



From Paronymy to False Friends: Difficulties and Pitfalls in Translation and Interpreting (French-Spanish)

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Analítica

To achieve a better competence in languages, the correct usage of the lexicon and understanding of its semantic abstraction is essential, particularly in translation and interpreting training, which requires at least a minimum level of language competence. These difficulties caused by paronymy occur not only in the L1 but also, and even more so in the second language, due to the lack of competence in the language. This leads to a specific type of error: false friends. In this study, we present an experience in the use of fieldwork in the Interpreting Techniques classroom at the University of Cordoba to highlight the problem of linguistic interference and avoid lexical-semantic errors when transferring information from French to Spanish. To this end, European Union texts were used to compile and analyze a list of word pairs that lead to errors when reformulating in-sight translation or interpreting exercises. Interpreting courses are taught in the third and fourth years of the Degree in Translation and Interpreting, at which time it is assumed that terminological skills have already been acquired. However, the proposed activity of paronym analysis and the subsequent assessment in the classroom has demonstrated the lack of semantic understanding of paronyms, the consequent errors of false friends, and allowed an evolution in the students' learning with a view to the acquisition of terminological competence

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