‘‘Miserable’’ and ‘‘Patron’’ that were left without translation by 6.66% of the students.

Graph 2

Percentages of students’ English-French translation of false friends (Second Level of Difficulty)



1.1.1.3 Third Level of Difficulty

Table 06

Percentages of students’ English-French translation of false friends (First Level of Difficulty)

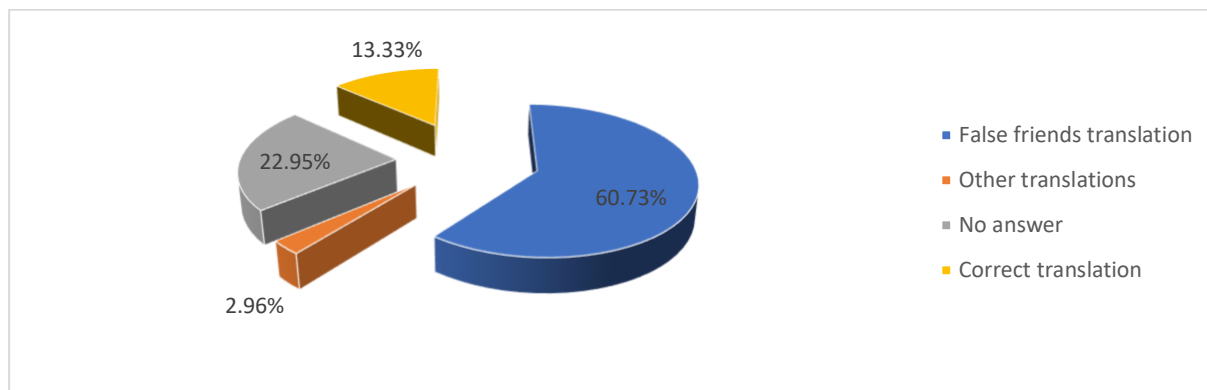
Words	Correct Translation	Incorrect Translation		No Answer
		False Friends Translation	Other Translation	
Effectively	3.33%	73.33%	0%	23.33%
Reunion	0%	93.33%	0%	6.66%
Competition	26.66%	56.66%	0%	16.66%
Prevent	13.33%	46.66%	10%	30%

Envy	6.66%	63.33%	0%	30%
Concurrence	0%	53.33%	10%	36.66%
Tentative	33.33%	46.66%	3.33%	16.66%
Approach	0%	70%	0%	30%
Comprehensive	36.66%	43.33%	3.33%	16.66%

Table six shows that the majority of the students committed errors regarding false friends, for example, 70% of the students translated the word ‘Approach’ by giving its false friends, the same thing for the word ‘Reunion’ which was mistranslated by 93.33% of them and only few of them have got the appropriate translation of some words such as word ‘Envy’ only 6.66% of the students gave the correct translation while the words ‘Reunion’, ‘Concurrence’ and ‘Approach’ none of them have found the correct answer. However, there is a category of students who skipped the words. For instance, 30% of the students left the words ‘Prevent’, ‘Envy’, ‘Approach’ without translation.

Graph 3

Percentages of students’ English-French translation of false friends (First level of difficulty)



1.1.2 French-English Translation Test

1.1.2.1 First Level of Difficulty

Table 07

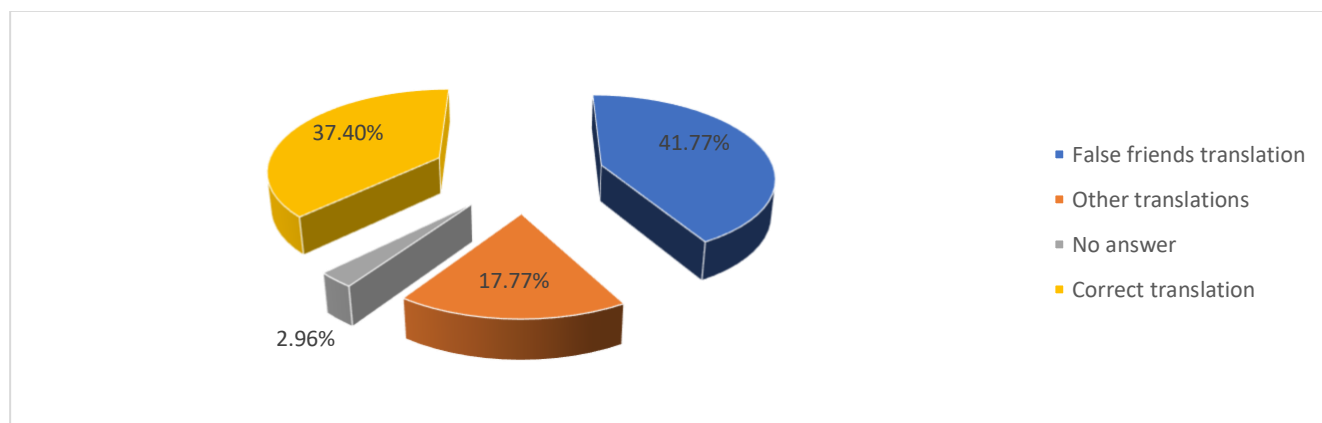
Percentages of students' French-English translation of false friends (First level of difficulty)

Words	Correct Translation	Incorrect Translation		No Answer
		False Friends Translation	Other Translation	
Baskets	30%	20%	50%	0%
Chargé	30%	23.33%	46.66%	0%
Courses	63.33%	33.33%	0%	3.33%
Location	36.66%	63.33%	0%	0%
Supplé	63.33%	26.66%	10%	0%
Engager	16.66%	46.66%	36.66%	0%
Courant	30%	46.66%	3.33%	20%
Chance	50%	50%	0%	0%
Sympathique	16.66%	66.66%	13.33%	3.33%

As this table shows, most of the students translated all the words, however, some of them got the correct translation and others fell into the errors of false friends; 63,33% of them translated the word “Courses” accurately, 66,66% of them translated the word “Sympathique” by its English false friend “Sympathic”, whereas, there are students who left some words without translation like the word “Courant” which was not translated by 20% of students.

Graph 4

Percentages of students' French-English translation of false friends (First level of Difficulty)



1.1.2.2 Second Level of Difficulty

Table 08

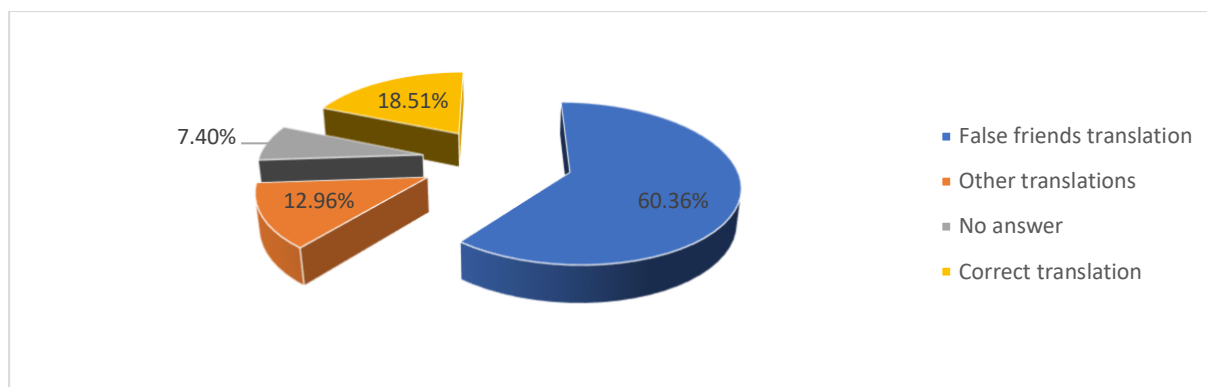
Percentages of students' French-English translation of false friends (Second level of difficulty)

Words	Correct Translation	Incorrect Translation		No Answer
		False Friends Translation	Other Translation	
Fournitures	26.66%	70%	3.33%	0%
Cave	33.33%	56.66%	6.66%	3.33%
Cake	0%	96.66%	0%	3.33%
Prunes	36.66%	20%	23.33%	20%
Chef	40%	56.66%	0%	3.33%
Abusent	3.33%	60%	33.33%	3.33%
Assisté	16.66%	70%	6.66%	6.66%
Affaire	6.66%	53.33%	30%	10%
Issue	10%	60%	13.33%	16.66%

The data from the table above shows that most of the learners failed to translate many words; only 10% of the students could translate the “Cave” accurately and none of them succeeded to translate the word “Cake”. The majority of the students committed errors regarding false friends while many words were not translated by a category of students like the word “Issue” which was ignored by 16.66% of them.

Graph 5

Percentages of students' French-English translation of false friends (Second level of difficulty)



1.1.2.3 Third Level of Difficulty

Table 09

Percentages of students' French-English translation of false friends (Third level of difficulty)

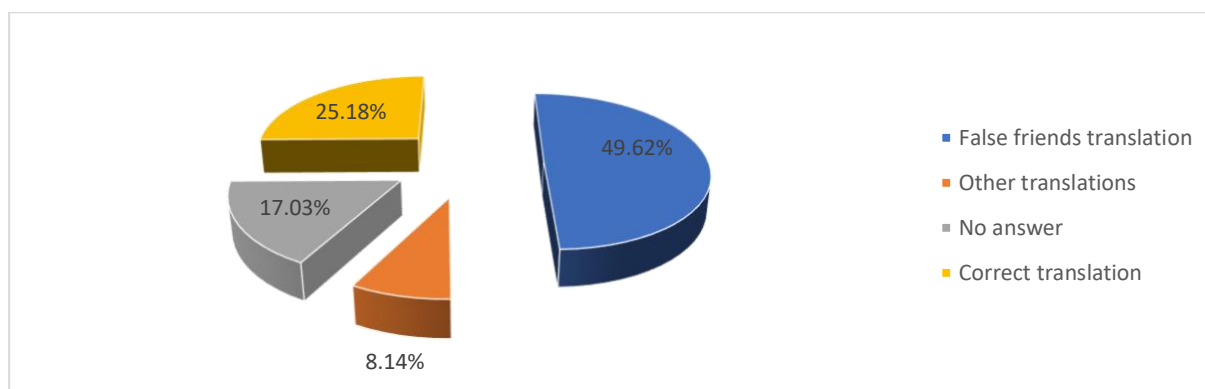
Words	Correct Translation	Incorrect Translation		No Answer
		False Friends Translation	Other translations	
Jogging	13.33%	80%	6.66%	0%
Tennis	0%	93.33%	3.33%	3.33%
Footing	33.33%	50%	10%	6.66%
Achevé	53.33%	36.66%	10%	0%
Brillamment	6.66%	63.33%	0%	30%
Fortuné	10%	23.33%	6.66%	60%
Entreprise	80%	16.66%	0%	3.33%
Délivrer	0%	73.33%	3.33%	23.33%
Surveiller	30%	10%	33.33%	26.66%

From this table, we can notice that the majority of the students gave false friends translation for some specific words like the word “Jogging” which 80% of them translated it into its English false friend “Jogging”, as well as the word “Tennis” which 93.33% translated it into

“Tennis” which is its false friend. Few of them succeeded in translating some words correctly, for example, only 6% other in translating the word “Brillamment” and none of them gave correct translation of the word “Tennis”. Whereas, some of them left some of the words without translation like the words “Footing” and “Délivrer”.

Graph 6

Percentages of students’ French-English translation of false friends (Third level of difficulty)



1.2 Interview

The interview was designed by the researchers and corrected by the supervisor, it was conducted with 3 students from the participants and their answers were recorded. Therefore, to analyze the data collected from the interview and interpret the main themes, we opted for a thematic approach which refers to a method for examining qualitative data. Through this approach, researchers can gain valuable insights of the underlying themes that emerged from the data. (Jack Caulfield, 2019).

EFL Learners’ Acquaintance Level with False Friends

Based on learners’ recognition of the difference between the English word “Library” and the French word “Librairie”, it was shown that one of them has medium acquaintance level since she was aware of the difference between the two words, however, she had no idea what they referred to. While the two other students who have low level of acquaintance with false friends, believed that these words share the same meaning.

Difficulties in Translating False Friends

All the students admitted that they struggled during the translation of the two tests, particularly when dealing with the polysemeous words with which they are not familiar. All

of them shared the idea that the French-English translation test is easier than the English-French test as the participant number 3 said “I found difficulties to translate some words from English to French”. After explaining the meaning of false friends, students cited some words which they found confusing, among the frequent words that they have cited are “Cave” and “Patron”.

False Friends: Known but Confusing

According to the students, it was proved that two of them were not aware about the issue of false friends, in the words of participant number one “I have never heard about it before” and one of them was aware about the existence of some words in different languages as she said “I do not know exactly what do we call this phenomenon but I think they are words which are similar in spelling that have different meanings”.

Students’ Feedback on Their Translation Course

Concerning the students’ comments on their translation course, all of them affirmed that the translation activities they are having in the classroom focus only on the translation competence in general without including any particular aspect such as pragmatic competence or false friends, in the words of the third participant “teachers just focus on translation in general, they do not teach us any specific aspect like false friends”.

Participants’ Views on the Restructuring of the Translation Course

In regards to the learners’ opinions on the restructuring of the translation course, all of them agreed on the need of more lessons of false friends to be taught in their module of translation in order to initiate the phenomenon, to reinforce its learning, to avoid falling in the trap of false friends as well as to improve their translation skills, as stated by participant number 2 “I think we really need to learn about this issue because it helps to understand the difference between polysemous words, to avoid confusion and to translate more effectively”.

Students’ Suggestions for Avoiding Errors Regarding False Friends

Among the recurring solutions proposed by learners for avoiding errors regarding false friends, are: increasing classroom practice sessions, dedicating time to reading about the phenomenon of false friends and including supplementary lessons about this issue as well as

using specialized false friends ‘dictionaries in order to produce an accurate translation, the participant number one suggested “Teachers need to teach us lessons about false friends before starting to translate”, the participant number 3 added “ we should use specific dictionaries in order to avoid making errors”.

2. Discussion of the Results

After analyzing the data collected from the tools, we attempt to discuss the pattern of results that has emerged from this study in light of previous studies and this will be bound by the three research questions.

Regarding the first research question which focuses on whether false friends cause an issue for EFL learners during their translation, it is found that the majority of the students struggle with the translation of false friends because of their lack of awareness of this issue, this was confirmed from the students’ responses of the two translation tests in which most of the confusing words were translated by their false friends. For example, the English word “Envy” which means “Jealousy” was translated by 63.33% of the students into its French false friends “Envie” which means desire in English, another example of the French word “issue” which means “outcome” and translated by 66% of the students into its English false friend “Issue” which means “Problem”. This was also affirmed by the students’ responses from the interview where all the participants confirmed that they face problems. These findings seem to be similar to those of Boumali Asma (2010) who stated that false friends pose a significant challenge for the learners of translation as well as the findings of Salomé Magoua (2016) which confirmed that false friends constitute a real problem for the English-speaking subsystem learners due to the influence of the French language. However, Lina Inčiuraitė-Noreikienė and Deimantė Šarkaitė (2022) in their analysis of English- Spanish false friends, found that second language learners are aware of this issue and can understand the meanings of the pair words that exist in both languages.

In accordance to the second research question which is «To what extent does the difficulty level of false friends influences the students’ translation productivity”, the results indicate that the higher the level of difficulty of false friends is, the more the students struggle in their translation. As it was shown in the tables above, each test was divided into 3 levels of difficulty starting by the easiest false friends to the most difficult ones. In the first level of difficulty

which was provided by easy false friends, the majority of the students got the correct translation of the words due to their familiarity with these words and with the French language which is acquired since many years. For example, 63.33% of the students picked the correct translation of the French word “Courses” which means “Grocery” due to the everyday use of this word. However, in the second and the third levels of difficulty, most of the students failed to translate the words since they were not familiar with them, therefore, they believed that these words share the same meaning in both languages. For instance, the word “Effectively” which means “Successfully” was mistranslated by 73.33% of the students into its French false friends “Effectivement” which means “Indeed”, and the French word “Assisté” that was translated by 70% of the students into its English false friends “Assist” which means “To help” rather than “To attend”. However, Victoria Abou Khalil et.al (2018), emphasize the degree of difficulty of false friends which according to them, depends on their types whether they are total false friends or partial false friends.

With the respect to the third question which deals with the considerable issues that false friends pose to the students during translation, the results found that this phenomenon constitute a significant problem to the students; when translating from one English to French or vice versa, students encounter confusion and have difficulty in understanding the context, therefore, this prevent them to produce an accurate translation due to the similarity in the spelling or the pronunciation of these words as we can notice from the results of the translation tests which prove the students’ confusion regarding false friends in which only few students succeeded to translate the words correctly, others mistranslated them, and others ignored their translation, however, the wide range of the students fell in the trap of false friends. As the third table shows, 13.33% of the students got the correct answer of the words, 2.96% failed to translate them, 22.95% of the students neglected the translation of the words and 60.73% of them committed errors regarding false friends. This finding seems to be similar in some points to that of Jalil Hilu et.al (2019) who found that students make mistakes regarding false friends which lead to wrong translation, therefore, they claimed that learners need to improve their background knowledge in order to avoid this issue, this was also found in the results of Salomé Magoua (2016) in which she claims that False friends lead to wrong translation and learners face to difficulties to find the correct meaning of confusing words in French and English languages, this is due to the insufficient knowledge of the learners about the language.

Recommendations

After discussing the results of the current study in light of previous research, we suggested some educational recommendations that can be stated in order to raise students' awareness about the phenomenon of false friends.

There are specific recommendations for teachers with which they can equip their students with different strategies and techniques that can help them to improve their translation skills. When translating, students encounter the issue of false friends, therefore, teachers should use a combination of theoretical and practical methods to teach the concept of false friends; they can start by introducing this concept and its significance in translation, as well as provide students with lists of common false friends, then involve students in different activities such as comparing and contrasting pairs of false friends. Additionally, they can provide them with real life examples from different languages and contexts in order to help them understand the practical implications of false friends.

In order to avoid falling in the trap of false friends, it is crucial for learners to use specialized false friends' dictionaries which help them to identify the proper equivalents of these words, read diverse resources about this concept to improve their translation skills. Besides, practicing regularly through translating full sentences to understand how these words are used in different contexts instead of learning individual words.

Conclusion

The present chapter analyzed the data collected from the tools and discussed the findings, which demonstrate that false friends are considered as a major problem faced by EFL learners during their translation from French to English or vice versa and causes significant issues to the learners particularly when the difficult level of false friends is high. Therefore, the overall findings of this chapter respond clearly to the research questions.

General Conclusion

This research investigated French-English false friends and their translation process with the aim of identifying EFL learners' errors regarding this issue during their translation from English to French or vice versa. It aims also at highlighting the considerable issues that false friends pose to second year students of English in order to raise their awareness of this phenomenon.

In order to achieve the objective of this research, the data has been collected using two translation tests to identify the errors made by learners in their translations as well as an interview which offers a deep understanding about the learners' insights and perspectives regarding false friends. Thus, to analyze the data collected from the tools, we opted for both qualitative and quantitative methods, which is known as the triangulation method, through examining the participants' experiences besides numerical data and statistical analysis gathered from the translation tests. This provides a comprehensive pictures of the challenges encountered by learners.

Based on the findings of this study, we can come to the conclusion that second year students of English are less aware of the issue of false friends which constitutes a real problem for most of them and this depends on the level of difficulty of false friends since students face more difficulties in their translation when they are not familiar with these words, therefore, this latter prevents them to produce an accurate translation. Accordingly, some recommendations were suggested for both learners and teachers in order to reduce the chances of falling in the trap of false friends.

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Appendices

Appendix I

English-French Translation Test

Question: Turn the following sentences into French.

1. There is less traffic by night.

.....

2. Ema used to attend concerts while she should be at the college attending the lectures.

.....

3. I entered a shop to take a necklace as a present for my friend, then I realized that there was a small library in the shop.

.....

4. Her mother eventually decided to support her because she knows that she is very sensitive.

.....

5. There are a lot of coins in circulation around the world.

.....

6. Actually, I used to pretend to be an actress and act like the movie characters.

.....

7. She seemed to be miserable maybe because of the great deception that she got from her husband.

.....

8. After getting her licence, Sara rented a car and went on a long journey to rest.

.....

9. A patron plays an important role in supporting artists.

.....
10. The team effectively organized a reunion to bring everyone together again.

.....
11. To foster healthy competition, it is important to prevent envy and embrace concurrence.

.....
12. When exploring new business opportunities, it is preferable to take a tentative approach and conduct a comprehensive analysis of the market.
.....

Appendix II

French-English Translation Test

Question: Turn the following sentences into English.

1. La maman demande à ses enfants de nettoyer leurs baskets.

.....

2. J'ai chargé mes affaires pour aller faire des courses.

.....

3. La location de son appartement lui permet de bien vivre.

.....

4. Elle a supplié sa sœur pour engager un avocat.

.....

5. L'usage courant de la langue espagnole est très important pour la communication.

.....

6. J'ai la chance d'avoir un voisin sympathique qui fait de la marche tous les mardis avec moi.....

7. J'ai mis les nouvelles fournitures dans la cave.

.....

8. La fille a pris un cake et des prunes pour son chef.

.....

9. Les français abusent les mots anglais.

.....

10. Hier, un député a assisté à une affaire étrange.

.....

11. L'issue de la négociation déterminera le futur de l'entreprise.

.....

12.Elle porte un jogging et de tennis pour faire son footing.

.....

13. Après avoir achevé ses études brillamment, le jeune homme fortuné a lancé sa propre entreprise.....

14. Avant de délivrer un produit, nous devons surveiller chaque étape de son processus pour garantir une qualité de service consistante.

.....

.....

Appendix III

Students' interview

1. Is the English word "library" has the same meaning with the French word "Librairie"?

.....
.....

2. What are the difficulties that you have faced when translating the tests? Have you Noticed the polysemeous words when translating?

.....
.....

3. Do you know how do we call this phenomenon? If yes define it?

.....
.....

4. Are the translation activities you are having based on some concepts like the translation of false friends or they just focus on your translation competence in general without particular focus?

.....
.....

5. Do you think that more lessons of false friends are needed to be taught in your module of Translation? Justify your answer.

.....
.....

6. what are solutions you suggest in order to avoid such kinds of errors?

.....
.....

Appendix IV

Proposed Translations from the English-French Test

Translation Test

Question : Turn the following sentences into French.

1/- There is less traffic by night.

Il y a moins de circulation la nuit.....

2/- Ema used to attend concerts while she should be at the college attending the lectures.

Emma a l'habitude d'assister aux concerts pendant qu'elle devrait être aux conférences assistée aux

3/- I entered a shop to take a necklace as a present for my friend, then I realized that there was small library in the shop.

Je suis rentrée dans un magasin pour prendre un collier comme cadeau pour mon ami, après j'ai réalisé qu'il y avait une petite bibliothèque dans le magasin.

4/- Her mother eventually decided to support her because she knows that she is very sensitive.

Sa mère a décidé éventuellement de l'aider car elle savait qu'elle était hyper sensible.

5/- There are a lot of coins in circulation around the world.

Il y a beaucoup de pièces en circulation dans le monde.....

6/- Actually, I used to pretend to be an actress and act like the movie characters.

En réalité, j'avais l'habitude de prétendre d'être une actrice et jouer comme des acteurs d'une série.

7/- She seemed to be miserable maybe because of the great deception that she got from her husband.

elle a l'air d'être misérable peut-être à cause de la grande trahison qu'elle a reçue d'elle.

8/- After getting her licence, Sara rented a car and went on long journey to rest.

Après avoir obtenu sa licence, Sara a loué une voiture et a fait un long voyage pour se reposer.

9/- A patron plays an important role in supporting artists.

Un mécène joue un rôle important dans le soutien aux artistes.

10/- The team effectively organized a reunion to bring everyone together again.

L'équipe a effectivement organisé une réunion pour réunir à nouveau tout le monde.

11/- To foster healthy competition, it is important to prevent envy and embrace concurrence.

Pour favoriser une saine concurrence, il est important d'éviter l'envie et d'adopter la concurrence.

12/- When exploring new business opportunities, it is preferable to take a tentative approach

and conduct a comprehensive analysis of the market.

Quand on explore de nouvelles opportunités commerciales, c'est préférable de prendre une tentative et de conduire une analyse complète de la marque.

Appendix V

Proposed Translations from the French-English Test

Question : Turn the following sentences into English.

1/ La maman demande à ses enfants de nettoyer leurs baskets.

the mother asks her children to clean their baskets.....

2/ J'ai chargé mes affaires pour aller faire des courses.

I charged my things to go to do shopping.....

3/ La location de son appartement lui permet de bien vivre.

the location of his apartment allows him to live good.....

4/ Elle a supplié sa sœur pour engager un avocat.

she supplied her sister to engage a lawyer.....

5/ L'usage courant de la langue espagnole est très important pour la communication.

the current usage of spanish lge is important for the communication.....

6/ J'ai la chance d'avoir un voisin sympathique qui fait de la marche tous les mardis avec moi.

I have the chance to have a sympathetic neighbour who does walking with me.....

7/ J'ai mis les nouvelles fournitures dans la cave.

I put the new furnitures in the cave.....

8/ La fille a pris un cake et des prunes pour son chef.

the girl took a cake and plums to her boss.....

9/ Les français abusent les mots anglais.

the french abuse english words.....

10/ Hier, un député a assisté à une affaire étrange.

yesterday, a deputy assisted to a strange affair.....

11/ L'issue de la négociation déterminera le futur de l'entreprise.

the issue of the negotiation will determine the future of the company.....

12/ Elle porte un jogging et de tennis pour faire son footing.

she wears a jogging and tennis to do her footing.....

13/ Après avoir achevé ses études brillamment, le jeune homme fortuné a lancé sa propre

entreprise. After achieving her studies brilliantly, the young fortunate man launched his

own company.

14/ Avant de délivrer un produit, nous devons surveiller chaque étape de son processus pour

garantir une qualité de service consistante.

before delivering a product, we must survey each step of its process to guarantee a good quality of service.