

Abstract

Our study represents an infield investigation that spots light on the different difficulties encountered by master -01- students during their translation process. It focuses on the misleading cognates and language interference as the chief obstruct factors that led students to provide inaccurate translations and in some cases erroneous ones. It also highlights the origins and the different types of errors due to misleading cognates as we studied them as related to history and society. We have tried in our study as well, to locate those errors in students' translations within their assessment sheets and check their awareness of this phenomenon by analysing their sheets and verifying the exactitude of our assumptions in a questionnaire distributed to the same students. At the end, we have provided some alternatives and solutions that may help students to avoid the occurrence of this phenomenon.

ملخص

تمثل دراستنا هذه تحقيقا ميدانيا يسلط الضوء على الصعوبات المختلفة التي يواجهها طلاب السنة الأولى ماستر اثناء تأدية عملية الترجمة. إذ تتمحور حول ظاهرة النظائر اللفظية والنظائر المخادعة وكذلك التداخل اللغوي كونها من الأسباب الرئيسية وراء تأدية الطلاب لترجمات تفتقر إلى الدقة وفي بعض الأحيان إلى تأدية ترجمات خاطئة.

وعليه يهدف بحثنا هذا إلى إبراز أنواع هذه الأخطاء التي يقع فيها الطلاب و تبيان مسبباتها إضافة إلى دراستها بحسب أبعادها الاجتماعية و التاريخية. لقد قمنا بدراسة تحليلية نقدية للمدونة التي تتمثل في أوراق الامتحانات , لاستخراج أخطاء الطلبة وتحليلها ,بالإضافة إلى توزيع إستبيان على نفس الطلبة من أجل التحقق من مدى وعيهم بظاهرة النظائر و كذلك التأكد من صحة الفرضيات من عدمها.

في الأخير قدمنا بعض الإستراتيجيات والحلول التي من شأنها مساعدة الطلاب على تجنب الوقوع في الأخطاء الناجمة عن هذه الظاهرة في المستقبل .

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DEPARTMENT OF TRANSLATION AND INTERPRETING



جامعة مولود معمري -تيزي وزو
كلية الآداب واللغات
قسم الترجمة

A Dissertation Submitted in Partial Fulfillment of the Requirements for
the Degree of Master in Translation Arabic-English-Arabic

2016/2017

FIELD: Letters and Languages

BRANCH: Translation and Interpreting

SPECIALITY: Translation Arabic-English-Arabic

Title

**The Influence of Misleading Cognates on Students' Translations
from Arabic into English
Analytical and Critical Study of Master 01 Students' assessment
sheets**

Presented by:

Achour HADJ ALI
Dahbia HAKKOUM

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Class: June 2017

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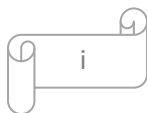
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ABSTRACT IN ARABIC

ABSTRACT IN ENGLISH

DEDICATION

We would like to dedicate this work to our parents and families and everyone who contributed in its achievement. In the memory of those beloved ones that we lost.



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We would like to express our deepest gratitude to our supervisor Ms TOUAT Kahina without whom this work would have never been accomplished. We would like to thank her for her patience and support during the hard moments that we have undergone, and for her readiness to help at any moment.

INTRODUCTION

Introduction

Introduction

The sociolinguistic situation of multilingual societies has always been described as being rich and complex. It is highly marked by the coexistence of various languages that come inevitably into permanent contact. As a result, bilingual people, usually, display typical language behaviours. Each behaviour stands for a particular linguistic phenomenon. Therefore, they tend to either use distant standard languages alternately or mix different varieties of the same standard language. Besides, they switch from one language into another or mix them.

Furthermore, when languages evolve next to each other for a long time, a big deal of obvious lexical resemblances comes into existence between them in many respects. These resemblances on word level are the by-product of language loan. However, despite the fact of being from the same origins, borrowed words can have different uses and meanings in the borrowing language. In other words, as clear as the word might seem to be, its new adopted meaning might be quite misleading. Thus, to be clear, these misleading words might be the root of some serious errors in foreign languages' learners' translations.

In such a context, cognate words occur as the outcome of language contact and interferences. It is worth mentioning that, what constitute a great challenge for bilinguals and particularly translators is partial false cognates. The later is usually confused with another misleading phenomenon that is false friends.

Translation students as any other learners of foreign languages rely heavily on their previously acquired linguistic backgrounds, to be able to find easily the equivalent of ST in TL. However, as bilinguals they are permanently exposed to some frequent drawbacks due to the deceptive meanings of cognates registered in their individual glossaries. This is mainly because they rely on bridge languages to translate falling thereafter in the trap of misleading cognates.

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Hence, this present work aims to locate these misguiding elements within student's translations and provide an effective alternative. To do so, we sought to be useful to work around three main questions:

- What are the most appropriate strategies to be adopted by students to locate, avoid and overcome this problem?
- How do the misleading cognates influence the students' translation process?
- What are the possible factors that lie behind these errors?

In order to provide a detailed explanation and an accurate solution to the phenomenon of misleading cognates, we suggested the following hypotheses:

- It is possible that, students' reading of English and Arabic specialized texts or the use of French as an alternative for a full understanding of legal and administrative texts may solve the problem.
- The students' translation process may have turned triangular rather than linear due to the possible use of French (L2) as a bridge language. The latter may have served the students as a meaning mediator in understanding and translating from and into two distinct languages.
- Students' errors are probably the outcome of their imperfect bilingualism and their status as novice apprentices in the translation of legal and administrative texts, in addition, to the particular linguistic and sociolinguistic context in which they translate.

It is worth to highlight, that to carry out our analytical and critical study of the students' translations. We will refer to both linguistic and translation theories. One may mention contrastive analysis, error analysis and the cognitive approach. Each of these theoretical frameworks will provide us with dynamic tools to analyse the students' errors. As much as the theories of linguistics are concerned, they are of utmost usefulness in comparing the

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languages involved in the translation task. In addition to this, they will help us in locating, identifying and explaining the students' errors. The cognitive approach in turn, is of a highest benefit in investigating the students' translation competence and process.

The reasons that stand behind our selection of this topic can be summarised as follow: First, the negative influence of errors resulting from language interference on students' translations' quality. Second, the importance of being aware of the existence of misleading cognates for students of translation, which would help them, to avoid being caught by these trapping words. Third, the complex and confusing aspect of misleading cognates that requires a special attention of the translator. Fourth, the frequent appearance of language interference errors that have been noticed through our personal experience, first as students of translation, then as teachers of translation.

Our work seeks to be beneficial for translation students. Therefore, we tend to provide them with the useful information about languages contacts in general and shed light particularly on the possible strategies to be adopted by students so they can tackle the misleading cognates.

The present research paper will be axed in two chapters. The first one entitled "Language contact", comprises six main ideas. The first title is devoted to the definition of some concepts related to languages contact (1.1). The second title deals with cognates, their definition, causes, classification and functions (1.2). The third one is concerned with False Friends, their etymology, their psycholinguistic explanation and their relation to partial false cognates (1.3). In the fourth one, we define translation as a locus for language contact (1.4) while, in the fifth one, errors analysis and contrastive analysis are to be cited. The last title is devoted to bring some theoretical data related to the cognitive approach. The second chapter, more on will be focused on "Data collection, analysis and results" which has three principle sections. The

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first section deals with the presentation of our corpus (2.1), the second one is devoted to the analysis of our corpus (2.2) and the third is concerned with the results of our research (2.3).

It is important to mention that the present work is based on reliable and trustworthy sources. The latter has provided us with important and beneficial information that helped in carrying out our research. In this respect, one may mention the following books:

- BAKER, Mona (2005), *Routledge encyclopedia of translation studies*.
- GÖPFREICH, Susanne et al (2009), *behind the mind: Methods, models and results in translation process research*.
- JAMES, (1998), *Errors in language learning and use*.
- RUBEN. M, Molina (2014), *Teaching Cognates*.

• اسماعيل صيني محمود واسحاق محمد الامين (1979), *التقابل اللغوي وتحليل الاخطاء*

Moreover, the significance and importance of our study lies on the fact that little contributions have been conducted to this topic especially in translation studies. We believe to be among the pioneers to deal with this thematic in this department.

Throughout the accomplishment of our work, we have met some difficulties which are related to the concept of misleading cognates, false friends and the confusing terms used to refer to them especially in the Arabic language.

Chapter one
Language Contact

Chapter one: Language Contact

This first chapter entitled “language contact” is mainly concerned, in the first section, with bringing into evidence how the linguistic phenomena, triggered by language contact, paved the way to the occurrence of false cognates in the students’ translations and explain all intricate relationships between them. In the second section, we will try to outlay the cognates’ scope and identify its causes and levels. In the third section, we will focus our attention on False Friends that is a closely related linguistic concept of partial false cognates. Then, try to identify their relationship in order to chase any confusing idea about misleading cognates. In the fourth section, we will investigate the notion of language contact within translation and explain how translation promotes language contact. In the fifth section, we will examine the relevance of error and contrastive analyses in translation. Finally, the cognitive approach will be highlighted.

1.1 Definition of some concepts related to language contact

To get a thorough insight of cognates’ phenomenon and study its influence on students’ translation process, we need to examine the scope of language contact. This term was first used by U.WEINREICH (1953) according to whom, language contact acts at the level of the individual linguistic behaviour giving rise to a wide variety of outcomes including bilingualism, borrowing, language switching and interference. Each linguistic behaviour gives birth to another in a way that makes them inevitable language acts of a multilingual environment. Having said that, we will shed light on the relationship between cognates and these overlapping facts that provide a lens through which false cognates can be studied and understood.

1.1.1. Bilingualism and Diglossia

Within the frame of language contact, two linguistic phenomena are manifested by a bilingual person. He tends either to use distant standard languages alternately or mix different varieties of the same standard language. This leads to bilingualism and diglossia, respectively.

Chapter one: Language Contact

Bilingualism is defined by W.F.MACKEY (1997) as:

“Un phénomène mondial (.....) où des personnes utilisent deux a plusieurs langues à diverses fins et dans divers contextes”(MACKEY, quoted in M.L MOREAU, 1997 : 61)

“A global phenomenon where people use two languages or more for a variety of purposes and contexts” (Our translation).

It turns out that bilingualism refers to an individual linguistic act that includes people who display a given language behaviour involving two standard languages or more. This is also called *“Polyglottism”* By David CRYSTAL (1994:43), meaning to speak several languages. Therefore, we use the word bilingualism in its broad sense to cover all its degrees and types; from total to the most partial one and including both simultaneous and sequential bilingualism.

The Dictionary of Modern Linguistics (1997) provides the following definition for the concept of Diglossia:

“يعني هذا المصطلح وجود أكثر من مستويين للغة، جنباً إلى جنب في مجتمع من المجتمعات بحيث يستخدم كل مستوى (...) في اغراض معينة ويسمى الوضع اللغوي في هذه الحالة الازدواجية اللغوية. (...)أحد هذه المستويات اللغوية يكون عادةً أعلى مركزاً ويسمى باللغة المعيارية أو الفصحى. (...) أما المستوى الآخر فه عادةً تعتبر اقل رتبة (...) ويسمى باللغة الدارجة او العامية (A.HANNA, Sami, Karim Zaki HUSAM AL-DIN, Naguib GREIS, 1997: 39)

“This term means that there are more than two levels of language, side by side in a community where each level (...) is used for specific purposes and in this case language is called diglossia. (...) one of these linguistic levels is usually higher and is called standard language. (...) The other level is usually considered the least rank (...) and is called the rolling or colloquial language” (Our Translation).

In other words, diglossia is regarded as a social linguistic state of use of two distinct dialects of the same standard language in different communicative acts. Most of the time, these mixed varieties are attributed different status and used for different social activities. Thus, a bilingual speaker shows tendency to particular types of communicative practices reflecting language contact and interference.

Chapter one: Language Contact

1.1.2. Code switching and Code mixing

Language switching and mixing are two particular types of language contact and closely connected to the degrees of bilingualism. Language switching is defined by K.WOOLARD (2004:4) as:” *the investigation of an individual’s use of two or more language varieties in the same speech event or exchange*”.

Simply speaking, code switching is a shift from one linguistic system to another within a single conversation involving a specific linguistic competence and wide lexical choice. In the same context, Belaid SALLAH (2012: 129) believes that code switching is a conscious linguistic act that has psychological, social and communicative reasons.

In another side, according to J. HAMERS and M. BLANC (1983) code mixing is:

“ Une stratégie de communication dans laquelle un locuteur mêle des éléments ou règles des deux langues et de ce fait brise les règles de la langue utilisée”(HAMERS and BLANC, 1983: 455).

“It is a communicative strategy where a speaker mixes elements or rules of two languages and by which he breaks the rules of the used language” (Our translation).

From what is previously said, we conclude that code mixing is the fact of introducing a new word taken from the second language (L2) in the first language (L1) through writing or speaking by a partial bilingual speaker. Thus, in this case, code mixing doesn’t require any structural operation or command of the language. Therefore, while code switching refers to a fluent mastery of the language, code mixing indicates a lack of competence in one of the languages.

At this level it becomes obvious that, imperfect bilingual individuals are the source of language interference and lexical borrowing.

1.1.3. Language Interference and Borrowing

Chapter one: Language Contact

Language interference and borrowing are the outcome of a given linguistic contact made by bilinguals. These two concepts represent a high degree of language contact and lead to alternations and changes in both languages.

Language interference is considered as a simultaneous overlapping of two languages in case where bilinguals cannot keep two languages' codes apart. This happens in multilingual societies during people's translation or learning of a foreign language. SALLAH in his book *دروس في اللسانيات التطبيقية* (2012) defines language interference as follow:

”التداخل هو ان يستخدم الفرد لغتين ل1 ول1 او اكثر اثناء انتاج احدى اللغتين كتابة او تعبيراً, حيث تتداخل احدى اللغتين سواء باساليبها او بنظامها الصرفي او النحوي او بمصطلحاتها (تداخل متبادل), اي ثنائي المسار. يسير التدخل عادة من اللغة الاقوى الى الاضعف, وهذا هو الاشيع“ (SALLAH, 2012: 127)

“Language interference refers to the use of two languages L1 and L2 or more by individuals during the production of one of them in writing or speaking. One of the two languages interferes either by its styles or by its morphological or grammatical system or by its terms (reciprocal intervention) it is a two-track interference that moves usually from the stronger language to the weakest” (Our translation).

It turns out that languages can influence each other on different levels. WEINRICH, in his book *Language in Contact* (1953: 14-47) explains the three following levels of language interference:

At the phonological level, bilinguals can introduce new phonemes and at the grammatical level, calqued structures may appear in the system of the second language. As far as lexical level is concerned, language interference means word borrowing from one language alongside word's spelling transformations in order to sound more natural in the other language.

From what is previously said, we understand that language interference is a negative aspect of bilingualism and a result of language contact.

Besides that, Robert LADO in Agnieszka, OTWINOSKA's book *Cognates Vocabulary in Language Acquisition and Use* (2016: 60) argues that, when the knowing and mastery of the first language (L1) helps to develop skills for the second language, the bilingual speaker can

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experience a “*positive language transfer*”. However, when the understanding of one language complicates the understanding of another, bilinguals perform a “*negative language transfer*” or what is known as language interference.

Furthermore, EL-RADJIHI (1995: 55) in his book *علم اللغة التطبيقي وتعليم اللغة العربية*, made another distinction between two other kinds of linguistic transfer, which are “نقل امامي” (forward) and “نقل ارتجاعي” (backward). The first means that a previously acquired language influences the newly one while the second is the opposite. EL-RADJIHI has added that both forward and backward transfers can be positive or negative for the learner depending on the degree of resemblances that exist between the two languages.

It stands that, the two theoreticians believe that language interference is a source of errors as it represents a kind of deviation from the norms of both languages. Such deviation result from a given negative linguistic transfer between languages.

The notion of borrowing or loan words is the simplest way in which a language can influence another language. Under the light of HARMERS and BLANC’s (1983) definition, borrowing refers to a process by which,

“Un élément d’une langue (est) intégré au system linguistique d’une autre langue”(HARMERS and BLANC, 1983: 452).

“An element of a language is integrated in the linguistic system of another language” (our translation).

According to Leonard BLOOMFIELD (1933: pp 424-476), we can identify three types of borrowing: First, the cultural borrowing which consist in adopting words to refer to new ideas and things. Second, the intimate borrowing that appears when two languages or more are used in the same geographical area and the higher sociolinguistic status’ language becomes the source of borrowing for the lower status one. Third, the dialect borrowing that takes place within one language where the standard language borrows from the dialect and vice versa or one dialect borrows from another dialect.

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Consequently, a big deal of obvious lexical resemblances came into existence between languages in many respects. But these resemblances on word level can have considerable changes through time as illustrated by “*the wave theory*” (2002:09). The later deals with the changes that occur as a result of language contact between languages and in some cases dialects (M. ARNOF and J.REES- MILLER, Loc.cit) where it was said that “*changes due to language contact were seen as analogous to successive waves crossing one another in different patterns*” (Ibid). This means, accordingly, that despite the fact of being from the same origins, borrowed words can have different uses and different meanings in the borrowing language compared to the original one. This is due to what is known as “*word history*” which might be the fruit of a set of manifold of influences from various directions.

1.2 Cognates

EL-RADJIHI (1995: 47) stipulates that human languages differ on many levels such as phonology, vocabulary, structures etc. However, in the scope of the “*Universal Grammar theory*”, it is believed that a general grammar that is applicable to all the languages of the world exists (B.AMBRIDGE and Elena, V.M.LIEVEN, 2011:122).

This means that as superficially diverse as languages might appear, they do share some fundamental similarities in terms of structure and grammar. but our concern in the present research work is the resemblances on word level.

Language is not an isolated, stable and fixed system. It is rather a social phenomenon that is constantly exposed to interactions with other languages. In multilingual societies, the dominating language would then influence the weakest one. In some cases, both languages would influence each other. From this contact, languages are submitted to a kind of lexical invasions as well as transformations on different levels. This is the context in which, “cognate words” or “cognate pairs” occur as a byproduct of borrowing and languages interferences.

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In order to have a full understanding of cognates, we consider it useful to bring various definitions of this phenomenon. In what follows, we will refer to dictionaries, encyclopaedias and theoreticians definitions of cognate.

First of all, the concept of cognate is defined by *The Cambridge Advanced Learner's dictionary* (2003:229) as “a word that has the same origin, or that is related in some way, to a word in another language”.

Second, *The Dictionary of Modern Linguistics (English-Arabic)* (1997) has also given a definition of cognate that as follows:

"يعنى بالكلمات المشتركة الاصل تشابه كلمات لغة ما بكلمات لغة اخرى تصور صوتا ومعنى بسبب الارتباط التاريخي او الثقافي بين هاتين اللغتين" (A.HANNA, Sami, Karim Zaki HUSAM AL-DIN, Naguib GREIS, 1997: 20)

“Words with common origins are words from one language that are similar to other words in another language at the level of form, pronunciation and meaning because of the historical and cultural connection between them” (Our translation).

Third, in Keith BROWN's *Encyclopedia of Language and Linguistics* (2006), cognates are defined as “words with common ancestral roots with similar forms and meanings”. (Keith BROWN, 2006: 183).

Fourth, the scope of cognates has been investigated by a set of theoreticians at the image of Maxim I.STAMENEVO (2009), David CRYSTAL (1994) and Ruben M.MOLINA (2015).

I.STAMENOV, in Susanna GOPFREICH's book *Behind the Mind: Methods, Results, in Translation Process Research* (2009), has referred to cognates as being “words that are shared by a particular pair of languages” (I.STAMENOV cited in GOPFREICH, 2009: 219).

CRYSTAL, in his *Dictionary of Language and Languages* (1994), stated that cognate is “a language or a linguistic form which is historically derived from the same source as another” (CRYSTAL, 1994: 70).

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M. MOLINA has mentioned, in his book *Cognates-Cognate Linguistics* (2015), that cognates are “words descended from a common ancestor; that is; words having the same linguistic family or derivation” (M. MORAN, 2015: 4).

From what is previously mentioned, we understand that all the definitions stress the fact that cognates are terms from two distinct languages which are derived from one common ancestral roots and share similar spelling and meaning. But the concern of our work is to deal with cognate as words from distinct languages that share the same spelling and meaning without any consideration to their origins.

In addition to what is previously said about cognates, we found it useful to point out to the difference in the terms used by the Arab Linguists to refer to the phenomenon of cognate. First, in *The Dictionary of Modern Linguistics* (1997), the word cognate was referred to as **الكلمات المشتركة الاصل** in Arabic. Second, in *The Unified Dictionary of Linguistic Terms* (1989) different terms have been suggested such as **النظير اللفظي, النظائر التاريخية** نظير تأصيلي او , النظير اللفظي, النظائر التاريخية these terms refer to cognates, cognate word and etymological cognate respectively. Third, in SINI and MAHMOUD EL-AMINE’s book entitled **التقابل النحوي و تحليل الاخطاء** (1979: 30), cognate has been referred to as **النظائر**; they are defined as words from distinct languages that share the form and meaning. It is important to mention that the cognate’s Arabic equivalent **النظائر** is not to be confused with “polysemy” and “synonymy” that are other linguistic phenomena called **الوجوه و النظائر** in Arabic (ZARWALI, Nabila, 2015: 192). As we deal with semantically related cognates, we have opted for the term **النظائر** because its definition doesn’t take into consideration historically related cognates compared to the other suggested terms.

1.2.1 Causes of Cognates

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According to CRYSTAL'S definition of cognate languages, two related languages can be called cognates *"if they are historically from the same source"* (CRYSTAL, 1994:70). Besides, they share certain characteristics regarding morphology, syntax and vocabulary. In general, all cognate languages deriving from the same family, many of their words, accordingly, have common origin and are also said to be cognates. Many theoreticians like CRYSTAL (2001), Mark ARONOFF and Jamie REES-MILLER (2002), Robert LADO (1957), STAMENOV (2009), MOLINA (2015) and Mariam WEBSTER (2003), have tried to explain these resemblances. Therefore, the creation of cognates is the result of many factors among them extensive social or linguistic contact. Accordingly they occur either by colonization, or via trade, religion and language etymology.

As much as the shared language history (etymology) is concerned, it seems that being developed from the same family of languages has considerable effects on their vocabularies. In this respect, we can mention the Indo-European family of languages that include sister languages like French, English, Spanish, German, etc. In general, cognates of a given set of related languages, which share the same root, have mainly the same source language. For instance, cognates of the romance languages such as French, Spanish, Italian, etc., share all in the Latin etymology.

Contrary to the prevailing idea which stipulates that cognate word occur only between etymologically related languages, ISMAIL SINI and MOHAMED EL-AMINE (1979:30) argue in favor of the existence of cognate pairs even between unrelated languages such as English and Japanese.

Therefore, an extensive contact between two languages may cause the occurrence of cognate words between them, mainly because they have grown close to each other throughout the historical, geographical and cultural contact between the two countries over years. It is worth mentioning here the case of French and English languages' vocabularies that display a

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great deal of cognate words despite being from distinct language families. This is because of the French influence over English after the Norman Conquest as well as the need for intensive social, political and economic contacts that urged people to become bilinguals or multilingual. Consequently, English has derived words directly from Latin's terminology in all spheres of life that have been exchanged between the two languages. This leads us to say that, cognate words are also the result of a contact between two different cultures that occurred at a certain period, though; they are a purely social and historical product.

Borrowing and derivation from one language to another are other important factors behind the existence of cognates. English, a Germanic language, often seems to resemble a Romance language, French in particular. This is easy to spot if we look at the considerable similarities between their vocabularies, something that can be explained by the continuous process of cultural borrowing and adoption of alternative life styles between the two countries in particular and all the European countries in general.

As a result, English borrows from French the appropriate vocabulary and vice versa. Most of the time, borrowed words that shift totally or partially their original meaning and spelling lead cognates to proliferate, thus offer specific challenges for both students and translators to recognize them. In this respect, we join the idea of WEBSTER (2003) who asserts that, the cognate nature of words is not only related by descent from the same ancestral language but also related by derivation and borrowing (WEBSTER quoted in M. MOLINA, 2003: 09).

In short, all these factors offer a fertile ground for further development and occurrence of cognates as they raise the degree of resemblances between languages .

1.2.2. Taxonomy of cognates

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In order to keep a practical line in the introduction of cognates, we will engage in more explanations especially those related to the words semantics and etymologies. For that reason, we will consider the following detailed cognates' taxonomy.

After having read the cognates' classifications provided by theoreticians like M. MORAN (2015:19) and BARNICKEL in GOPFREICH (2009: 223) we came to conclude that there are two main types of cognates.

1.2.2.1. True cognates

It is also referred to as exact cognates or true friends. They are words derived from the same source and share similar semantics. The orthography and phonology can be identical or not, e.g. the word “**docteur**” in French and “**doctor**” in English refer to the same meaning and

share the Latin root “*doceo*”

(<http://www.oxfordlearnersdictionaries.com/definition/english/doctor>

and

<http://www.larousse.fr/dictionnaires/francais/docteur>)

1.2.2.2. False cognates

We speak about false cognates when a pair of words in two languages are perceived as being similar but have different meanings and roots, e.g. the word “*pie*” in Spanish means “*foot*” (<http://www.larousse.fr/dictionnaires/espagnol-francais/pie>, but the same word means “*pastry*” in English (<http://www.oxfordlearnersdictionaries.com/definition/english/pie>).

False cognate pairs may differ totally in their meaning as they may share one and differ in others. In this respect, we refer to two types of false cognates which are:

1-2-2-2-1 Total false cognates

They are words with no senses in common regardless of their etymology. We can take two examples from German, English and French. The two cognate words “**akkord**” and “**accord**” don't have the same sense. While the first refer to “*a chord*” in German

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(<http://www.larousse.fr/dictionnaires/allemand-anglais/Akkord>), the second refers to “*a convention*” in English (<http://www.larousse.fr/dictionnaires/anglais-allemand/accord>).

The word *chair* has totally opposite meanings in French and English languages despite the shared spelling. So while it means “*a seat*” in English, it refers to “*flesh*” in French (<http://www.larousse.fr/dictionnaires/anglais-francais/chair>).

1-2-2-2-2 Partial false cognates

They are pairs of words that have the same meaning in both languages in some but not all contexts. They behave as cognates or as false friends, depending on the sense that is used in each context. For example, the word “*facteur*” means not only “*factor*” in French but also “*mailman*” (<http://www.almaany.com/fr/dict/ar-fr/facteur>).

In other words, one of the cognate words may have an additional meaning that is not shared by the other word. In fact, the two cognates might be false cognates in both directions meaning that both words have an additional unrelated meaning in both languages despite sharing in one sense.

Therefore, the taxonomy in question shows that cognates either true or false seem quite not perturbing as phenomenon. This is due to the fact that true cognates refer to one shared meaning and the occurrence of false cognates is quite limited. However, special attention needs to be paid to partial cognates which constitute a great challenge for bilinguals particularly translators, this is because of partial false cognates which have a cognate function in one context and a false friend function in others.

In this regard, it is useful to mention that throughout our research about the phenomenon of cognate words, we didn't find any classification in Arabic.

1-2-3 Functions of Cognates

A mere inspection of the provided classification of cognates, allows us to distinguish between cognate words on several counts and identify their functions.

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The function of cognates can be either positive or negative depending on the type of cognates we are dealing with. In one hand, True cognates which share in the orthography and semantics may have a positive influence on students. They can be at the serves of bilinguals and translators by helping them to shift fluently from one language to another. It can even be concluded that true cognates facilitate the learning of a second language if the latter contains a large number of cognates from the first language (STAMENOV quoted in GÖPFREICH, 2009: 221).

In another hand, partial false cognates which share one sense and differ in another may have a negative influence on students. It causes problems in finding the suitable way to use in order to recognize them. At this level, we make reference to specialized meaning, i.e. the use of a borrowed word in a given domain which makes it having a different meaning from the common one. In other words, as clear as the word might seem to be , its new adopted meaning might be quite misleading as well as it may be the root of some serious errors in foreign languages' learners' translations. Such errors are known as the "misleading cognates" in the field of language interference or as LADO called them "*sure fire trap*" (1957: 84).

1.3 False Friends

According to *the Encyclopaedia of Language and Linguistics*, the concept of "false friends" has first been brought into existence in 1928 by M.KOESSLER and J.DEROCQUINY (2006: 426). The same term is referred to as *النظائر الخادعة* in Arabic and "faux amis" in French by each of EL-RADJIHI (1995: 42), ISMAIL SINI and MOHAMMED EL-AMINE (1979: 19) George MOUNIN (1974).

Throughout our readings we have come to notice that several works have been conducted about this phenomenon and many definitions have been provided by some famous theoreticians such as, GÖPFREICH (2009) LADO (1957), BAKER (2011) in addition to

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dictionaries and Encyclopaedias, at the image of George MOUNIN's *Dictionnaire de la Linguistique* (1974) and *the Encyclopaedia of Language and linguistics* (2006)

In Mona BAKER's *Encyclopaedia of Translation*, False Friends have been described as: "[...] *the fact that two given words are similar or equivalent graphically or phonetically in two or more given languages but have different meanings*" (Mona BAKER, 2006: 426).

In another context BAKER provided a quite similar definition in her book *In Other Words: a Course Book on Translation*, since she assumes that we call "False Friends" all those words and expressions that have the same forms but differ in terms of meaning (2011:22)

Accordingly ,we understand that false friends are words sharing the same written or phonetic forms and in some cases the same historical origins but that have been nested in two or more different languages and two or more different cultures . As a matter of fact, this led them to hold distinct meanings and uses.

1.3.1 Etymology of False Friends

Linguistic confusion is the by-product of several factors that have been explained throughout different theories, approaches and methods, namely "Etymology". For Vyvyan EVANS and Melanie GREEN (2006:127) it is: "*the study of the history of linguistic units, particularly words [...] the historical chain of developments affecting word form and meaning*" (2006: 127).

So, in order to trace back false friends, one must be aware of their origins and history of formation. In this concern Etymology provides the righteous explanation and relevant tools to deal with such a phenomenon; since languages are in a continuous development and can receive plenty of words through different periods of time for different purposes. Henceforth, language borrowing is the chief cause behind the existence of false friends.

In the same context Evans and Green (Ibid), explained through a quotation from Heine, BERND, Claudi ULRIKE and Friederike HUNNEMEYER (1991) *Grammaticalization*:

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A *Conceptual Framework*, that borrowing represents one of the key strategies that speakers of any given language rely upon to produce new expressions for concepts, along with other strategies helping to coin new words (2006:714). In other words, linguistic borrowers try to stick to the original form of the borrowed words or expressions; unavoidably, the borrowed words undergo a lot of modifications on multiple levels. Consequently, phonological and morphological mutations occur not to mention semantic ones.

1.3.2 Psycholinguistic explanation of false friends

When two languages or more are close to each other, users are permanently exposed to the danger of false friends. This danger appears mainly while translating to the TT. In this regard, it is explained how the inter-linguistic influence of the strongest or dominant language leads to fall in the trap of false friends.

Under some cases such as polysemous words, actually, learners imagine that they have the right equivalent in other languages. However, these equivalents do not exist in the target language. As a matter of fact, this results in a mass production of false friends (Janusz ARABSKI et al, 2010:183). Therefore, when the foreign language learner feels familiar with the TT he inevitably establishes equivalences and analogies in order to shorten the distance between the languages in question.

1.3.3 The Relationship between False Friends and Partial false Cognates

There is no doubt that “False Friends” and “Partial False Cognates” share some similarities, a thing that obviously brings into the reader’s mind the existence of a relationship between the two phenomena.

When reading about “False Friends” the main thing that comes into evidence is the treacherous meanings held within one word looking to be the same in different languages despite the fact of being spelled the same way. “Partial False Cognates” on the other hand, are

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as GÖPFREICH (2006:220) affirms in her book *Behind the Mind: Methods, Results, in Translation Process Research: "share one sense but differs in others"* (2006:220). So to cover the scope of "partial false cognates" and chase any confusion with "false friends" we need to shed light on the difference standing between them. Despite the similarities that exist between the two, an important difference comes into evidence. False friends share the same form but differ in meaning. Whereas, partial false cognates share only one meaning but differ in others. So semantically speaking, it is obvious that the two phenomena are not on the same level of meaning.

1.4 Translation as locus for language contact

George MOUNIN (1963: 4), in his book *Les Problèmes Théorique de la traduction*, said the following about translation:

"La traduction, donc, est un contact de langues et un fait de bilinguisme"

"Translation is, therefore, a contact of languages and a fact of bilingualism" (our translation).

From this, we understand that translation is not just a mere linear practice that goes from the source text to produce the target one. Rather, it is a complex task of comprehension and re-expression of a text whose translation requires both linguistics and encyclopedic knowledge.

Besides, the translator is asked to be a bilingual who has enough mastery of the two languages so as he would be able to keep them apart and avoid language interference. To do so, the translator, must be not only bilingual but also a perfect one. But do total bilinguals who succeed in keeping two languages in total distinct exist? The same question has been asked by VOGT Hans (1954: 369) when he said: *"It can even be doubted whether total 100 percent bilingualism exist; it would mean that a person could use either language in any situation, with the same facility and correctness and with the same proficiency as the native speakers"* (<http://www.tandfonline.com/doi/pdf/>).

Being said that, it seems that language contact is mainly the product of a partial bilingualism as the total one remains just a matter of exception and not a general rule for

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translation tasks. In fact, a translator is but a bilingual person who puts two languages or more in contact during the translation process. From this contact results language interference that also leads to mistranslation, calqued structures, strange expression, borrowed words and even none translated terms.

1.5 Suitability of Contrastive Analysis and Error Analysis in Translation

Contrastive and Errors Analyses can be of great benefit in translation, due to the advantages they can offer , such as establishing links between cognate languages and making the translation and language learning process easier. In addition to this, they can help to locate any possible error and provide the appropriate remedy in order to avoid and narrow the chances of its occurrence.

1.5.1 Contrastive Analysis

Contrastive analysis was developed in the 1950's and saw its heydays in the 1960's.It was the main field in applied linguistics which is concerned with drawing pedagogical implications of structural differences and similarities between languages. CA's objective was to facilitate the learning process of a second language (JAMES, 1998:04).

It was believed that foreign language learning consisted in the contrast between the mother tongue (MT) or any previously acquired language (L1 or L2) and the target language (TL) . Today contrast deals with both the L1 and L2 to help learners in their learning process, that is to say, both languages are contrasted to simplify and clarify the TL data to the learners by bringing into consideration both target and source cultures (SC,TC) .Accordingly, in his book *Linguistics Across Culture*(1957:2) LADO stats that:

“[...] individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture—both productively and respectively ... that we can predict and describe the patterns that will cause the difficulty in learning by comparing systematically the

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language and culture to be learned with the native language and culture”.

Consequently, contrastive analysis can be adopted in translation due to its numerous advantages, as pointed by LADO previously. It can serve as a surgical means to understand any encountered difficulties in translation. Moreover, it enables the learner or translator to relate an unknown language to a mastered one. This would result in the awareness of the semantic differences between the source and the target language, and translate properly. Nevertheless, it is too adventurous to create rules this way, since they can lead to incorrect norms or over-generalisation in the language transfer process.

In this regard, JAMES (1998:04) assumed that Contrastive Analysis claimed that most of the errors made by language learners are the result of interference. Though, not all the mistakes by language learners are due to language interference, which contrastive analysis could not explain. This limitation led to the birth of another approach that came to complete it, known as Error Analysis.

1.5.2 Error Analysis

Error Analysis appeared in the twentieth century, and was first used to study children's error within their mother tongue. It came to complete Contrastive Analysis; it brought the appropriate solutions to CA's limitations.

JAMES (1998) assumes that EA came to replace CA (ibid). EA's object of study is mainly foreign language learners' performances by emphasising on errors made by the learner while producing language. For JAMES (1998:01): "*Error Analysis of determining the incidence, nature, causes and consequences of unsuccessful language*". In other words, EA is based on the comparison between the language being produced by the learners at any level of learning stages and the target language, in order to locate the errors' origins. Consequently, it allows us to explain accurately the causes and find solutions to remediate these situations.

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Error Analysis followed a linear methodological stream of investigating that consists of five following steps: Data Collection, Identification of Errors, Locating the Levels of Difficulty Faced in the Target Language and Providing Solutions.

To recapitulate, Contrastive analysis and error analysis are complementary, since CA made EA's task easier and EA completed CA limitations. That is to say, the outcome of Contrastive Analysis is to be investigated and corrected by the results obtained in Error Analysis hence, the combination of the two approaches allows providing an effective way to study the difficulties encountered by foreign language learners in general and students of translation particularly.

1.6 Cognitive Approach to Translation

The task of translation has been approached in different perspectives by many theoreticians who dealt mainly with all aspects of translation. One important and controversial approach in translation studies is the one carried by researchers of cognitive sciences. The latter refers to the entirety of works done in many fields including philosophy, cognitive psychology, linguistics, neurosciences and artificial intelligence. (Keith, BROWN, 2006:7)

A cognitive approach, in turn, builds on an inductive perspective to focus on the cognitive notion of translation and defines it not only as "*an act of communication and textual operation*" but "*also the result of the cognitive processing carried out by translators*". (AMPARO and FABIO quoted in Jeremy, MUNDAY, 2009: 54)

Building on the principle that translation is a cognitive activity and a form of bilingual communication, cognitive approach to translation relies essentially on psycholinguistics and cognitive psychology to define the mental faculties implied in the translation as well as explaining the relation between each of the translator, the text and the task of translating. Psycholinguistics studies the way in which people communicate information in a given

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language and what permits them to switch from one language into another. (Mathieu, GUIDERE, 2008: 63).

In another hand, cognitive psychology is concerned with human cognition particularly with the mental activities such as memorisation, inductive and deductive thinking, decision-making and problem solving carried by people while doing a given task. (Patrick, LEMAIRE, 2004)

In line with cognitive approaches, Roger BELL argues that translation involves a transfer of meaning from one language to another. This transfer constitutes a mental process which relies on sophisticated information processing skills (Quoted in BAKER, 2001:85). As we can understand, the cognitive study of translation requires a collection of data on both translation competence and the process of translation. These constitute two significant levels of investigation for cognitive approaches that try to answer two main questions: How the process of translation takes place? And what knowledge and skills the translator must process in order to carry it out?

The first level of investigation of cognitive approach is the competence that underlines the cognitive task of the translator. At its simplest, translation competence is the knowledge and skills that the translator must possess in order to carry out the translation process (Quoted in BAKER, 2001:43). Furthermore, SHREVE (2006) puts that “*translation competence is the ability of an individual to use multiple translation relevant cognitive resources to perform a translation task. It is accumulated through training and experience*” (Quoted in MUNDAY, 2009: 65).

It should be stressed out that these definitions highlight the fact that translation competence consist of both linguistic and extra-linguistic knowledge. Besides, it includes specialized skills and translation tools related to problem solving and decision-making.

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The second level of inquiry for cognitive approach is the process of translation that is considered by Albir HURTADO (2001) as a complex cognitive process which has an interactive and non-linear nature, encompasses controlled and uncontrolled processes and requires process of problem solving, decision making and the use of strategies” (Quoted in MUNDAY, 2009: 63). Therefore one has to take into consideration that the thinking process which takes place while translating is not clear for direct observation in this case it makes its analysis quite complex.

In order to explore “*the black box of the translator*” (Riitta, JAASKELAINEM quoted in BAKER, 2009: 266), meaning the mental process of the translator, many theoreticians put forward several strategies that we classify into two types: Product-based studies based chiefly on the source and target texts. It proceeds by comparative analysis and use the textual differences to access indirectly the translator’ mental process. Process-based studies, in turn, use methods such as Think Aloud Protocols, questionnaires, videos and many other strategies as a means to observe the translation process.

The most popular method of data collection on the process of translation is the Think Aloud Protocol. It is an experimental strategy borrowed from the field of psychology and aims to have access to the translator’s mental and cognitive process. Thus, have a clear understanding of the psychological and linguistic mechanism involved in the activity of translating.

T A P consist in asking a translator to translate a text and verbalize simultaneously as much of his /her thoughts as possible. In the scope of TAP’s, researchers make a written transcription of audio or videotape recordings of the subjects involved in their experiments (JAASKELAINEM quoted in BAKER, 2005: 266).

This strategy takes two forms. Thus, the analysts precede either by verbalized introspection where the translator is asked to describe what she/he does while translating; or

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they perform an inferred observation where they observe minutely the translator's behavior (hesitation, use of dictionary, pauses, corrections, rapidity of understanding) and make general deductions about the process of translation. (GUIDERE, 2008: 65)

As matter of fact, the task of translation is of an interdisciplinary nature because of the complexity of both translation process and competence. Therefore, the study of the mental and cognitive process of the translator requires the adoption of methods and strategies from different fields as it is recommended by the partisans of cognitive approach.

From all that has been said in this first chapter, we come to conclude that multilingual speakers show particular communicative behavior such as bilingualism, diglossia, code switching and mixing, language interference and borrowing. These phenomena reflect the sociolinguistic nature of languages and the constant contact to which they are exposed.

Indeed, social, linguistic and historical factors stand behind the occurrence of cognate words and false friends, which are the result of language borrowing and interference. One may stress that, cognate words encourage either positive or negative linguistic transfer. The latter is mainly caused by misleading cognates that are partial false cognates functioning, as both cognates and false friends and they require special attention.

Concerning translation, it is concluded that, it requires bilingualism and promote language contact. The study of its process and competence involves linguistic, cognitive, psychological, and sociological approaches.

Chapter two
Data Collection, Analysis and Results

Chapter two: Data Collection, Analysis and Results

This second chapter entitled “Data Collection, Analysis and Results” deals, in the first section, with the sociolinguistic and linguistic context of our corpus and explain the students’ language attitudes in relation with the social and linguistic environment surrounding them. In the second section, we will analyze the questionnaire’s data where we targeted both the students’ translation process and competence. Then, we will move to the analysis of some examples of misleading cognates taken from the students’ assessment sheets. Finally, we will provide an account of our research’ results and suggest possible solutions.

2.1. The Context of the Corpus

In order to understand the students’ translation process and their attitudes towards the languages they use in their translations, it was considered useful to explore the linguistic and sociolinguistic environment surrounding the students. In what follows, we will consider the different languages that exist in Algeria as well as the status and functions of each one. We tend also to identify how each language contributes to the acquisition of the students’ knowledge.

2.1.1. The Sociolinguistic landscape of Algeria

The Algerian society is a meeting point for many languages that have specific status and functions. Each language contributes to the construction of certain knowledge and provides an access to a given domain.

As far as the students’ mother tongue is concerned, we notice that its use is limited to informal discourse and private sphere. In this respect, we consider the Algerian local languages that are Berber’s varieties and dialectal Arabic which are merely oral and excluded from official discourse as argued by M.QUITOUT (2007):

“On assiste donc, dans le cadre de marché linguistique magrébin, a deux paradigmes: celui des langues non maternelles l’Arabe modern et le Français et celui des langues maternelles représentées par l’Amazighe et l’Arabe dialectal, celui des variétés hautes occupe un rang privilégié dans la hiérarchie des usages linguistique et le second, celui des variétés basses auxquelles font

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défaut de la légitimité et le soutien de la logistiques institutionnelle, occupe une position marginalisées”(QUITOUT, 2007: 83).

“Thus, in the context of the Maghreb linguistic landscape, there are two paradigms: that of non-mother tongues, modern Arabic and French, and mother tongues represented by the Berber and the dialectal Arabic. The high varieties occupy a privileged rank in the hierarchy of linguistic usages and the second, the low varieties lacking the legitimacy and support of institutional logistics, occupy a marginalized position” (Our translation)

Standard Arabic and Berber are the two national languages of Algeria, nevertheless Berber, which has been recently formalized, is not introduced yet in all the domains, and Standard Arabic has no social existence besides its use in formal situations; G.GRANGUILLAUME (1983) argued in favor of this opinion and stated the following:

“(…) sans référence culturelle propre, cette langue est aussi sans communauté. Elle n’est la langue parlée de personne dans la réalité de la vie quotidienne (…)”(GRANGUILLAUME, 1983: 11).

“(…) without any cultural reference, this language has also no community. It is spoken by no one in the daily life (…)” (our translation).

French which is but a foreign language enjoys a very specific status mainly because it was the only language of school and administration of Algeria for a very long period. Thus, it is deeply rooted and extremely involved in the mind of Algerian people. It is still used in formal and informal discourse for instance official texts and many administrative documents (passport, identification cards, driving licenses) are written and issued in both Arabic and French. Therefore, Algerians continue to learn and stock the legal and administrative related terminology in French as it is clearly mentioned by A.QUEFFLEC. et al(2002):

“La langue française est fréquente dans les institutions administrative et économiques et dans le paysage linguistique Algérien”(QUEFFLEC. et al, 2002:100).

“The French language is frequent in the administrative and economic institutions and in the Algerian linguistic landscape” (our translation).

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The English language is the second foreign language of the country. Despite its particular status in the world as the language of science and technology, the Algerians do not seem to show great interest to this language except the new generations. Students discover it in a very late stage of their leaning. It is until the first year/grade at the Middle school that English is taught. Thus, English use and mastery is still limited to schooled people as Mohammed BALLAL(2016: 42) points it: *“No great consideration is officially given to the English language as only Algerian Arabic and French are used at home and outdoors and English-when chosen as Second language- remains confined within the walls of university classes.”*

It is important to spotlight on the fact that such fertile and complex sociolinguistic situation promotes language contact and leads the bilingual student’s translation to fall in the trap of language interference, especially, in cases where students translate from their first language (Standard Arabic) into their third foreign language (English)

1.1.2 The Linguistic Context of the corpus

Our concern in this part is to expose, precise and explain the linguistic context in which our participants translate as being a very important detail in this research. It may serve to identify the students’ errors’ origins and provide a clear understanding of their unsuccessful translations.

The training and working conditions of translators are guided by what is called ‘*The Mother Tongue principle*’. Thus, translators are normally expected to translate into or from their mother tongue (MT) for many reasons, including the natives speakers’ language competence, familiarity with the cognitive mapping of concepts and a high level of inter- textual reference acquired through experience. In this respect, the Nairobi UNESCO Declaration of 1976 formulates the following:

“(....) a translator should, as far as possible, translate into his own mother tongue or into a language of which he or she has a mastery equal to that of his or her mother tongue” (http://portal.unesco.org/en/ev.phpURL_ID=13089&URL_DO=DO_TOPIC&URL_SECTION=201.htm)

According to this declaration, we understand that the translator is allowed to translate into his/her second language only if he/she has a perfect mastery of this language. The same idea has been

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confirmed in the translator's charter designed by the International Federation of Translators (IFT) where we read the following statement: "*The translator shall possess a sound knowledge of the language from which he/she translates and should, in particular, be a master of that into which he/she translates*" (<http://www.fit-ift.org/translators-charter/>)

Nonetheless, with the growing influence of globalization and the lack of the perfect bilinguals or native speakers, the mother tongue principle seems to be a rigid and impractical one. This is because non-native speakers who do not have similar competence in the source or target language are more and more interested in translation into or from a second language such as English as it grows globally influential. Stuart CAMPBELL (1998:57) argues in favor of this view and says: "*It is probably wise to assume at the outset that perfect balanced bilingual are so rarely found that virtually all human translation activity falls into one of the two categories – into or from second language*".

Concerning the notion of mother tongue, we assume it opposed to that of a second language. We adopt this concept as referring to the language of initial socialization and the one by which both first communicative competence and cognitive conceptualization is acquired (Adab BEVERLY quoted in Gunilla ANDERMAN and Margaret ROGERS, 2005: 227). In this context, one may notice that in Algeria, the language of schooling (Standard Arabic and French) had replaced the mother tongue as a language of acquiring knowledge. This is mainly because of the system of arabisation and Algeria's status as a former French colony.

At this level, it becomes clear that, the linguistic context of our participants' translations is particularly different because it does not comply with the mother tongue principle. Thus, it is important to highlight the fact that the students translate from their language of schooling; that is not necessarily their mother tongue into their second foreign language. Therefore, the source language of the corpus is the Standard Arabic (L1) and its target language is English (L3). In fact, the subjects of our research are of two types:

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- **Students' Berber speakers:** they have Tamazight as their mother tongue (MT), Standard Arabic as their First language (L1), French as their first foreign language(L2), English as their second foreign language (L3).
- **Students' Arabic speakers:** they have Dialectal Arabic as their mother tongue (MT), Standard Arabic as their First language (L1), French as their First foreign language (L2), English as their Second foreign language (L3).

2.2 Methodology of Analysis

The present study is a critical and analytical investigation dealing with Master 1 students of translation department (2015-2016). The research data were gathered by analysing M1 students' assessment sheets, which served, as well, as a test to check students' command of English language and Arabic. Our study, therefore, sheds light on the common errors made by these students.

The analysis consists of two sections. The first section contains the text entitled **عقد تأسيس شركة ذات مسؤولية محدودة**, which we refer to as “**Text One**”, the second contains the text entitled **الحيارة الهادنة**, which we refer to as “**Text Two**”. In order to make the analysis easier, more precise and well organised, we sought to divide the texts into paragraphs that contain the terminology to be analysed. After that, the errors are analysed separately in an order of examples (example 1, example 2 etc...). A questionnaire was used to confirm or deny our hypotheses. The assessment terminology and the answers provided by students in the questionnaire are put together in order to provide an accurate explanation to the origins of the errors and suggest a remedy afterwards. Tables and diagrams were used to assemble the common errors, their correction and the source terminology.

2.2.1 Analysis of the Corpus

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This part is devoted to students' assessment sheets. It is divided into two sections; each section contains one of the assessment texts that constitute our corpus. Thus, we will focus on the most common errors made by students within their translations. In addition to this, we will identify and classify them in accordance with their position in the source text. As a last step we will explain the causes of the errors and shed light on their origins.

Text one

This text has been used as the second term exam for Arabic-English-Arabic master 01 translation students year 20015-2016. It served as a source text for students whose translations are analysed in our study

Paragraph One:

عقد تأسيس شركة ذات مسؤولية محدودة

لدى الأستاذ..... موثق ب..... الممضي أدناه.

حضر: 1- السيد..... المولود ب..... في..... مهنته... الساكن ب... ..

2- السيد..... المولود ب..... في..... مهنته... الساكن ب.....

3- السيد..... المولود ب..... في..... مهنته... الساكن ب.....

الذين أسسوا كما سيأتي بيانه الهيكل القانونية للشركة ذات المسؤولية المحدودة التي اتفقوا على إنشائها فيما بينهم

Example I

To begin, we have noticed that 70 % of students translated the word عقد successfully by providing the English equivalent that fits this context, which is "agreement", according to معجم المعاني (<http://www.almaany.com/ar/dict/ar-en/agreement/>). Yet, 30% of them have fallen in the trap of using French as a bridge language, this nonlinearity of translation has resulted in the production of some erroneous translations such as "article", "act", "contract". Regardless of the mistakes due to the lack of knowledge of legal terminology, those that we found more serious

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are those due to the reliance of students on their linguistic background in French language. Students 23, 5, 11 have translated **عقد** by “**article**” while students 14, 2, 9 and 3 by “**contract**”.

These words are to be considered as translation errors due to the insufficient mastery of English legal terminology for the first and confusion for the second. This explains the reason laying behind students’ failure to find the exact equivalent of **عقد** in English. The word “**act**” on the other hand, which was suggested by students 13 and 27, is identified to be a misleading cognate of French origin. In judicial English the word “**act**” is “*a law passed by a country’s government*” (http://www.macmillandictionary.com/dictionary/british/act_2), whereas, the word “**act**” in French refers to any administrative declaration or certificate (<http://larousse.fr/dictionnaires/francais/act/875?q=act#870>).

Example II

The accurate translation of the word **موثق** has been suggested by 47% of our participants, which is notary or notary public, which is the same equivalent, provided by **معجم المعاني** (http://www.almaany.com/ar/dict/ar-en/notary/notary_public/).

.According to *MacMillan* online dictionary, a “**notary**” or a “**notary public**” is

“someone who has the legal authority to make a document official” (<http://www.macmillandictionary.com/dictionary/british/notary>).

However, a considerable number of students have shown within their translations an important influence of French over their English glossaries. Our statistics show that 53% have relied blindly on their French linguistic background. Students 13, 27, 14 and 3 have shown this fact through the common provided translation “**notaire**” which is a mere French word. Thus, this shows not only a humble mastery of English legal terminology, but also the extreme reliance on French as a bridge language. Nevertheless, the presence of other erroneous translations, due to the absence of English equivalents in the students’ individual glossaries, is not to be neglected

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such as “lawyer” as suggested by student 1,34 and 46 ,“binder” which was the same translation provided by students 5 and 11and “clerk” as suggested by students 17 and 51.

In addition to this, we have noticed the presence of some words that are due to a misunderstanding of the source word such as “noted”, “documented”, and the word “notorised” which is a misspelled form of “notarised”. However, the mistake that drew our attention the most is “Attested” which was suggested by five students (2, 8, 23, 38 and 50).This word reflects not only a misunderstanding of the source term but also the use of French as a bridge language.

Example III

By analysing the students’ translations of the word حضر, that is according toمعجمالمعاني, equivalent to the English verb “to attend” (<http://www.almaany.com/ar/dict/ar-en/attend>), we have come to notice the presence of some suggestions that were somehow a source of speculations. The only possible explanation of such translations is the dependence to the use of French as a bridge language as we mentioned previously, due to the large number of cognates that exist between English as French. To be more explicit words such as “assisted”, “assisted by” that have been suggested by students2, 8, 25 and 37,show this fact clearly. The word “Assister” means to attend or be present(<http://www.larousse.fr/dictionnaires/francais/assister/43570?q=assister#14>). In English, the word “to assist” means to provide help or assistance to somebody (<http://www.macmillandictionary.com/dictionary/british/notary>). We can consequently notice that “assister” represents a misleading cognate since; “assister” and “to assist” are false friends.

Example IV

The expression الهياكل القانونية للشركة ذات المسؤولية المحدودة has been a source of conflict for some students. While most have succeeded either in providing its right equivalent in English

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or an expression close in meaning, others have failed. Ergo, we have selected those translation errors according to their order in the sentence and their type. First, we have “**legal law plans of limited responsibility company**” which has been suggested by student 34, and “**judiciary structures of the limited engagement company**” which was student’s 14 translations. If we divide the sentences into fragments, we will find that the first sentence, which is “**legal law plans of limited responsibility company**”, contains different types of errors. الهيكل القانونية has been translated “**legal law plans**” which reflects either a misunderstanding of the source expression or the absence of its equivalent in the students’ individual glossaries, this shows either way a lack of command over English legal terminology. The second fragment للشركة ذات المسؤولية المحدودة has been translated by “**limited responsibility company**” if the reader looks carefully at this expression he would easily notice the similarity in form and meaning with the French expression “**société à responsabilité limitée**” commonly known as “**SARL**” . This shows clearly how deep students are influenced by the French language. The second translation involves the same factors and causes of the errors. To make it clear, we have the first fragment that has been translated by “**judiciary structures**” which reflects approximately the meaning of the source expression, but not the exact one. Instead of saying “**legal**” the word “**judiciary**” was used, both expression can be used in the same field, which is the administrative terminology, but differ in function since “**legal**” is what is being allowed or prescribed by the law, while “**judiciary**” refers to the court system (<http://www.macmillandictionary.com/dictionary/british/legal>) .

The second fragment has been translated as “**limited engagement company**” the word that may draw the readers’ attention is none but “**engagement**”. We cannot be sure of the meaning that the student intended to render. However, if we focus on the word carefully we will definitely come to the following: Despite the fact of being polysemous word in English, none of its several meanings of the word “**engagement**” is suitable to the meaning of the source

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expression (<http://www.macmillandictionary.com/dictionary/british/engagement>). We can suppose that the student relied on the French word “**Engagement**” which is a partial false cognate of the English word “**engagement**”. Therefore, despite the fact of sharing several meanings, they differ in one, which is the period before marriage for the English word.

Secondly, we have “**the legal foundations of the society**” that has been suggested by student 14. If we check the first fragment “**legal foundations**”, we would notice the presence of a French word in the sentence, which is “**foundations**” that contains a slight difference of spelling with its English equivalent “**foundations**”. Yet the most important error is to come. In the second fragment, we can notice another side effect of the students’ dependence to the use of French as a bridge language. Our students translated **المسؤولة المحدودة للشركة ذات** by saying simply “**Society**” which has the meaning of **شركة** in French “**société**” in addition to other meanings ([http://www.larousse.fr/dictionnaires/francais/societe/é21"?&=so/45096](http://www.larousse.fr/dictionnaires/francais/societe/é21)). However in English the right equivalent is “**company**” (<http://www.almaany.com/ar/dict/ar-en/company/>) and the word “**society**” is only used to describe a group of people. Consequently, the use of “**society**” instead of “**company**” has caused the student to fall in the trap of misleading cognates by using two partial false cognates.

Paragraph Two

المادة 1: تم بهذا العقد تأسيس شركة ذات مسؤولية محدودة بين المالكين للحصص المحدودة أدناه و التي تخضع للقوانين و التنظيمات السارية المفعول و لهذا القانون الأساسي.

Example I

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93% of students have succeeded in translating the word **تأسيس** properly. Yet , We have come across some translations that have been suggested by students 2,6, 14, 21, 34, 37, 43,44 and 50 such as “**formed**” , “**found**” , “**fonded**” , “ **creation**” that can classified and explained as follows :

“**Formed**” and “**creation**”, it is true that both expressions are English ones but this does not necessarily mean that they are the right equivalent of the source word. If we look carefully at the meaning of the first word “**formed**” we will find that it is commonly used in another context, which is according to *Macmillan* dictionary : “*to shape something or to change the shape of something*”(http://www.macmillandictionary.com/dictionary/british/form).. Whereas the second word “**creation**”, means the invention of something, or to bring something that did not exist before into existence (http://www.macmillandictionary.com/dictionary/british/creation), which is far from being the meaning of **تأسيس**. Therefore, despite the fact of sharing the same action, which is either to change the form of something in order to give it a new shape or to invent something new, they quite differ in the exactitude of meaning and specialisation. This means in other words that they are partial false cognates of the right equivalent of **تأسيس**, which is “**foundation**” (http://www.almaany.com/ar/dict/ar-en/foundation).

For the second pair of words, “**found**”, “**fonded**”, we distinguish two types of errors. The first is “**found**” which is the past form of the verb to “find”, this must be due either to the lack of mastery of legal terminology or a confusion in the spelling form of “**foundation**”. The word “**fonded**” on the other hand, is obviously the French equivalent of the “**founding**”. In French language, the verb “**fonder**” has the meaning of establishing something (http://www.larousse.fr/dictionnaires/francais/fond/34470?q=fond#3), which is close in meaning to **تأسيس**. This can be considered as a result of interference due to the fact of referring to a bridge language or the extreme reliance on French –English cognates.

Example II

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We have noticed that about 80% of students have succeeded in finding the equivalent of the word **المالكين** in English, which is "owners" according to **معجم المعاني** (<http://www.almaany.com/ar/dict/ar-en/owners/>). However, we have found within the errors made by the remaining 20% some words that have drawn our attention. The word "**possessors**" for instance, has been mentioned by three students (11, 14, 17), despite the fact of not having the same meaning with **المالكين** in the context in which it is used in this text. According to the two definitions, provided by *Macmillan* online dictionary to possess something is to inhold it either by law or by force (<http://www.macmillandictionary.com/dictionary/british/possess>) , while to own , means according to the same dictionary to have the right of enjoyment over it by law (<http://www.macmillandictionary.com/dictionary/british/own>). The two words are therefore partial cognates. The second word that we found curious is "**proprietaries**", that has been suggested by students 1,6,20, 33 and 41. If the readers looks clearly at the word he would easily notice that it has been built by associating a French word with an English suffix, this shows the deep impact that French has on our students. Yet, even if we assume that, the student misspelled the English word "**proprietaries**" it would not carry out the same meaning with owners despite sharing some meanings , they differ in the one used in the actual context .

Paragraph Three

المادة 2: يتمثل موضوع الشركة في... وبصفة شاملة كافة العمليات التجارية والمالية والصناعية والمنقولة والعقارية المرتبطة بصورة مباشرة أو غير مباشرة بموضوع الشركة أو بموضوع آخر مماثل.

Example I

In this paragraph, the only error that drew our attention is the translation of the word **التجارية** **العمليات** which means "commercial operations" in the source text (<http://www.almaany.com/ar/dict/ar-en>). Throughout the analysis of this word's translation, we noticed that the totality of the students did not find difficulties to assimilate its meaning in Arabic but 70 % of them gave an inappropriate equivalent in English mainly because of their reliance on the French

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vocabulary. Hence, they translated it by “**affaires**” that refer to “commercial operations” in French but not in English where it means either “**adultery**” or “**military action**”. The two cognate words meet only when speaking about “**general business**”(<http://www.larousse.fr/dictionnaires/francais-anglais>). Therefore, we classify them as partial false cognates that share in one sense and differ in other contexts. Such students’ translation errors stress the imperfection of their bilingualism as well their lack in English language mastery.

Paragraph Four

المادة 3: تقديمات: 1- قدم السيد ... للشركة مبلغا قدره دج
ولا يمكن سحب هذا المبلغ إلا بعد إتمام جميع الإجراءات القانونية التي سيأتي بيانها وفي حالة ما إذا كانت إحدى الحصص عينية يجب تعيينها وذكر قيمتها وفقا للمادة 568 من القانون التجاري.

Example I

The translation of the word **تقديمات** is one of the inaccurate translations provided by students in this fourth paragraph. According to the context of this paragraph, this word refers to the contributions of the shareholders to the company’s capital and therefore, can be translated by “**submissions**” in English (<http://www.almaany.com/ar/dict/ar>).

Yet, 60% of the students translated it by “**grant, donations, gifts, payments, offers**” referring respectively to **هدايا, منح, هبة, مدفوعات وعروض**; this is mainly because they did not understand the meaning of the term in the source language or they do not have enough knowledge in the legal and administrative terminology. Furthermore, some students have directly used the French word “**versements**” which does not exist in English and means “**payments**” in French (<http://www.larousse.fr/dictionnaires/francais-anglais>). Once again, we deduce that the students have made a double translation meaning that, they translate first into French then into English resulting in confusing of the words at either the orthographic level or semantic one.

Example II

Another case that requires analysis and explanation is the incorrect translation of the verb **تقدم** that means in the source text to pay an amount of money to the company’s account. It is

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important to mention that 30% of the students have given the right equivalent. However, the same percentages of students have chosen the verb “to give” and the remaining 40% were misguided by the verb “to verse”. The latter, means “to pay” in French (<http://www.larousse.fr/dictionnaires/francais-anglais>), and refers to “a writing that is arranged in lines, often with a regular rhythm or pattern of rhyme” in English (<http://www.oxfordlearnersdictionaries.com>). It turns out that the students wanted to convey the meaning of paying, but they fell in the trap of false friends that do not share the meaning of paying despite having the same spelling. We understand that the students have used their acquired French words, thus the English and French vocabularies came into contact resulting in language interference.

Example III

The third students’ error we located in this paragraph is the erroneous translation of the word سحب that means to withdraw an amount of money from the bank. Half of the students have translated it by the accurate word that is “Withdraw”. However, 30% of them have chosen incorrect verbs such as “insert, retreat, extract”. 20% of the students were trapped by the French word “retirer” that is a false friend of the English word “retire”. Despite sharing the same spelling, the two words do not refer to the same meaning. Thus, the French word convey the meaning of withdrawing but in English, “retire” refers to the act of stopping work and go on retreat (<http://www.larousse.fr/dictionnaires/anglais-francais>).

Example IV

In the same paragraph, the students have given one more unsuitable translation. It concerns the word تعيينها. In accordance to the whole sentence; this term means to specify the exact quantity and nature of the company’s shares. Because of a misunderstanding of the word in Arabic, 60% of the students failed in their translation of this word. About 20% of them have

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given correspondents like “mention, valued, declare, select, mark” such words do not convey the exact meaning of specifying. Besides that, the erroneous translation of the remaining 40% of the students seems more noticeable because they used the word “cited” which convey the meaning in French but not in English. It seems that the shared form of this word in English and French has misled the students. In fact, the two terms are partial false cognates that share only the meaning of “quoting” in both languages (<http://www.larousse.fr/dictionnaires/francais-anglais>). This type of cognates induces students to make errors while translating as they rely blindly on their prior French knowledge. Consequently, students think in French and write in English.

Paragraph Five

المادة 4: يجوز إحالة أسهم الشركة بكل حرية بين الشركاء ولا يسوغ إلى غيرهم إلا برضا جميع الشركاء أو بموجب قرار استثنائي يتخذه الشركاء بأغلبية تمثل ثلاثة أرباع رأس مال الشركة على الأقل.
إثباتا لما ذكر , حرر انعقد ب..... بمكتب الموثق الموقع أدناه ... سنة... وفي

Example I

The first error that we have identified in this paragraph is the translation of the word **أسهم** that refer to the shares of the contract partners. The majority of students have understood the meaning of the word in Arabic, yet only 40% of them provided the accurate equivalent that is “shares”. Therefore, 60% of the students used the French word “actions” thinking that its cognate in English refers to the same meaning. It is an unsuitable translation because in legal writing, the two cognate words do not have the same signification. Furthermore, student number 42 has given also a French word that is “lots”. It means “shares” in French but not in English (<http://www.larousse.fr/dictionnaires/francais-anglais>). Hence, the two French words “actions” and “lots” are partial false cognates of their equivalents in English with which they do not share

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the same meaning in legal context. Errors of this kind make us believe that the students are not well versed in administrative and legal writing and show a tendency to use their French vocabulary. The latter do not help them much because most of the time they confuse likely spelled words that do not necessarily mean the same thing in all fields and contexts.

Example II

The second error that is worth of analysis is the translation of the word قرار. In line with the context of the paragraph, we understand that it refers to a decision that must be taken by the contract's partners in order to express their consent. After the analysis of the students' sheets, we found that only 10% of them suggested the accurate word; while 90% of the students used words such as **accord, call, decree, report** that refer to اتفاق, استدعاء, مرسوم, تقرير respectively (<http://www.almaany.com/ar/dict/ar-en>). These translations do not convey the right meaning and refer to a misunderstanding of the word in the source text. In addition, the students confuse between relatedly legal words, as they do not know their exact meanings.

Text two

Paragraph one

الحياسة الهادئة:

يحق للمستأجر، بعد استيفاء جميع المبالغ المستحقة الأداء المشار إليها أعلاه، والوفاء بالتزامات المستأجر الواردة في هذا العقد، ومراعاة المستأجر لكافة القواعد واللوائح، أن يتمتع بحياسة العين المؤجرة حياسة هادئة خلال مدة هذا العقد.

Example I

After analysing students' sheets, we have come to notice that most of them have provided some accurate translations to the word **الحياسة الهادئة**, reaching therefore a percentage of 75% which is “**quiet enjoyment**” (http://www.almaany.com/ar/dict/ar-en/quiet_enjoyment/). The remaining 25%, on the other hand, have suggested some erroneous translations such as student's 3 suggestion “**silent partnership**”. The word “**silent**”, if compared to “**quiet**” has another

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signification. According to *Macmillan OnlineDictionary*, the word “**silent**” means being noiseless or not making any sound. While “**quiet**” does not necessarily mean the absence of sound, but a barely audible sound (<http://www.macmillandictionary.com/dictionary/british/quiet>). Thus they are partial cognates. The word “**partnership**” can be considered as a translation error due to the lack of command over English legal terminology. To carry on students’23,32 and 47 have suggested “**quiet tenue**”. After consulting Mac Millan online dictionary to check whether this word exists in English or not, we found out that it does not exist in English. Thus, it comes into evidence that it is a French word. According to *Larousse Online Bilingual Dictionary* “**tenue**” in French means: “**clothing, holding, custody, bearing, control, session...**” (<http://www.larousse.fr/dictionnaires/francais-anglais-bilingue/tenue>). Nevertheless none of these words carries out the same meaning with **الحيازة**. Admittedly, the word “**tenue**” is identified as a mere French word. Therefore, it illustrates once more the reliance of students on French as an interlanguage, which means in other words, that it is the result of interference.

Example II

About 67% of our participants have suggested some translations that carry out the same meaning with **المستأجر** such as “**lessee**” and “**tenant**”. Whereas, the 33% left have suggested some translations. After analysing them, it appeared that they were either erroneous due to the lack of command over English legal terminology, or misleading due to the presence of language interference. Students 1, 6, 22 and 34, for instance, have suggested the word “**renter**”. According to *Macmillan Online Dictionary* this word has two contradictory meanings, the first is: “someone who owns or controls property and rents that property to another”, the second is: “someone who rents property from another” (<http://www.macmillandictionary.com/dictionary/british/renter>). Thus, the target readership may misunderstand the translator’s intended meaning. Therefore such a translation can be considered as misleading due to the ambivalence that represents its meaning. The next translation that drew

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our attention is “**locator**” which has been suggested by students 2, 14 and 25. After checking the word on Macmillan online dictionary we have found that it refers to someone finds the location of somebody or something or something that is used to finds the position of someone or something (<http://www.macmillandictionary.com/dictionary/british/locator>). Thus, we deduce that our students have confused the French word “**locateur**” with the English word “**locator**”. Subsequently, we checked the word “**locateur**” in Larousse online dictionary that has shown that it has the same meaning with [المستأجر](http://larousse.fr/dictionnaires/francais/locateur/167?n=loc#167)(<http://larousse.fr/dictionnaires/francais/locateur/167?n=loc#167>). However it does not share the same meaning with the English word “**locator**” . Consequently, we can consider both “**locateur**” as a misleading cognate, which is in other words a result of language interference.

Paragraph Two

الإخلال بالالتزامات التعاقدية

في حال عدم التزام المستأجر بأي من الشروط الأساسية الواردة في هذا العقد بخلاف دفع الأجرة، أو أي من القواعد واللوائح الحالية، أو أي لوائح أخرى يضعها المؤجر، أو إذا لم يدفع المستأجر الرسوم المقررة عليه قانوناً، يتعين على المؤجر أن يرسل إشعار خطي للمستأجر موضحاً فيه أوجه التقصير ومفصلاً عن نية المؤجر بسبب ذلك، ويجوز للمؤجر فسخ العقد خلال (7) أيام من استلام المستأجر للإشعار الخطي. وفي حال عدم التزام المستأجر بدفع الأجرة في التاريخ المحدد، وحتى (7) بعد ذلك التاريخ، يحق للمؤجر أن يعلن أن رصيد الأجرة بالكامل وفقاً لهذا العقد واجب الدفع على الفور، ويجوز للمؤجر أن يتمتع بكافة الحقوق المخولة له بموجب القانون أو حقوق الملكية وأن يطالب بأية تعويضات متاحة للمؤجر قانوناً، كما يجوز له فسخ هذا العقد

Example I

One of the errors present in this paragraph is the translation of the expression إشعار خطي that means a written notification sent to the lessee to notify him about the leaser’s intention to

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terminate the contract (<http://www.almaany.com/ar/dict/ar-en>). Half of the students gave the appropriate equivalent that is “**written notification**” and the other halve has suggested inaccurate translation by using the word “**written consent**”. The latter, means an agreement or a permission given by somebody to do something (<http://www.oxfordlearnersdictionaries.com>). Therefore, it has totally a different meaning from notification. This is why we, believe that 50% of the students did not assimilate the meaning of the word in Arabic.

Example II

As a last example to be analysed, we deal with the translation of the word **إلغاء** that means in Arabic: “إنهاء الرابطة التعاقدية بقرار إداري أو بحكم قضائي نتيجة خطأ جسيم يرتكبه أحد الطرفين” (<http://www.almaany.com/ar/dict/ar-ar>). For an accurate translation, we suggest the word “**termination**”. 60% percent of the students succeeded in translating this word. However, the remaining ones proposed words such as “**abrogate, cancel, and end**”. Even if these words have the meaning of terminating, they do not fit the context of this paragraph where we speak of a contract. So, the word “**abrogate**” for example is used while speaking about the abrogation of a law not a contract. Furthermore, the students 35 and 47 have been misled by the French word “**annule**” that means “**terminate**” in both English and French but it is spelled differently (<http://www.larousse.fr/dictionnaires/francais-anglais>). In English, it is spelled “**to annul**” and the fact of writing it with “**e**” at the end means that the students do not keep their acquired languages apart and confuse words’ forms. Thus, the two words are true cognates that refer to the same meaning in both languages.

2.2.2 Analysis of the Questionnaire Data

The present questionnaire was used to understand the terminological choices made by students while producing their target texts as required by The Cognitive Approach. It comprises two major sections. The first section contains two parts students language use and competences and students studies. It is consecrated to students’ language use and mastery in addition to their

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linguistic background. The second is devoted to students' translation methodology and their awareness of the misleading cognates and false friends along with their occurrence circumstances if a bridge language is used while translating from Arabic into English.

➤ **Language use and competences**

This part contains questions aiming at spotting light on the linguistic background of students and their language competences. Thus, the main purpose of these questions is to provide a clear overview of students' language acquisition and use according to their primary social environment and to the type of studies, they have been attending.

1. **What is your mother tongue?** A- Standard Arabic b- Berber c- Dialectal Arabic

Students' answers on question one have shown that 48 students out of 53 are Berber speakers while 5 only are speakers of dialectal Arabic. That is to say 91% are Berber speakers, which represents a dominant majority, while 9% only are Dialectal Arabic speakers. However, none of our participants had pointed to standard Arabic as a mother tongue.

2. **Which language do you speak at home?** A- Berber b- Dialectal Arabic c- French

After analysing students' answers on question Two, we have noticed that Berber is the most spoken language at home among M1 translation students. However, we notice that one of the students who stated previously that Berber was his mother tongue affirmed that Dialectal Arabic is the language they speak at home, this resulted in rising the percentage of Dialectal Arabic speakers up to 11 %, which represents a considerable number comparing to French, which is not spoken at all at our students' homes.

3. **Which language do you use in the administration?**

a- Berber b- Dialectal Arabic c- French d- Standard Arabic

Student's answers on question three illustrate the language that students use the most in administrative procedures. It is known that the primary administrative language in Algeria is Arabic. Yet, French holds an important position in language use in the administration. Our

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statistics show the dominance of French over Standard Arabic within the students' environment with the astonishing percentage of 59 % for French. Unexpectedly, a percentage of only 23 % use Standard Arabic, while Berber and Dialectal Arabic come last with 8% for Berber and 10 % for dialectal Arabic.

4. **Did your parents attend school?** A- Yes b- No

If yes, specify their highest academic degree!

- a- Elementary b- Middle School c- Bachelors
d-Doctorate e- High School f- Master

According to the number of “Yes” answers exceeds the number of “No” answers. However, despite the high rate of positive answers (72%) the rate of negative answers (28 %) is not to be underestimated. The academic levels of students' parents come as follows:

Most students have affirmed that their parents have an Elementary level with a percentage of 32%. In the second rank, we have parents with a Middle School level with 24 %. The next position is held by parents with a High School degree with a percentage of 18 %. Parents with advanced academic levels on the other hand, represent a smaller number with 13 % Bachelors, 10 % Master, and only 3 % Doctorate. Admittedly, most of students' parents have received a significant rate of education.

➤ **Students' Studies**

1. **What system of bachelor degree did you study?** A-Classical b- LMD

From the results of question one analysis, we deduce that most M1 Arabic-English-Arabic students of translation have been enrolled in the classical system before attending the Master courses. According to students, answers 65% of them have a Classical system bachelor degree holding the lion's share thereafter, while those who have an LMD bachelor degree represent 35% of the total number of M1 English-Arabic-English Translation.

2. **What was your field of studies?** A-Arabic b-English c- Translation

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According to students' answers on question two, most M1 translation English-Arabic-English (89%) has been studying English as field of specialty during their bachelor studies. Arabic language students on the other hand represent the smallest minority by 4% only. While unexpectedly, students who have been enrolled in translation during the bachelor studies represent only 7 % of the total number of M1 translation.

3. What were the materials used by your teachers in the process of study?

a- Videos b- sound tracks c- books d- dictionaries e-CAT tools

In the question 3, students were given the choice of choosing more than one answer item. The analysis of students' answers has shown therefore the dominance of books use in the students' process of study with a rate of 39%. While the use of dictionaries has come in the second position with a rate of 33%, and sound tracks use has come in the third by a rate of 17%. However, technology based learning such as videos and CAT tools came last by 8 % for the first and 3 % for the second.

4. What are the skills you developed during your English learning process? (You can mention more than one) a-Reading b-Speaking d-Writing e-Listening

From the results of question four analyses, it comes into evidence that the major skills developed by students during their English learning process are reading and speaking with a rate of 27 % for reading and 26% for speaking. In the third and fourth positions come Writing with 24% and Listening with 23%. Accordingly, we can easily notice that there is a slight difference between all the elements according to the students' answers.

5. During your license degrees' studies, did you study translation as a module?

a- Yes b- No

If yes, specify the target and source languages used

a- English-Arabic b-English-French c- both

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The analysis of Question 5 shows that the biggest number of students did not have translation as a module during their license studies with a rate of 58 %. Nevertheless, the number of “Yes” answers is still considerable, since it represents 42%. The analysis of the target and source languages used by the students who answered “Yes” on the Question 5 provided the following results:

- The number of students who answered English-Arabic is 11 , which represents 50% of the total number of students who had translation as a module
- The number of students who answered English-French is 4, which represent a rate of 18%.
- The number of students who answered both is 7, which represents a percentage of 32%.

The next question that came as a continuation of Question 5 is:

Have you had any practice tasks?

a- Yes b- No

If yes, specify the types of texts you dealt with!

a- Literature b- Economic c- Judicial d- others

The results of this question came as follows:

The number of Yes answers holds the lions share with an unexpected number which is 20 students out of 22 , which represents 91 % of the total number , while the number of No answers is 2 which is only 9% of the total number of the students who had translation as a module .

The percentages types of texts that students dealt with during their translation tasks are the following:

a- The number of students who answered literature is 7 representing 32%.

b- The number of students who answered economic is 3 which represents 14 %

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c- No student has answered the question about judicial texts which means according to students answers that no one of them has dealt with this type of texts.

d- The number of students who answered others is 12 which represents the largest number of our participants with a rate of 54%;

1. What do you use while translating?

a- Monolingual dictionaries b- Bilingual dictionaries

c- CAT tools d-Specialised dictionaries

According to the answers of students on question one, the majority of them use bilingual dictionaries while translating, since it represents 42% of students answers , while monolingual dictionaries came in the second position with 42% . The use of specialised dictionaries is shown to be extremely modest with 19%. Computer assisted translation tools on the other hand , is less popular among our participants since the statistics show that only 9% among them rely on this technology as translation tool.

2. At which level do you encounter difficulties while dealing with judicial texts in Arabic?

a- Understanding the source text b- Producing the target text c – Both

Students' answers on question two show that most of them (42%) encounter difficulties in producing the target text; this definitely means that they suffer from a lack of command over the target language. On the other hand, we find that the number of those who encounter difficulties in understanding the source language is very small comparing to the number of those who face difficulties in producing the target text; 26 % only have difficulties to understand the source text and this reflects that they have a sufficient command over the source language. however the results show that a considerable percentage of our participants face difficulties in both understanding the source text and producing the target text , reaching 32 % of the total number of students .

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3. **Do you use any other languages while translating from Arabic into English to understand the meaning?** a-Yes b- No

If yes, specify which language you use! A- French b- Berber c- other

We have noticed 45 students out of 53 use a bridge language to understand the meaning of Arabic texts and find equivalents, in terms of percentage 85% of our participants. However the remaining 15 % deny the fact of using any other languages to understand the meaning of the source text.

The results about the language used to understand the source text, which is in Arabic, came as follows:

The statistics show that most students (76%) use French while translating from Arabic into English. This means that they rely on French as a bridge language, while 20% assume using Berber instead. Yet there is a minority that affirms using other languages which they did not mention while translating.

4. **Are you familiar with legal terminology?** a-Yes b-No

According to students' answers on question four, 74% of them affirm not being familiar with legal terminology, while 26% only assume that they are familiar with it. This may be due to insufficient readings about the field.

5. **Do you read about the British and Algerian legal Systems?** a-Yes b- No

The results of question five analysis show that the number of students who assumed that they did not read about the two countries' legal systems exceeds that of those who affirmed having read about them. Yet, the two the difference between the two percentages is not really big (53%) (47%) since there is a difference of three students only.

6. **Do you know the concept of false friends?** A-Yes b- No

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Unexpectedly, 41 students, which represent 77% of the total number of our participants, do not know about the existence of false friends. While, only 12 answered “Yes” on the question, representing only 23%.

7. Have you ever heard of misleading cognates? A-Yes b- No

The analysis of question seven shows that 92% of our participants do not know about the existence of the misleading cognates. This signifies that almost all of them didn't even hear about them before. Hence, the numbers of students who know this linguistic phenomenon remain humble and do not exceed 8%.

2.3 Results

Our study has shown that students' command over technical words in any language can appear to be beneficial and helpful in their translation process and shift from a language into another.

The outcome of our analysis has shown that the majority of students rely heavily on French as a bridge language to translate from Arabic into English. We think that there are two main reasons behind this phenomenon, which are the large number of cognates that exist between English and French, the second reason is that French is the dominant language in the students' individual glossaries. Admittedly, this fact resulted in the occurrence of several kinds of translation errors, such as the misleading cognates, false friends, partial cognates and partial false cognates. In addition to this, we have noticed that the majority of students had never heard of misleading cognates before, neither about language interference, which means that they did not even realise that they have fallen in their trap.

Therefore, one has to take into consideration, the strategies we suggest for the students in order to avoid and escape to these kinds of errors. First, one can mention the reading of administrative and legal documents. Second, we believe that the use of monolingual dictionaries can help the students in the assimilation of the text in the source language. Third, the use of

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specialized dictionaries and encyclopedic research may offer a useful tool the understanding of the legal terms and in finding their appropriate equivalences. Fourth, students may avoid trusting blindly the seemingly true friends and true cognates in French and English languages. In fact, the later may be just false friends and false cognate words that do not share the same meaning despite their shared spelling. Finally, improving of the students' linguistic competence through reading and writing practice would help them to overcome language related errors.

This last chapter has dealt with the investigation of students' translation errors that we found in their assessment sheets. We have started by spotting light on the linguistic and sociolinguistic context of our corpus. The data displayed here permitted us to understand the particular context in which the translation of the students has been carried out. This is along with the questionnaire data that confirmed and denied some of the supposed causes of the students' errors.

Throughout the analysis of the students' errors, we have come to conclude that they have made mainly three types of mistakes. First, errors related to students' linguistic competence in both target and source language. Second, errors related to students' extra linguistic knowledge mainly in the legal and administrative field. Third, errors related to language interference, where the confusing false friends and cognate words of French and English languages have trapped and misled the students.

CONCLUSION

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Our dissertation is a contribution to study the influence of misleading cognates on the students' translation and examine the language contact that operates between two cognate languages. The growing interest, among linguists and translators, in bilingualism and the linguistic interference caused by it, in addition to our personal experience in translation, have motivated us to conduct such research. For this purpose, we have investigated the linguistic phenomena that stand behind the emergence of false cognates and false friends within students' translations. One can mention bilingualism, diglossia, code switching and mixing, borrowing, and language interference. Each linguistic behavior causes the appearance of another in a manner that makes them unavoidable communicative acts of a multilingual speaker. Consequently, they provide a clear and fruitful sociolinguistic context in which cognates can be studied, explained and understood.

Later on, we have shed light on cognates, their types, causes, and functions. It is important to stress the fact that the types of cognates do not always have a negative influence on students. For example, the true cognates that share the same meaning help students to perform a positive linguistic transfer between two cognate languages. Besides that, the most perturbing type of cognates is partial false cognates because they have a double function that always mislead the students in their translation task. In other words, they function as true cognate, in one context, and as false friends, in other contexts. As much as cognates' causes are concerned, it has been concluded that they are the outcome of the shared language history, the extensive contact between two languages and words derivation.

Besides, our interest has been focused on false friends as being a closely related concept to cognates. Thus, we have provided a sociolinguistic explanation of false friends, their etymology as we identified its relation with partial false cognate. In this respect, we came to deduce that false friends result from the linguistic borrowing that consists in bringing words from a given language. Most of the time, the loan word is exposed to morphological,

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phonological and semantic mutations. Henceforth, when students do not take into consideration those different mutations, especially the semantic ones, they fall in the ineluctable trap of false friends. At this level, it becomes obvious that false friends and partial false cognates do not refer to the same phenomenon, because while the first shares the spelling and differs in meaning, the second shares in one meaning and differs in others.

Furthermore, we tried to bring into evidence the complexity of the translation process and competence. It was observed that the translator goes through many steps while translating as he uses both linguistic and encyclopedic competence. In fact, translation is a meeting point of two languages or more, this is what gave birth to language interference and translation errors.

In order to locate, analyze and explain the students' translation errors, reference has been made to some theoretical points of view. In the field of linguistics, we adopted two complementary theories, which are contrastive and error analysis. On one hand, the contrastive analysis focuses on languages similarities and differences to provide us with effective strategies to relate between a mastered language and a newly acquired one. In the other hand, Error analysis deals with the explanation of learners and translators' errors that result in language interference. As our work consists in the analysis of translators' errors, it seems that the application of both theories is suitable and fruitful. In the field of translation, we have selected the cognitive approach. This choice can be justified by the purpose of our research that consists in the investigation of the translator's process and competence. The partisans of this approach devote the works of cognitive sciences to explain the translating task. Thus, they suggest the Think Aloud Protocols along with many others strategies to explore what happens in the translator' black box.

It is important to remind of the rich and complex landscape of the Algerian society as well as the students' attitudes towards the existing languages. In the frame of their translation,

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the mother tongue principle has not been adopted; because, they translated from their Arabic, which is their language of schooling into English, which is their third foreign language. Besides being a common fact, the questionnaire data have confirmed these assumptions.

In the frame of our analysis, we located three main types of errors. First, we observed errors related to the students' extra linguistic knowledge, where the students failed to provide the exact and suitable equivalent in legal and administrative writing. Second, we noticed errors related to the students' linguistic competence, where they made mistakes showing their misunderstanding of the source language and their non-mastery of the target language. Third, we found errors related to language interference, meaning that they were in many cases misled by French words. The latter have been confused with English words at the level of semantics and orthography; such errors are known as false friends and cognates.

Consequently, we sought to suggest some possible solutions and remedies in order to overcome and avoid the occurrence of this problem in the future.

- To begin, we recommend reading further more specialised texts in Arabic and English. This will enrich students individual glossaries with words from several fields such as legal, economical, medical and any text containing technical terminology so that to be linear in their process of translation. .
- Encouraging students to read and write in different languages, about different topics to help them progress and improve their linguistic backgrounds in both English and Arabic languages.
- Introducing the module of applied linguistics in the master of translation syllabus so that to let students know about the occurrence of the different linguistic anomalies that may stand on their way as language learners and as future translators.

Misleading cognates represent a fertile field of research, especially in Arabic-English-Arabic translation. We believe, therefore, that such a subject can offer a multitude of

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perspectives for further researches. The phenomenon can be approached by several kinds of approaches in many contexts. It can be studied in a social context using a sociolinguistic approach to understand its origins and occurrence. It can be approached, as well, by psycholinguistic approach to understand its function and reasons of occurrence. The misleading cognates can also be studied using several types of translation such as literary , legal, economic , medical and journalistic , since, it does not pose any restrictions and occurs in every kind of specialized texts during the process of translation.

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APPENDIX

APPENDIX -A-

English Arabic Linguistic glossary

A	
Applied linguistic	لسانيات تطبيقية
Artificial intelligence	ذكاء اصطناعي
B	
Bilingualism	ثنائية لغوية
Borrowing	اقتراض
C	
Communicative act	فعل تواصلي
Code mixing	خلط اللغوي
Code switching	تناوب لغوي
Cognates	نظائر تاريخية
Cognate word	نظير لفظي
Cognitive Approach	مقاربة معرفية
Cognitive Psychology	علم النفس المعرفي
Colloquial language	لغة عامية

Contrastive analysis	منهج التحليل التقابلي
D	
Derivation	اشتقاق
Dialect	لهجة
Diglossia	ازدواجية اللغة
E	
Encyclopedic Knowledge	معارف موسوعية
Error Analysis	تحليل الاخطاء
Etymology	علم تأصيل الكلام
F	
False Cognate	نظير خاطئ
Foreign Language	لغة اجنبية
First Language	لغة الاولى
G	
Grammatical Borrowing	صيغة دخيلة
Grammatical level	مستوى نحوي
I	

Inferred Observation	ملاحظة استدلالية
Interlanguage	لغة وسيطة
L	
Language Code	شفرة لغوية
Language Contact	احتكاك اللغات
Language Family	عائلة لغوية
Language Interference	تداخل لغوي
Language Transfer	نقل لغوي
Language Variation	تشعب اللغة
Lexica Level	مستوى معجمي
Language Competence	كفاءة لغوية
Loan Words	الدخيل
M	
Mother Tongue	اللغة الام
Morphological Change	تحول صرفي

Multilingualism	تعدد اللغات
N	
National language	لغة وطنية
Native Language	لغة المنشأ
Native speaker	متحدث اصلي
Neurosciences	علوم عصبية
O	
Official Language	لغة رسمية
P	
Partial Bilingualism	ازدواجية لغوية جزئية
Partial Cognate	نظير جزئي
Phoneme	وحدة صوتية
Phonological Level	مستوى صوتي
Polyglot	متعدد اللغات
Plurilingualism	تعدد اللغات
Psycholinguistics	لسانيات النفسية

R	
Restricted Language	لغة التخصص
Rolling Language	لغة دارجة
S	
Sequential Bilingualism	ثنائية لغوية متتابعة
Simultaneous Bilingualism	ثنائية لغوية متزامنة
Specialised Meaning	معنى خاص
Standard Language	لغة معيارية
T	
Think Aloud Protocol	استراتيجية التفكير بصوت مرتفع
Total Bilingualism	ثنائية لغوية كلية
Total True Cognate	نظير كلي
True Cognate	نظير متماثل
W	
Wave Theory	نظرية الامواج

Arabic English Linguistic Glossary

أ	
Mother Tongue	اللغة الام
Language Contact	احتكاك اللغات
Diglossia	ازدواجية اللغة
Think Aloud Protocol	استراتيجية التفكير بصوت مرتفع
Derivation	اشتقاق
Borrowing	اقتراض
ت	
Error Analysis	تحليل الاخطاء
Morphological Change	تحول صرفي
Language Interference	تداخل لغوي
Language Variation	تشعب اللغة
Plurilingualism	تعدد اللغات
Multilingualism	تعددية اللغات
Code switching	تناوب لغوي
ث	

Bilingualism	ثنائية لغوية
Total Bilingualism	ثنائية لغوية كلية
Sequential Bilingualism	ثنائية لغوية متتابعة
Simultaneous Bilingualism	ثنائية لغوية متزامنة
ذ	
Artificial intelligence	ذكاء اصطناعي
ش	
Language Code	شفرة لغوية
خ	
Code mixing	خلط اللغوي
ص	
Grammatical Borrowing	صيغة دخيلة
ع	
Language Family	عائلة لغوية
Cognitive Psychology	علم النفس المعرفي
Etymology	علم تأصيل الكلام
Neurosciences	علوم عصبية
ف	

Communicative act	فعل تواصلي
ك	
Language Competence	كفاءة لغوية
Loan Words	كلمات مقترضة
ل	
Applied linguistic	لسانيات تطبيقية
Psycholinguistics	لسانيات النفسية
Foreign Language	لغة اجنبية
Mother Tongue	اللغة الام
Restricted Language	لغة التخصص
Native Language	لغة المنشأ
First Language	لغة الاولى
Rolling Language	لغة دارجة
Official Language	لغة رسمية
Colloquial language	لغة عامية
Standard Language	لغة معيارية

Interlanguage	لغة وسيطة
Dialect	لهجة
م	
Native speaker	متحدث اصلي
Polyglot	متعدد اللغات
Phonological Level	مستوى صوتي
Lexica Level	مستوى معجمي
Grammatical level	مستوى نحوي
Encyclopedic Knowledge	معارف موسوعية
Specialised Meaning	معنى خاص
Cognitive Approach	مقاربة معرفية
Inferred Observation	ملاحظة استدلالية
Contrastive analysis	منهج التحليل التقابلي
ن	
Cognates	نظائر تاريخية
Wave Theory	نظرية الامواج
Partial Cognate	نظير جزئي

False Cognate	نظير خاطئ
Total True Cognate	نظير كلي
Cognate word	نظير لفظي
True Cognate	نظير متماثل
Language Transfer	نقل لغوي
و	
Phoneme	وحدة صوتية

APPENDIX –B-

The Corpus

- Exam:

عقد تأسيس شركة ذات مسؤولية محدودة

لدى الأستاذ..... موثق ب..... الممضي أدناه.

حضر: 1- السيد..... المولود ب..... في..... مهنته.... الساكن ب...

2- السيد..... المولود ب..... في..... مهنته.... الساكن ب..... 3- السيد..... المولود

ب..... في..... مهنته.... الساكن ب.....

الذين أسسوا كما سيأتي بيانه الهياكل القانونية للشركة ذات المسؤولية المحدودة التي اتفقوا على إنشائها فيما بينهم.

المادة 1 : تم بهذا العقد تأسيس شركة ذات مسؤولية محدودة بين المالكين للحصص المحدودة أدناه و التي تخضع للقوانين و التنظيمات السارية المفعول و لهذا القانون الأساسي .

المادة 2: يتمثل موضوع الشركة في... و بصفة شاملة كافة العمليات التجارية و المالية و الصناعية و المنقولة و العقارية المرتبطة بصورة مباشرة أو غير مباشرة بموضوع الشركة أو بموضوع آخر مماثل.

المادة 3 : تقديمات : 1- قدم السيد ... للشركة مبلغا قدره دج

و لا يمكن سحب هذا المبلغ إلا بعد إتمام جميع الإجراءات القانونية التي سيأتي بيانها و في حالة ما إذا كانت إحدى الحصص عينية يجب تعيينها و ذكر قيمتها وفقا للمادة 568 من القانون التجاري .

المادة 4: يجوز إحالة أسهم الشركة بكل حرية بين الشركاء ولا يسوغ إلى غيرهم إلا برضا جميع الشركاء أو بموجب قرار استثنائي يتخذه الشركاء بأغلبية تمثل ثلاثة أرباع رأس مال الشركة على الأقل.

إثباتا لما ذكر , حرر انعقد ب..... بمكتب الموثق الموقع أدناه ... سنة... و في

- **Test:**

الحياسة الهادئة

يحق للمستأجر، بعد استيفاء جميع المبالغ المستحقة الأداء المشار إليها أعلاه، والوفاء بالتزامات

المستأجر الواردة في هذا العقد، ومراعاة المستأجر لكافة القواعد واللوائح، أن يتمتع بحياسة العين المؤجرة

حياسة هادئة خلال مدة هذا العقد.

الإخلال بالتزامات التعاقدية

في حال عدم التزام المستأجر بأي من الشروط الأساسية الواردة في هذا العقد بخلاف دفع الأجرة، أو أي

من القواعد واللوائح الحالية، أو أي لوائح أخرى يضعها المؤجر، أو إذا لم يدفع المستأجر الرسوم المقررة

عليه قانونا، يتعين على المؤجر أن يرسل إشعار خطي للمستأجر موضحا فيه أوجه التقصير ومفصحا

عن نية المؤجر بسبب ذلك، ويجوز للمؤجر فسخ العقد خلال (7) أيام من استلام المستأجر للإشعار

الخطي. وفي حال عدم التزام المستأجر بدفع الأجرة في التاريخ المحدد، وحتى (7) بعد ذلك التاريخ، يحق

للمؤجر أن يعلن أن رصيد الأجرة بالكامل وفقا لهذا العقد واجب الدفع على الفور، ويجوز للمؤجر أن يتمتع

بكافة الحقوق المخولة له بموجب القانون أو حقوق الملكية وأن يطالب بأية تعويضات متاحة للمؤجر

قانونا، كما يجوز له فسخ هذا العقد.

APPENDIX – C-

List of abbreviations:

Contrastive analysis: CA

Computer Assisted Learning: CAL

Computer Assisted Translation: CAT

Error Analysis: EA

First Language: L1

Mother Tongue: MT

Second Language: L2

Source culture: SC

Target Culture: TC

Think Aloud Protocol: TAP

APPENDIX –D-

QUESTIONNAIRE

Dear student, you're kindly asked to read and answer the questions carefully and spontaneously. The success of our research depends on your seriousness and honesty. The questionnaire will be anonymous. We thank you in advance for your collaboration.

Language use and competence:

1-What is your mother tongue?

Standard Arabic Berber Dialectal Arabic

2- Which language do you use in the administration?

Berber Dialectal Arabic French Standard Arabic

3- Did your parents attend school?

Yes No

- If yes, specify their highest academic degree.

Elementary Middle school

High school Bachelors

Master Doctorate

Student studies:

1-What system of bachelor degree did you study?

Classical LMD

2-what was your field of studies?

Arabic English Translation

3-What were the materials used by your teachers in the process of study?

Videos sound tracks

Books dictionaries

CAT tools

4-What are the skills you developed during your English learning process?(you can mention more than one if it is the case)

Reading speaking

Writing listening

a- During your license degrees' studies, Did you study translation as a module?

Yes No

-if yes, specify the target and the source language used?

English-Arabic English-French Both

b-have you had practice tasks?

Yes No

Student translation methodology:

1-What do you use while translating?

Monolingual dictionaries Bilingual dictionaries

CAT tools Specialised dictionaries

2- At which level do you encounter difficulties while dealing with judicial texts in Arabic?

Understanding the source text producing the target text

Both

3-Do you use any other languages while translating from Arabic into English to understand the meaning?

Yes No

-if yes, specify which language do you use?

French Berber Other

4-Are you familiar with legal terminology?

Yes No

5-do you read about the British and Algerian legal systems?

Yes No

6-Do you know the concept of false friends?

Yes No

7-Have you ever heard about the misleading cognates?

Yes No

APPENDIX-F-

SUMMARY OF THE ANALYSIS

Text / Exam	§	Words in Arabic	Students' Translation	Correction in English	Correction in french	Type of the Errors
Text 1	§ 1	عقد	Act	agreement	Contrat	False cognate
		موثق	1-Notaire Lawyer Binder Clerck 2-Document ed Noted Attested 3- Notoris ed	notary public notary	notaire	-Error of translation -Misunderstanding of the source language -poor vocabulary
		حضر	Assissted	attended	assisté	False Cognate
		الهيكل القانونية للشركة ذات المسؤولية المحدودة	-Legal law plans of limited responsibility company -Judiciary structures of the limited engagement company - the legal foundations of the society	legal structures of a limited partnership	statu d'une societie à responsabilité limitée	-Partial false cognate -Confusing of Related lgal words
	§ 2	تأسيس	Found Formed Creation fonded	foundation	creation	-Partial false cognate -confusing of english and french words' spelling.
		المالكين	Possessors Proprietaires	ouwners	propriataire	Partial false cognate
	§ 3	العمليات التجارية	Commercial Affaires	Commercial operations	Operation commercial	Partial false cognate
		تقديمات	Verssements	Contributions	contributions	-Error of translation -poor

	§ 4					vocabulary
Text 1	§ 4	قدم	To verse	To pay	verser	False friends
		سحب	To retire	Withdraw	retirer	False friends
	§ 5	تعيين	To cite	Specify	Specifier	Partial false cognate
		اسهم	lots	Shares	Actions	
		قرار	accord, call, decree, report	décision	decision	-Error of translation -confusion of terms
Text 2	§1	الحيارة الهادئة	silent partnership	quiet enjoyment		-Partial false cognate -Error of translation
		لمستأجر	Renter locator	lessee/tenant	locataire	Misleading cognate
	§2	اشعار خطي	Written consent	Written notification	Préavis	Misunderstanding
		فسخ العقد	To annule	Termination of the contract	L'annulation du contrat	-True cognate -error of orthography

APPENDIX –G-

Translator's Charter

(approved by the Congress at Dubrovnik in 1963,

and amended in Oslo on July 9, 1994)

The International Federation of Translators

noting

that translation has established itself as a permanent, universal and necessary activity in the world of today that by making intellectual and material exchanges possible among nations it enriches their life and contributes to a better understanding amongst men

that in spite of the various circumstances under which it is practised translation must now be recognized as a distinct and autonomous profession and

desiring

to lay down, as a formal document, certain general principles inseparably connected with the profession of translating, particularly for the purpose of

- stressing the social function of translation,
 - laying down the rights and duties of translators,
 - laying the basis of a translator's code of ethics,
 - improving the economic conditions and social climate in which the translator carries out his activity, and
 - recommending certain lines of conduct for translators and their professional organizations, and to contribute in this way to the recognition of translation as a distinct and autonomous profession,
- announces the text of a charter proposed to serve as guiding principles for the exercise of the profession of translator.

Section I

GENERAL OBLIGATIONS OF THE TRANSLATOR

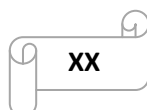
1. Translation, being an intellectual activity, the object of which is the transfer of literary, scientific and technical texts from one language into another, imposes on those who practise it specific obligations inherent in its very nature.
2. A translation shall always be made on the sole responsibility of the translator, whatever the character of the relationship of contract which binds him/her to the user.

3. The translator shall refuse to give to a text an interpretation of which he/she does not approve, or which would be contrary to the obligations of his/her profession.
4. Every translation shall be faithful and render exactly the idea and form of the original ¹/₂ this fidelity constituting both a moral and legal obligation for the translator.
5. A faithful translation, however, should not be confused with a literal translation, the fidelity of a translation not excluding an adaptation to make the form, the atmosphere and deeper meaning of the work felt in another language and country.
- 6. The translator shall possess a sound knowledge of the language from which he/she translates and should, in particular, be a master of that into which he/she translates.**
7. He/she must likewise have a broad general knowledge and know sufficiently well the subject matter of the translation and refrain from undertaking a translation in a field beyond his competence.
8. The translator shall refrain from any unfair competition in carrying out his profession in particular, he/she shall strive for equitable remuneration and not accept any fee below that which may be fixed by law and regulations.
9. In general, he/she shall neither seek nor accept work under conditions humiliating to himself/herself or his/her profession.
10. The translator shall respect the legitimate interests of the user by treating as a professional secret any information which may come into his/her possession as a result of the translation entrusted to him/her.
11. Being a "secondary" author, the translator is required to accept special obligations with respect to the author of the original work.
12. He/she must obtain from the author of the original work or from the user authorization to translate a work, and must furthermore respect all other rights vested in the author.

Section II

RIGHTS OF THE TRANSLATOR

13. Every translator shall enjoy all the rights with respect to the translation he/she has made, which the country where he/she exercises his/her activities grants to other intellectual workers.
14. A translation, being a creation of the intellect, shall enjoy the legal protection accorded to such works.
15. The translator is therefore the holder of copyright in his/her translation and consequently has the same privileges as the author of the original work.
16. The translator shall thus enjoy, with respect to his/her translation, all the moral rights of succession conferred by his/her authorship.



17. He/she shall consequently enjoy during his/her lifetime the right to recognition of his/her authorship of the translation, from which it follows, inter alia, that

(a) his/her name shall be mentioned clearly and unambiguously whenever his/her translation is used publicly

(b) he/she shall be entitled to oppose any distortion, mutilation or other modification of his/her translation

(c) publishers and other users of his/her translation shall not make changes therein without the translator's prior consent

(d) he/she shall be entitled to prohibit any improper use of his/her translation and, in general, to resist any attack upon it that is prejudicial to his/her honour or reputation.

18. Furthermore, the exclusive right to authorize the publication, presentation, broadcasting, re-translation, adaptation, modification or other rendering of his/her translation, and, in general, the right to use his/her translation in any form shall remain with the translator.

19. For every public use of his/her translation the translator shall be entitled to remuneration at a rate fixed by contract or law.

Section III

ECONOMIC AND SOCIAL POSITION OF THE TRANSLATOR

20. The translator must be assured of living conditions enabling him/her to carry out with efficiency and dignity the social task conferred on him/her.

21. The translator shall have a share in the success of his/her work and shall, in particular, be entitled to remuneration proportional to the commercial proceeds from the work he/she has translated.

22. It must be recognized that translation can also arise in the form of commissioned work and acquire as such rights to remuneration independent of commercial profits accruing from the work translated.

23. The translating profession, like other professions, shall enjoy in every country a protection equal to that afforded to other professions in that country, by collective agreements, standard contracts, etc.

24. Translators in every country shall enjoy the advantages granted to intellectual workers, and particularly of all social insurance schemes, such as old-age pensions, health insurance, unemployment benefits and family allowances.

Section IV

TRANSLATORS' SOCIETIES AND UNIONS

25. In common with members of other professions, translators shall enjoy the right to form professional societies or unions.
26. In addition to defending the moral and material interests of translators, these organizations shall have the task of ensuring improvement in standards of translation and of dealing with all other matters concerning translation.
27. They shall exert their influence on public authorities in the preparation and introduction of legal measures and regulations concerning the profession.
28. They shall strive to maintain permanent relations with organizations which are users of translations (publishers' associations, industrial and commercial enterprises, public and private authorities, the Press, etc.) for the purpose of studying and finding solutions to their common problems.
29. In watching over the quality of all works translated in their countries, they shall keep in touch with cultural organizations, societies of authors, national sections of the Pen Club, literary critics, learned societies, universities, and technical and scientific research institutes.
30. They shall be competent to act as arbiters and experts in all disputes arising between translators and users of translations.
31. They shall have the right to give advice on the training and recruitment of translators, and to co-operate with specialized organizations and universities in the pursuit of these aims.
32. They shall endeavour to collect information of interest to the profession from all sources and to place it at the disposal of translators in the form of libraries, files, journals and bulletins, for which purpose they shall establish theoretical and practical information services, and organize seminars and meetings.

Section V

NATIONAL ORGANIZATIONS AND THE INTERNATIONAL FEDERATION OF TRANSLATORS

33. Where several groups of translators exist in a country, organized either on a regional basis or into different categories, it will be desirable for these groups to co-ordinate their activities in a central national organization, at the same time preserving their identity.
34. In countries where societies or unions of translators are not yet in existence, it is suggested that translators should join forces to bring about the necessary establishment of such an organization, in accordance with the relevant legal requirements of their country.
35. To ensure the attainment of their aims at world level by common effort, national translators' organizations are called upon to unite in the Fédération internationale des traducteurs (International Federation of Translators [FIT]).
36. Translators shall join their national organizations of their own free will and the same must apply to the societies with respect to their association with the International Federation of Translators.

37. The International Federation of Translators shall defend the material and moral rights of translators at the international level, keep in touch with progress in theoretical and practical matters relating to translation, and endeavour to contribute to the spread of civilization throughout the world.

38. The International Federation of Translators shall attain these objectives by representing translators at the international level, particularly through relations with governmental, non-governmental and supranational organizations, by taking part in meetings likely to be of interest to translators and translation at the international level, by publishing works, and by organizing or arranging for the organization of congresses at which questions concerning translation or translators may be examined.

39. In general the International Federation of Translators shall extend the activities of the societies of every country at the international level, co-ordinate their efforts and define its common policy.

40. The national societies and the International Federation of Translators, their central organization, derive the strength necessary for the pursuit of their professional objectives from the feeling of solidarity existing among translators and from the dignity of translation which contributes to better understanding among nations and to the spread of culture throughout the world.

APPENDIX -H-

Recommendation on the Legal Protection of Translators and Translations and the Practical Means to improve the Status of Translators

22 November 1976

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Nairobi from 26 October to 30 November 1976, at its nineteenth session,

Considering that translation promotes understanding between peoples and co-operation among nations by facilitating the dissemination of literary and scientific works, including technical works, across linguistic frontiers and the interchange of ideas,

Noting the extremely important rôle played by translators and translations in international exchanges in culture, art and science, particularly in the case of works written or translated in less widely spoken languages,

Recognizing that the protection of translators is indispensable in order to ensure translations of the quality needed from them to fulfil effectively their rôle in the service of culture and development,

Recalling that, if the principles of this protection are already contained in the Universal Copyright Convention, while the Berne Convention for the Protection of Literary and Artistic Works and a number of national laws of Member States also contain specific provisions concerning such protection, the practical application of these principles and provisions is not always adequate,

Being of the opinion that if, in many countries with respect to copyright, translators and translations enjoy a protection which resembles the protection granted to authors and to literary and scientific works, including technical works, the adoption of measures of an essentially practical nature, assimilating translators to authors and specific to the translating profession, is nevertheless justified to ameliorate the effective application of existing laws,

Having decided, at its eighteenth session, that the protection of translators should be the subject of a recommendation to Member States within the meaning of Article IV, paragraph 4, of the Constitution,

Adopts, this twenty-second day of November 1976, the present Recommendation.

The General Conference recommends that Member States apply the following provisions concerning the protection of translators and translations by taking whatever legislative or other steps may be required, in conformity with the constitutional provisions and institutional practice of each State, to give effect, within their respective territories, to the principles and standards set forth in this Recommendation.

The General Conference recommends that Member States bring this Recommendation to the attention of the authorities, departments or bodies responsible for matters relating to the moral and material interests of translators and to the protection of translations, of the various organizations or associations representing or promoting the interests of translators, and of publishers, managers of theatres, broadcasters and other users and interested parties.

The General Conference recommends that Member States submit to the Organization, at such times and in such form as shall be determined by the General Conference, reports on the action taken by them to give effect to this Recommendation.

I. Definitions and scope of application

1. For purposes of this Recommendation:

(a) the term 'translation' denotes the transposition of a literary or scientific work, including technical work, from one language into another language, whether or not the initial work, or the translation, is intended for publication in book, magazine, periodical, or other form, or for performance in the theatre, in a film, on radio or television, or in any other media;

(b) the term 'translators' denotes translators of literary or scientific works, including technical works;

(c) the term 'users' denotes the persons or legal entities for which a translation is made.

2. This Recommendation applies to all translators regardless of:

(a) the legal status applicable to them as:

(i) independent translators; or

(ii) salaried translators;

(b) the discipline to which the work translated belongs;

(c) the full-time or part-time nature of their position as translators.

II. General legal position of translators

3. Member States should accord to translators, in respect of their translations, the protection accorded to authors under the provisions . of the international copyright conventions to which they are party and/or under their national laws, but without prejudice to the rights of the authors of the original, works translated.

III. Measures to ensure the application in practice of protection afforded translators under international conventions and in national laws relating to copyright

4. It is desirable that a written agreement be concluded between a translator and the user.

5. As a general rule, a contract governing relations between a translator and a user, as well as where appropriate any other legal instrument governing such relations, should:

- (a) accord an equitable remuneration to the translator whatever his or her legal status;
- (b) at least when the translator is not working as a salaried translator, remunerate him or her in proportion to the proceeds of the sale or use of the translation with payment of an advance, the said advance being retained by the translator whatever the proceeds may be; or by the payment of a sum calculated in conformity with another system of remuneration independent of sales where it is provided for or permitted by national legislation; or by the payment of an equitable lump sum which could be made where payment on a proportional basis proves insufficient or inapplicable; the appropriate method of payment should be chosen taking into account the legal system of the country concerned and where applicable the type of original work translated;
- (c) make provision, when appropriate, for a supplementary payment should the use made of the translation go beyond the limitations specified in the contract;
- (d) specify that the authorizations granted by the translator are limited to the rights expressly mentioned, this provision applying to possible new editions ;
- (e) stipulate that in the event that the translator has not obtained any necessary authorization, it is the user who is responsible for obtaining such authorization ;
- (f) stipulate that the translator guarantees the user uncontested enjoyment of all the rights granted and undertakes to refrain from any action likely to compromise the legitimate interests of the user and, when appropriate, to observe the rule of professional secrecy;
- (g) stipulate that, subject to the prerogatives of the author of the original work translated, no change shall be made in the text of a translation intended for publication without seeking the prior agreement of the translator;
- (h) assure the translator and his translation similar publicity, proportionately to that which authors are generally given, in particular, the name of the author of the translation should appear in a prominent place on all published copies of the translation, on theatre bills, in announcements made in connexion with radio or television broadcasts, in the credit titles of films and in any other promotional material;
- (i) provide that the user ensure that the translation bear such notices as are necessary to comply with copyright formalities in those countries where it might reasonably be expected to be used;
- (j) provide for the resolution of any conflicts which may arise, particularly with respect to the quality of the translation, so far as possible, by means of arbitration or in accordance with procedures laid down by national legislation or by any other appropriate means of dispute settlement which on the one hand is such as to guarantee impartiality and on the other hand is easily accessible and inexpensive;
- (k) mention the languages from and into which the translator will translate and without prejudice to the provisions of paragraph 1(a), further specify expressly the translator's possible

use as an interpreter.

6. In order to facilitate the implementation of the measures recommended in paragraphs 4, 5 and 14, Member States should, without prejudice to the translator's freedom to enter into an individual contract, encourage the parties concerned, in particular the professional organizations of translators and other organizations or associations representing them, on the one hand, and the representatives of users, on the other, to adopt model contracts or to conclude collective agreements based on the measures suggested in this Recommendation and making due allowance for all situations likely to arise by reason either of the translator or the nature of the translation.

7. Member States should also promote measures to ensure effective representation of translators and to encourage the creation and development of professional organizations of translators and other organizations or associations representing them, to define the rules and duties which should govern the exercise of the profession, to defend the moral and material interests of translators and to facilitate linguistic, cultural, scientific and technical exchanges among translators and between translators and the authors of works to be translated. To this end, such organizations or associations might undertake, where national law permits, in particular, the following specific activities:

- (a) promote the adoption of standards governing the translating profession; such standards should stipulate in particular that the translator has a duty to provide a translation of high quality from both the linguistic and stylistic points of view and to guarantee that the translation will be a faithful rendering of the original;
- (b) study the bases for remuneration acceptable to translators and users;
- (c) set up procedures to assist in the settlement of disputes arising in connexion with the quality of translations;
- (d) advise translators in their negotiations with users and co-operate with other interested parties in establishing model contracts relating to translation;
- (e) endeavour to arrange for translators individually or collectively, and in accordance with national laws or any collective agreements which may be applicable on this subject, to benefit with authors from funds received from either private or public sources;
- (f) provide for exchanges of information on matters of interest to translators by the publication of information bulletins, the organization of meetings or by other appropriate means;
- (g) promote the assimilation of translators, from the point of view of social benefits and taxation, to authors of literary or scientific works, including technical works;
- (h) promote the establishment and development of specialized programmes for the training of translators;
- (i) co-operate with other national, regional or international bodies working to promote the interests of translators, and with any national or regional copyright information centers set up to assist in the clearance of rights in works protected by copyright, as well as with the

UNESCO International Copyright Information Center;

(j) maintain close contacts with users, as well as with their representatives or professional organizations or associations, in order to defend the interests of translators; and negotiate collective agreements with such representatives or organizations or associations where deemed advantageous;

(k) contribute generally to the development of the translating profession.

8. Without prejudice to paragraph 7, membership of professional organizations or associations which represent translators should not, however, be a necessary condition for protection, since the provisions of this Recommendation should apply to all translators, whether or not they are members of such organizations or associations.

IV. Social and fiscal situation of translators

9. Translators working as independent writers, whether or not they are paid by royalties, should benefit in practice from any social insurance schemes relating to retirement, illness, family allowances, etc., and from any taxation arrangements, generally applicable to the authors of literary or scientific works, including technical works.

10. Salaried translators should be treated on the same basis as other salaried professional staff and benefit accordingly from the social schemes provided for them. In this respect, professional statutes, collective agreements and contracts of employment based thereon should mention expressly the class of translators of scientific and technical texts, so that their status' as translators may be recognized, particularly with respect to their professional classification.

V. Training and working conditions of translators

11. Member States should recognize in principle that translation is an independent discipline requiring an education distinct from exclusively language teaching and that this discipline requires special training. Member States should encourage the establishment of writing programmes for translators, especially in connexion with translators' professional organizations or associations, universities or other educational institutions, and the organization of seminars or workshops. It should also be recognized that it is useful for translators to be able to benefit from continuing education courses.

12. Member States should consider organizing terminology centers which might be encouraged to undertake the following activities:

(a) communicating to translators current information concerning terminology required by them in the general course of their work;

(b) collaborating closely with terminology centers throughout the world with a view to standardizing and developing the internationalization of scientific and technical terminology so as to facilitate the task of translators.

13. In association with professional organizations or associations and other interested parties, Member States should facilitate exchanges of translators between different countries, so as to

allow them to improve their knowledge of the language from which they work and of the socio-cultural context in which the works to be translated by them are written.

14. With a view to improving the quality of translations, the following principles and practical measures should be expressly recognized in professional statutes mentioned under subparagraph 7(a) and in any other written -agreements between the translators and the users:

(a) translators should be given a reasonable period of time to accomplish their work;

(b) any documents and information necessary for the understanding of the text to be translated and the drafting of the translation should, so far as possible, be made available to translators;

(c) as a general rule, a translation should be made from the original work, recourse being had to retranslation only where absolutely necessary;

(d) a translator should, as far as possible, translate into his own mother tongue or into a language of which he or she has a mastery equal to that of his or her mother tongue.

VI. Developing countries

15. The principles and norms set forth in this Recommendation may be adapted by developing countries in any way deemed necessary to help them meet their requirements, and in the light of the special provisions for the benefit of developing countries introduced in the Universal Copyright Convention as revised at Paris on 24 July 1971 and the Paris Act (1971) of the Berne Convention for the Protection of Literary and Artistic Works.

VII. Final provision

16. Where translators and translations enjoy a level of protection which is, in certain respects, more favorable than that provided for in this Recommendation, its provisions should not be invoked to diminish the protection already acquired.

The foregoing is the authentic text of the Recommendation duly adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization during its nineteenth session, which was held in Nairobi and declared closed the thirtieth day of November 1976.

IN FAITH WHEREOF we have appended our signatures.

The President of the General Conference
The Director-General

