

UDC 378.14+372=378.4

DOI <https://doi.org/10.26661/2414-1135-2023-89-38>

THE NEGATIVE IMPACT OF “THE FALSE FRIENDS OF THE INTERPRETER” ON THE ENGLISH CONTEXT (BASED ON THE MATERIAL OF ARCHITECTURAL VOCABULARY)

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Key words: *an impact, a context, «false friends», architecture, polysemantic words, term, a scientific text, a technical literature.*

The relevance of the use of “the false friends of the interpreter” on the English context is highlighted in the article. First, more attention has been paid to the development of communication skills at English classes, which can be useful for students of technical universities regarding their future professional activities. Secondly, teaching students to translate correctly from English into Ukrainian and from Ukrainian into English is of great importance nowadays because of a rapid expansion of international relations and an intensive exchange of information between European and Asian countries. Third, translation of a scientific text from English into Ukrainian has its specificity. Any word or term can be translated differently in various fields of science and technology. “The false friends of the interpreter” play a significant role in translation. Therefore, the interpreter should be extremely careful, take a responsible attitude to the translation and beware of mistakes in case of a clear inconsistency of the statement within the situation of communication. Practically all English words are polysemantic and, in this case, context plays an important role here. It is in such critical situations when dictionaries and reference books which can help to dwell in the context and to understand the contents of the text.

The article defines a negative impact of the false friends of the interpreter on the English context (based on the material of architectural vocabulary). The essence of the concept “the false friends of the interpreter” is defined; the place of “the false friends of the interpreter” in English is considered and the features of using “the false friends of the interpreter” in the English context are determined.

It was proved that “the false friends of the interpreter” is a problem not only for beginners and inexperienced interpreters, but also for those who speak a foreign language confidently. In its turn, the interpreter's responsibility and careful work with the context will help to avoid serious mistakes and inconvenient situations.

НЕГАТИВНИЙ ВПЛИВ «ФАЛЬШИВИХ ДРУЗІВ ПЕРЕКЛАДАЧА» НА КОНТЕКСТ АНГЛІЙСЬКОЇ МОВИ

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Ключові слова: вплив, контекст, фальшиві друзі, архітектура, багатозначні слова, термін, науковий текст, технічна література.

У статті висвітлено актуальність використання «фальшивих друзів перекладача» в англійському контексті. По-перше, на заняттях з англійської мови останнім часом усе більше уваги приділяється розвитку комунікативних навичок, що можуть бути корисними для студентів технічних вишів у їхній майбутній професійній діяльності. По-друге, навчання студентів правильно перекладати з англійської на українську та з української на англійську сьогодні дійсно має дуже велике значення завдяки розширенню міжнародних зв'язків, а також інтенсивному обміну інформацією між країнами Європи та Азії. По-третє, переклад наукового тексту з англійської мови на українську має свою специфіку. У різних галузях науки і техніки будь-яке слово або термін можна перекладати по-різному. Значну роль у перекладі відіграють так звані «фальшиві друзі перекладача», тому перекладач повинен бути уважним, відповідально ставитися до перекладу й остерігатися помилок у разі явної невідповідності висловлювання у тій чи іншій ситуації під час спілкування. Практично всі англійські слова є багатозначними, і в цьому разі контекст відіграє важливу роль. Саме в таких критичних ситуаціях словники та довідники можуть допомогти вникнути в контекст і зрозуміти зміст тексту.

У статті визначено негативний вплив «фальшивих друзів перекладача» на англійський контекст (на матеріалі архітектурної лексики). Визначено сутність поняття «фальшиві друзі перекладача»; розглянуто місце «фальшивих друзів перекладача» в англійській мові та визначено особливості їх уживання в англійському контексті.

Доведено, що «фальшиві друзі перекладача» є проблемою не лише для початківців і недосвідчених перекладачів, а й навіть для тих, хто впевнено володіє іноземною мовою. Своєю чергою, пильність та відповідальність перекладача, а також і ретельна робота з контекстом допоможуть уникнути грубих помилок і незручних ситуацій під час спілкування.

The relevance of the research. It is well-known that learning a foreign language is directly related to the development of skills in working with scientific and technical literature in English in various specialties. Although in recent years more and more attention has been paid to the development of communication skills in English classes, which can be useful for students of technical universities regarding their future professional activities. Nevertheless, teaching students to translate correctly from English into Ukrainian and from Ukrainian into English is of great importance nowadays.

Translation of a scientific text from English into Ukrainian has its own specifics. Why is it so? The answer is that any word (term) can be translated

differently in various fields of science and technology. On the one hand, there has been a rapid expansion of international relations and an intensive exchange of information between European and Asian countries recently. Eventually a huge number of new words and terms appears in the English language. These words cause difficulties in translation from English into Ukrainian. That's why they're called "the false friends of the interpreter". With the development of translation studies as a science, there are more and more problems related to the adequacy of translation and the correct transmission of linguistic meanings. One of these problems is represented by a layer of vocabulary, called "the false friends of the interpreter".

Not only professional interpreters, but also every person studying any foreign language faces the problem of false identification of individual words of a foreign and native language in translation. The relevance of this study is determined by the fact that due to ignorance of the “the false friends of the interpreter” and the incorrect interpretation of their meanings a lot of mistakes are made while translating. Thereby this factor has a negative impact on the context and creates a psychological barrier between interlocutors. This is obvious because the vast majority of English words are polysemantic.

English is considered to be one of the most widely spoken languages in the world, practically the same, as Oriental languages owing to a great variety of stylistic units (phrasal verbs, phraseological units, idioms and polysemantic words) [1]. It is the language of countries with a fairly high level of culture, advanced science and technology. Due to this, it belongs to one of the international languages [2]. In particular, the English language is widely used in the industry and science. Owing to the use of the English language in the preparation of scientific works and scientific reports, the results of research can be presented to a large circle of scientists, as well as to people who are interested in the relevant fields of research and practice [3]. The field of architecture is no exception. What can be said about architecture? Architecture is the art and science of building, designing buildings and structures (including their complexes), as well as the totality of buildings and structures that create a spatial environment for human life and activity. The Ukrainian word “architecture” through the Polish *architektura* is borrowed from other Greek *αρχιτέκτων* – chief (main) builder; *ἀρχη* + *τέκτων* – carpenter. Here again, an urgent question arises about the need for future architects to speak English. Do they really need it? Today architects should learn English simply in order to be able to travel freely abroad and adopt the experience that exists, for example in France, Germany, Finland, Poland, Italy and other countries. Knowledge of building codes, rules (regulations) and standards also demand possession of professional terminology. The same applies to working with documentation and architectural drawings [4].

The concept of “the false friends of the interpreter” or in French “faux amis du traducteur” appeared in the first half of the 20th century and was introduced by the prominent French scientists M. Kessler and J. Deroquini in 1928. This term (from English “false friends”) is widely used at present not only by translators from various languages, namely French, German, English, Spanish, etc., but also by specialists who can work with scientific literature in foreign languages. However, such a group of words also causes significant difficulties for students studying English at a technical university. “The false

friends of the interpreter” are words of two (possibly several) languages. These specific words can cause false associations and lead to erroneous perception of information in a foreign language due to the similarity of their form and content. and when translated, to content distortions, to errors in lexical compatibility, inaccuracies in the transfer of stylistic coloring, as well as in word usage [5].

The appearance of such interlingual correspondences in a number of languages was influenced by various factors, including historical ones. Among other reasons, one can name the common origin of some languages, everyday and cultural communication of peoples speaking different languages. With the development of social relations, scientific and technological progress, it became necessary to name the relevant concepts and phenomena. That's why many European languages borrowed words from Greek and Latin. These words have been directly linked to medicine and science and they date back to different historical events. The period when the British Isles were a part of the Roman Empire, the Adoption of Christianity in the 6th century, the Great Revival of Learning contributed to the emergence of words of this origin. Nowadays, it is possible to find a lot of them in medicine (appendicitic, aspirin, bronchitis, pneumonia, delirium), in chemistry (acid, valency, nucleus-nuclei, biological molecules), in technology (antenna, airdrome, engine, engineering), in politics (militarism, memorandum), names of sciences (zoology, physics, archeology, architecture, microelectronics, genetics). In philology most terms are of Greek origin (homonym, lexicography, synonym, antonym, polysemy, monosemy). A huge number of words are found in the field of architecture (arch, pyramid, temple, style, ancient, monument, arena, pavilion) [6].

The translation of “the false friends of the interpreter” from English into Ukrainian causes quite a lot of difficulties for students studying English. Therefore, when teaching students to work with scientific literature, first of all, it is necessary to take into account the specialty, i.e. the area of scientific knowledge that they study or are interested in. This is really a tricky moment, since the same word or term can have a variety of meanings in different fields of science and technology. In scientific texts, “the false friends of an interpreter” have their own characteristics. Since the majority of words in this category are internationalisms, students make many mistakes while working with them. It would seem that such words should not cause any difficulties when translating from a foreign language, because they have the same form and, therefore, the same meaning. However, this is not the case. It is international words that become the reasons of a huge number of mistakes. E.g. such words as focus,

factor, limit, formally, nominally etc. In the process of translating an international word from English into Ukrainian, the graphic form of which coincides with the form of word in Ukrainian, the student, unfortunately, allows a literal translation of this word. Thus, he violates the norms of his native language. Such words coincide with Ukrainian parallels in their international meanings and therefore are more easily identified. As a result of these identifications either the meaning of the utterance or the stylistic norms of the native language is violated. Unfortunately, words that sound similar in Ukrainian and English can have different or even completely opposite meanings. That is why such words are called “the false friends of the interpreter”. These words should be treated with caution. Why should we do it? On the one hand, they can easily mislead poor students and, on the other hand, they are the cause of gross errors that are often made by students, undergraduates and postgraduates when translating texts from a foreign language into Ukrainian.

The purpose and the tasks of the research. The purpose of the research is to determine a negative impact of the false friends of the interpreter on the English context.

In accordance with the purpose, the following research tasks were formulated:

- 1) to define the essence of the concept “the false friends of the interpreter”;
- 2) to consider the place of “the false friends of the interpreter” in English;
- 3) to determine the features of using “the false friends of the interpreter” in the English context.

The subject of the research is the specificity of the false friends of an interpreter. **The object** of the research is the process of using the given words in the English context.

The main material presentation. Let us consider some typical difficulties that students face when working with scientific and technical texts in English. As a basis, we take the commonly used and general scientific words inherent in the field of architecture. A classic example are the word “artist” and “court”. E.g. (During the Old Kingdom, the period when Egypt was ruled by the Kings of the 3rd to 6th Dynasties, artists and craftsmen were drawn to the court to work under the patronage of the king and his great nobles.) If we pay attention to them in the sentence, we will see that the word “artist” means “painter” and by no means “musician or actor”. The same applies to the word “court”. It stands for “courtiers, the king's personal entourage”. In no case should it be translated in this context as the “playground”. One more example. The establishment of the 18th Dynasty marked the beginning of the New Kingdom and a new blossoming of the arts and crafts of ancient Egypt. In this sentence we meet with the word “to

mark”. In this context it is explained as “to initiate, to start”. Such meanings as “to note”, “to notice”, “to tick off” are not allowed here either. In the sentence “the eyes are inlaid, and the crown and the kilt of the king, now missing, were probably originally made of gilded plaster” the word “gilded plaster” stands for “gold covering”. The meaning “patch” is completely inappropriate here [7].

Now, we will give the examples of the texts in which false friends are found. We will also present exercises aimed at working with these words and using them in the appropriate context.

Text № 1

The Athenian Acropolis

As one of the world's oldest cities Athens boasts a wealth of splendid relics of Hellenic art, some of which are more than 3,000 years old. The Acropolis, the Greek for upper town, the gem of world architecture, stands on a low rocky hill and contains the ruins of several ancient Greek architectural monuments.

The Parthenon, a stately building with an eight-column facade, was built by Ictinus and Callicrates in 447–38 BC. The temple was designed to serve as an exquisite, imposing architectural frame for a gold and ivory statue of Athena, the goddess in the Greek pantheon watching over the city.

Next to the Parthenon is another shrine, an Ionic temple of Athena, the Erechtheum, built by an anonymous architect in 421–06 BC. Its refined loveliness and proportions are as enchanting as the monumental grandeur of the Parthenon. It has the unparalleled portrayal on the frieze of the building: the procession of citizens in the festival in honour of Athena. Built on an awkward site, it also had to serve different cults, which meant that its architect had to design a building with three porches and three different floor levels. Its Caryatid porch, with figures of women for columns, makes use of an old Oriental motif that had appeared earlier, in Archaic treasuries at Delphi.

The monumental gateway to the Acropolis, the Propylaea was designed by Mnesicles, who had to adapt the rigid conventions of colonnade construction to a steeply rising site. In the precision and finish of their execution, which complements the brilliant innovation of their design, these three buildings had no rival in the Greek world.

There are such the false friends of the interpreter in the text as festival, brilliant, finish, complement.

The first exercise can be connected with their translation from English into Ukrainian, explaining their meanings and memorizing. These words can also be explained with the help of synonyms. E.g. the word “finish” in this context means complete the manufacture or decoration of (a material, object, or place) by giving it an attractive surface appearance. On the one hand, it can be explained as trim, varnish, finishing, trimming, decoration. The second exercise

will be closely related to the use of these words in the sentences from the given text. The third task will be focused on students' skills to use "the false friends" in their own sentences or situations. In the fourth task students will have to deal with another very interesting aspect. They will have to pay attention to the title (the headline) of the text and to ground up their opinion on whether the title of the text causes difficulties in understanding. The same applies to the opportunity of interpreting the facts described in the text. E. g. The title (headline) of the text (The Athenian Acropolis) doesn't cause practically any difficulties in understanding and here we can safely assume that it is a question of the prominent attractions, treasuries and shrines of ancient Greek architectural monuments and their special features. The students can also be offered one more task focused on the search for key words in the text. There are such key words in the text as Athens, Hellenic art, the Parthenon, Ionic temple, Athena, the Acropolis, Archaic treasuries at Delphi, ruins, pantheon. The key words also help to dwell into the context and to understand its essence. Finally, the students can participate in the discussion "Everybody knows that Greece is the cradle of mythology and Western civilization. Do you agree that each place (island) is colourful and individual in its own way owing to its nature and architecture?" and thereby demonstrate their skills in using "the false friends of the interpreter" and the key words in their speech.

Text № 2

ART DECO

The term Art Deco was coined from the title of an international design exhibition held in Paris in 1925 (Exposition des Arts Decoratifs / et Industriels Moderns).

During the twenties and early thirties, jazzy Art Deco architecture was the rage. Its sources were numerous — the austere shapes of the Bauhaus School and streamlined styling of modern technology combined with motifs taken from ancient Greece and Rome, the Far East, Africa, India, Aztec and Mayan cultures. But the most important was the influence of ancient Egypt.

In 1922, the world was thrilled with the discovery of the King Tutankhamen's tomb. Reporters and tourists thronged the site for a glimpse at treasures which had laid nearly undisturbed for over 3,000 years. Soon a fascination for ancient Egypt found expression in advertising design, architecture, furniture, jewelry, and clothing.

It's easy to overlook the Egyptian elements in the design of a posh theatre or a streamlined diner, a private residence or an office building. The very shape of these structures expresses admiration for orderly forms and primitive architecture. The terra-cotta facing and strong vertical bands, zigzag designs and vivid colours are also typical Art Deco features borrowed from antiquity.

The early Art Deco skyscrapers suggest Egyptian or Assyrian pyramids with terraced steps rising to the top. These structures may have complex groupings of rectangles or trapezoids. Sometimes two contrasting materials are used to create subtle bands of colour, a strong sense of line, or the illusion of pillars. The logical progression of steps and the rhythmical repetition of shapes resemble ancient architecture yet also celebrate a new, technological era.

Vivid colour, strong lines and undulating, repeating patterns are a trademark of Art Deco design, especially in the Moderne Deco works of the 1930 s. Some buildings are embellished with flowing waterfall effects. Others present colours in bold, geometric blocks.

In Europe the main Art Deco works are Ruhlmann's Paris exhibition rooms, Le Pavillon d'un Collectionneur (1925). In the USA, Art Deco was embraced by Raymond Hood, who designed three of the most distinctive buildings in New York City: the Radio City Music Hall auditorium and foyer, the RCA building at Rockefeller Center, and the New York Daily News building. The Chrysler Building by William van Allen and the Empire State Building by Shreve and Lamb are other greatest landmarks of Art Deco architecture.

After 1935 Art Deco declined but has revived since the 1960s.

There are such false friends of the interpreter as decoration, icon, furniture, block, auditorium in the text.

The first exercise, as in the previous text, can be connected to their translation from English into Ukrainian, explaining their meanings and memorizing. These words can also be explained with the help of synonyms. E.g. the word "block" in this context means residential area or residential quarter. On the other hand, it can be explained as apartment house, apartment building, condominium, tenement. The second exercise will be closely related to the use of these words in the sentences from the given text. The third task will be focused on students' skills to use "the false friends" in their own sentences or situations. In the fourth task students will again have to deal with another very interesting aspect. They will have to emphasize their attention at the title (the headline) of the text. The same applies to the opportunity of interpreting the facts depicted in the text. E. g. The title (headline) of the text (Art Deco) doesn't cause practically any difficulties in understanding and here we can safely assume that it is a question about the main features of the Art Deco architectural style. The students can also be offered the task focused on the search for key words in the text. There are such key words in the text as Art Deco, motifs taken from Africa, The Far East; the influence of ancient Egypt, streamline, zigzag, terra-cotta, trapezoid, vivid colours. The key words also help to delve into the

context and to understand its essence as in the text given above. Finally, the students can participate in the discussion “Each style of architecture has its own peculiarities. Describe the highlight of the Art Deco style in the interior and express your attitude towards undulating and geometric patterns inherent in this particular style”. Students will also have an amazing opportunity to demonstrate their skills in using “the false friends of the interpreter” and the key words in their speech. As it comes out of the above mentioned, the main sources of errors can be relations of similarity or apparent identity (similarity and near-identity) of the material of both languages in terms of sound or function. The consequence of an inattentive attitude to the translation of “the false friends of the interpreter” may be unjustified semantic calques, violations of the norms of lexical compatibility, stylistic inadequacy when translating into another language and distortion of the meaning of the word being translated. Therefore, when translating, it is necessary to choose only those meanings of words that will be appropriate in a particular communicative situation.

Conclusions and perspectives of further research. Summing up, we can say that “the false friends of the interpreter” is a problem not only for beginners and inexperienced interpreters, but also for those who speak a foreign language confidently. “The false friends of the interpreter” play a significant role in translation and, unfortunately, have a negative impact on the English context. Errors caused by this group of words lead to inaccuracies in the translation, and this, in turn, leads to misunderstanding and creation of awkward and even embarrassing situations for those who use the translation. Therefore, the interpreter should be extremely careful, take a responsible attitude to the translation and beware of mistakes in case of a clear inconsistency of the statement with the situation of communication. In this case, context plays an important role here. When choosing one of the meanings of a polysemantic word, one should be guided by both the context of communication and the general style and content of the translated text. In addition, if you have any doubts, it is better to consult dictionaries and reference books. Thus, in translation activities, overcoming the problem of “the false friends” contributes to improving the quality of translated texts.

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