Lexical Cross Linguistic Influence in Learning French: Bangladeshi Learners' Perspective

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Abstract: The learning of a foreign language is influenced by both the learners and teachers. In this paper, French has been taken as a sample foreign language. The primary goal of this study is to discover, classify, and report lexical errors caused by Cross Linguistic Influence in the writings by learners of Alliance Française de Dhaka and The Institute of Modern Languages, University of Dhaka. Error Analysis, as proposed by Corder, directed the research (1974). The five processes of error analysis: collection, identification, description, explanation, and evaluation have been used to analyze lexical errors connected to Cross-Linguistic Influence.

Keywords: Cross-Linguistic Influence (CLI), Error Analysis (EA), Target Language (TL), L1 (Bangla), L2 (English)

1. Introduction

The official language of Bangladesh is Bangla which is the native language or L1. Beside Bangla, English is taught throughout the country in educational institutions as a second language or L2. To keep pace with the advanced world, many people are learning foreign language beside their L1 and L2. As a result, people in Bangladesh are learning French, Arabic, Chinese, German, etc. as foreign languages. They learn it as a prior requirement of scholarship for foreign studies and also as a third language in their undergraduate curriculum. In Bangladesh, there are recognized language institutes like Alliance Française for French, Confucius Institute for Chinese, and The Institute of Modern Languages where the above-mentioned foreign languages are taught. Now a days, some English medium schools and universities offer a foreign language course to the students to boost up their competency in a new language.

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This article utilized a case study of the learners of French in various French language learning institutes in Dhaka. A total of 40 students took part in this research. The data were analyzed on the class performances and verbal interactions of the learners. The study has been carried out by the learners who have learned French for 1 year that is elementary or junior level certificate course equivalent to A1 level. The L1 and L2 of these French learners is Bangla and English respectively. This paper will investigate the influence of Bangla (L1) and English (L2) on learning French by Error Analysis (EA). The CLI examined in this study is expected to give insight on areas that require further attention in order to improve learners' writing abilities. The research aims to provide insight to French language instructors, learners and experts of foreign language curricula.

2. Statement of the Problem

The study explores the magnitude to which the prior languages (Bangla and English) are involved in the transfer of Lexical items to the TL (French) because most of the learners have lack of vocabulary of the target language. Despite having intra-lingual errors (developmental errors) and inter-lingual errors (transfer errors), this study solely focused on inter-lingual errors to find out the lexical CLI due to L1 and L2.

3. Objective of the Study

This study is going to be conducted for the following objectives:
1. To distinguish, categorize and illustrate lexical errors of the French learners.
2. To find out the basis of the lexical Cross-Linguistic Influence.
3. To find out the most common CLI errors in the learners' feedback.

4. Purpose of the Study

The objective of this study is to explore the cross-linguistic influence on French language learning. The researcher has observed widespread facts related to CLI errors committed by French learners

in various institutions in Bangladesh. It is in this light that this study is justified on pedagogical grounds since teachers of French as a foreign language will benefit from the study as it identifies the CLI related errors made by learners of French. This study is also significant as it points out the difficulties learners of French face as they strive to attain language proficiency.

5. Theoretical Framework

The effect of the native language on the target language is known as Cross-Linguistic Influence (CLI). Cross-linguistic effect is crucial to any learning process. Prior experience is highly important since the influence of native languages cannot be overlooked (Brown 2000:211). It is clear from this argument that CLI is a significant linguistic component in the learning of a new language.

In our study Bangla and English are the prior language for the French learners. Cross Linguistic Influence of Bangla (L1) and English (L2) on learning French for Bangladeshi learners will be examined in this paper. Error Analysis (EA) as a L2 learning theory is used in this paper to investigate lexical CLI errors.

5.1 Error Analysis

Error Analysis draws from a series of articles published in the late 1960s and early 1970s (reprinted in Corder, 1981). Corder spelled out the theoretical rationale and empirical procedures for carrying out Error Analysis (EA). According to Elllis and Barkhuizen (2005) "Error analysis consists of a set of procedures for identifying, describing and explaining learner errors (Ellis and Barkhuizen 2005: 51). Learner errors can occur in both production and comprehension, but comprehension errors are difficult to detect as it is difficult to locate the exact linguistic source of an error."

Error Analysis is a major tool for researching SLA errors in learners' productions and documentation. Writing is a production skill where learners have time to arrange their productions and can clearly show areas of incomplete mastery.

According to Corder (1967), learner errors are significant in three ways.

1) *They serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered*

2) *They serve a research purpose by providing evidence about how languages are learned.*

3) *They serve a learning purpose by acting as devices by which learners can discover the rules of the target language i.e., by obtaining feedback on their errors.*

Before starting Error Analysis, it is needed to clarify the definition of an "error". According to Corder (1971), an error can be defined as a "breach of the rule of the code".

Before exploring the steps of supervising Error Analysis, it is essential to make a difference between errors and mistakes. According to Corder (1967), slips of the tongue are likely to be said as mistakes. Mistakes can be identified and autocorrected. On the other hand, an error is repeatedly committed by a learner and cannot be acknowledged too.

Corder (1974) gives five steps in conducting an Error Analysis:

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Error evaluation.

In the Error Analysis framework, we can extricate two main types of error: interlingual and intra-lingual. Inter-lingual errors involve cross-linguistic assessments while intra-lingual errors are progressive and found common to all learners. Intra-lingual errors are components of language development while CLI implies influences from L1 and L2 to the TL.

6. Literature Review

 Cross Linguistic Influence is an unavoidable phenomenon. The relevant literature is discussed, along with their similarities and contrasts to this study. CLI has been the subject of some research.

Ciira Mary (2011) conducted one of the most significant studies, in which she investigated first language impediments in the syntactic structure of second language learners' writing. English was the second language she mentioned. Her research varies from this one in that it focuses on CLI in foreign language learning and includes a case study on French learning. The learners' L1 language is Bangla, their L2 language is English, and their target language is French, which is explored in this study.

Based on a case study of Lutsangani Secondary School in Kilifi County, Mutua Teresiah (2013) conducted research on the problems of English as a second language. Her research aimed to see if attitudes, motivation, cultural background, and language policy all have an impact on English proficiency. Her research differs from this one in that she does not examine CLI in the context of learning English as a second language. Her research is based on psychology, whereas this one is based on structural analysis.

There has been a lot of research on cross linguistic influence from Finnish and Swedish to English (Ringbom, 1987). The researchers looked at CLI from LI to L2 and L2 to L3. The study discovered that CLI had a massively facilitative impact. The difference between learning a related and unrelated language, according to Ringbom's research, is "primarily a difference between much overt cross linguistic influence based on perceived similarities vs. little or no overt cross linguistic influence; a question of transfer vs. lack of transfer" (Ringbom, 1987: 109).

The research of English learners in Finland by Ringbom (1987) was crucial in proving the impact of psychotypology on third language learning. Ringbom discovered strong Swedish and minimal Finnish impact in the creation of both groups of learners after comparing the outcomes of native Swedish speakers (L2 Finnish) and native Finnish speakers (L2 Swedish) in written English compositions.

Ringbom's study is different from our study in many aspects. First, his study was done on the learners of English language. Secondly, his study was a comparative study of learners of English with Swedish as their L1 and Learners of English with Finnish as their L1.

Thirdly, he was studying the influence of language similarities seeking to point out "Positive Transfer" vs "negative transfer". He was looking at the advantages of having an L1 related to the target language. Lastly, his study was done in Europe on learners with L1, L2 and L3. Our research is being conducted at various institutes of French language in Dhaka. The students have L1 (Bangla), L2 (English), and TL (French).

According to Ringbom (1987), a lexical transfer may be brought out in two ways: -
  a) Through a transfer of form.
  b) Through a transfer of meaning.

The transfer of words from previously learned languages to a new language is considered as the transfer of form. The term may or may not be changed to the word structure of the new language being acquired, i.e., the L3. The semantic patterns of lexical items from previously learned languages (L1, and L2) are transferred to items from the L3 in the form of semantic calques. In the context of a foreign language, there are several lexical mistake taxonomies. They are intended to describe the learners' inter-language abilities as well as to identify the areas in which they have difficulties.

All the research on CLI that have been examined so far is quiet on CLI in foreign language acquisition. The research described above is likewise silent on FL acquisition and how the L1 and L2 impact FL acquisition.

7. Research Methodology
7.1 Sample

The research was carried out in Alliance Française de Dhaka, The Institute of Modern Languages, DU and Center for Modern Languages, BUP. Students learning French were included in the study. The written documents of the students were collected and examined for CLI. The study enlisted the participation of 40 learners where 10 from Alliance Française de Dhaka, 15 from The Institute of Modern Languages, DU and 15 from Center for Modern Languages, BUP. The data was gathered in person during class time by the

researcher. Among the 40 learners, 28 were female and 22 were male. They were between the age of 18-30 years and the participants had been learning French for at least 12 months or 1 year that the elementary French course.

7.2 Data Collection Procedure

A sample of written compositions was collected from the 40 French learners, according to the requirements set forth by Ellis (1994:49-50). All the students began learning French in their first year, at the basic level. They began learning French with no prior knowledge of the language, which qualifies French as FL. Topics for writing were assigned to the students. Topics were chosen because they were thought to be acceptable for their level of learning and in line with the French language syllabus. Assigned topics are : Mon sport préféré (my favorite sport), Le weekend passé (last weekend), Ce matin (this morning), Une lettre à un ami pour lui expliquer comment vous avez participé à une cérémonie de mariage. (A letter to a friend narrating to him how you participated in a marriage ceremony.) Un voyage que vous avez fait avec vos camarades. (A trip you made with your schoolmates).

7.3 Data Analysis

Learners' written compositions provided the data for this investigation. Three topics were written by each student. Learners were divided into three groups: composition one, composition two, and composition three. The first composition was taken from the composition books of the students which they had written as part of their schoolwork. The second and third ones were required to write compositions as part of their ongoing assessments. Errors of the collected data have been analyzed through a mixed method. In order to doing an Error Analysis, the following methods have been outlined by Corder (1974).

7.3.1 A Sample of the Learners' Language is Collected

This is the very first stage in the EA process. At this point, samples were picked, and data were collected. The data for this study came from written compositions by students learning French as a foreign language.

7.3.2 Identifying and Correcting Errors

Ellis claims (1994:51). An error is described as "a departure from the target language's norms." French (Standard French as spoken in France) is the study's target language. To discover the faults, the learners' works were read more than twice. "Errors" were distinguished from "mistakes."

7.3.3 Error Descriptions

The learners' idiosyncratic products were compared to a target language reconstruction of these productions. A descriptive taxonomy based on linguistic categories was employed in this investigation. After looking at the TL categories that had been broken, the linguistic categories were created (Ellis and Barkhuizen 2005).

7.3.4 Error Explanation

This stage entails determining the error's cause. This study investigated errors caused by CLI or transfer from learners' first and second languages to the target language. Because it is not always possible to tell whether an error is the consequence of the transfer, the explanation of errors necessitates rigorous analysis (Ellis and Barkhuizen 2005).

7.3.5 Error Assessment

This pertains to determine how learners' errors affect communication, i.e., the severity of the faults. This refer to whether the compositions are comprehended and relate to the themes on which they are writing. Error evaluation also entails determining which errors, based on their severity, should be given instructions (Ellis and Barkhusen 2005).

The five phases laid out a method for determining how lexical CLI affect proficiency in learning French as a foreign language. Lexical errors were divided into sub-categories, with errors from each category being recorded.

8. Data Collection and Result

Following the study of the written compositions, we created a taxonomy for Error Analysis based on Corder (1974), which included the following linguistic categories and subcategories:

Lexical word selection, replacements, relexifications, orthographic transfer, loan translation, false friends, and word transfer.

To investigate the errors found in the data obtained from the learners, the deviations are categorized as follows:

1. Form of the words (substitutions, relexifications, orthographic transfer).

2. The meaning of the word (loan translations, false friends)

3. Use of words (word transfer).

8.1 Substitutions of the Target Word from L1 Or L2

This, according to Ringbom (1987), is a circumstance in which a term from the learners' L1, or L2 is employed in the TL in its original form. Here are some examples:

CLI 1   *J'ai bu du cocoa
             (J'ai bu du caca)
              I drank coca cola.

In the above example, the learner has used the word *'cocoa'* in place of *'coca'* which is an influence from English Coca-Cola. In Bangla the same "কোকাকোলা" is used which also influenced the learner.

CLI 2   *Je visite le sinema.
             (Je visite le cinéma.)
             I visit the cinema.

The word *'sinema'* has been used by the learner as an error in place of '*cinéma*'. This might be an influence from the learners L1 (Bangla) as the word sinema is orthographically identical to Bangla 'সিনেমা'.

CLI 3   *_Elle est un accountant._
              (Elle est comptable.)
              She is an accountant.

In the above example, it is seen that _'un accountant'_ is a transfer from learners' L2 (English) and it has been used in an unchanged form. In English and Bangla, an article is used before any profession but in French, no article is required with nouns of professions when someone is introducing his/her profession.

CLI 4   *_C'est très dangerous._
              (C'est très dangereux)
               It is very dangerous.

The above-mentioned example is the influence of English 'dangerous' on French '_dangereux'._

CLI 5   *_Je suis allé à la bazar._
              (Je suis allé à la marché)
               I went to the market.

The word 'bazar' or 'বাজার' is a Bangla word, which is learners' L1, and its influence has been seen in the above example in the place of a French _'marché'_ which means market in English.

Most of the substituted words mentioned above have been found to lack the correct lexical items in the learners' lexical repertoire.

8.2 Relexification

A situation in which a word from L1 or L2 has been altered to resemble the TL's word formation conventions is known as relexification. Examples are as below:

CLI 6   * _Je suis escapé avec la fenêtre._
              (J'ai echappé par la fenêtre)
              I escaped through the window.

The word escapé has been influenced by English escape erroneously. Its correct French form is '_echappé'._ Here the learner modified _'escapé'_ by inflecting the final vowel with 'é' resembling French verbs of the past participle.

CLI 7   *Deux personnes sont injuré aux jambes.
          (Deux personnes sont blessées aux jambes)
          Two people had injuries to their legs.

Again, the learner has modified the word *'injuré'* by inflecting on the last vowel with 'é' like the French past participle verb. The learners' modified English verb 'injure' is an L2(English) influence on (TL).

CLI 8   *La deuxième leson est la chemie.
          (La deuxieme leçon est la chimie)
          The second lecon is chemistry.

In the above example CLI 8, two words *'leson'* and *'chemie'* are modified from the English lesson and chemistry. They are used closely as orthographical resemblance to the target word '*chimie'.*

CLI 9   *Il est allé à l'hôpital hier et il est admitté.
          (Il est allé à l'hôpital hier et il a été admis)
          He went to the hospital yesterday and he was admitted.

'Admitté' is used in CLI 9 as an error being modified from the English word 'admitted'. The inflection 'é' has been used as a past participle form of French.

CLI 10   *Il est purchasé moi…
          (Il m' an acheté…)
           He bought me…

In the above example CLI 10, the English verb 'purchased' is modified by the learners. By putting 'é' at the end of the English word 'purchase' learners tried to resemble a past participle form in French.

The huge number of words transformed in this subcategory of relexification is verbs. They were changed to look like French past participle verbs. In the same way that auxiliary verbs and modified forms of verbs are utilized in the construction of the past tense in French, the students employed auxiliary verbs with modified forms of verbs. This demonstrates that the students do not have the right form of the verb and instead utilize one from their second language (English), which they tweak to sound like a French past participle verb.

8.3 Orthographic Transfer

When words from the L2 have an orthographic resemblance to TL terms, the learner adapts his L2's spelling norms to the TL. Examples:

CLI 11 *La société modern.*
         (La société moderne)
         The modern society.

In this example, there is an orthographic resemblance between the two words- English 'modern' and French *'moderne'*.

CLI 12   *Je participate aux sports.*
           (Je participe aux sports)
           I participate in sports.

The influence of L2 (English) is seen in the above example. The learner used 'participate' from his L2 repertoire to express the sentence in TL.

 CLI 13 * Il y avait de différent types de dance.*
           (Il y avait différent types de danses)
           There were different types of dances.

The word 'dance' is influenced by learners' English skills.

CLI 14   *Une cérémonie de marriage.*
           (Une cérémonie de mariage)
           A marriage ceremony.

In French *'mariage'* is spelled with a single 'r' unlike in English as doubled. This is an example from the influence of learners' English.

CLI 15   *La person crie d'une voix forte.*
           (La personne crie d'une voix forte)
           The person cries in a loud voice.

In this example it is seen that the learner was influenced by his L2 (English) and used 'person' in lieu of French 'personne'.

CLI 16   *Le problem.*
           (Le problème)
           The problem.

CLI 17   *Un guide touristic.*
          (Un guide touristique)
          A tour guide.

CLI 18   *J'aime beaucoup les mathematics.*
          (J'aime beaucoup les mathématiques)
          I like mathematics very much.

CLI 19   *La forest à coté de l'école.*
          (La forêt à coté de l'école.)
          The forest is next to the school.

CLI 20   *J'ai cherché partout sans success.*
          (J'ai cherché partout sans succès.)
          I searched everywhere with no success.

In the above examples, it is seen that most of the mistakes are done by the learners English learning influence. Most of the words in French have similarities in English spelling as shown in the examples. They also have familiarity in sound pattern. The learners should be careful while learning French words as they have many similarities with English.

8.4 Loan Translation

According to Ringbom (1987:115), When a student translates a sentence of his or her native language into the target language, the outcome is a construction that has no meaning in the target language or has a meaning that is different from the one intended. Examples:

CLI 21   *Parce que la pomme de terre est pauvre qualité.*
          (Parce que la pomme de terre est de mauvaise qualité.)
          Because the potato is of poor quality.

The student incorrectly translated "poor quality" to " *pauvre qualité."* When combined with the word *'qualité'*, the adjective *'pauvre'* has the sense of not being affluent or rich, but it produces a meaningless compound. The proper adjective to use with the noun is *"mauvaise qualité"*.

CLI 22   * *C'est un peu garçon.*
          (C'est un petit garçon)
           This is a little boy.

In the construction, the student used *"un peu"* to signify a little or tiny, which is incorrect. The term *"un peu"* refers to a tiny or insignificant amount. For example: *"un peu de lait"* means *"*a little milk" or "not a lot of milk." The right term is '*petit*', which means "small in size".

8.5 False Friends

As per Lightbown and Spada (2006:99), "Words that seem identical in both languages but have distinct meanings may be a particular challenge for pupils." The terms might have stemmed from separate origins or developed in different ways from the same origin." False cognates or false friends are the terms mentioned here. Examples:

CLI 24   *Il était un bon chance que nous avons visité le parc à Dhaka.*
          (C'était une bonne occasion qu'on ait visité le parc de Dhaka)
          It was a good chance that we visited the park in Dhaka.

"Une bonne chance" is a false cognate since chance implies the meaning "luck," and *"une bonne chance"* signifies "good luck." Therefore, *"Une bonne occasion"* is the proper translation.

CLI 25   *...collection d'information de la* Scène*.*
          (…la collecte d'iformation sur le lieu de l'accident)
          ……collection of information from the scene of the accident.

'Scène' refers to a play's act or the stage on which it is played. The learner was referring to an accident scene and since both English and French include the word scene, he assumed they had the same meaning. This is due to a lack of understanding of the meanings of the TL terms.

CLI 26   * *La police qui demande de la licence.*
          (La police qui demande le permis de conduire)
          The police who are asking for the driving licence.

The word '*licence*' is a false cognate. It's called a graduation in French. *"Permit de conduire"* is the equivalent of a driving license.

CLI 27   * *Station de la police.*
         (Poste de police.)
         Police station.

A broadcasting station is referred to a station in French. A police station is sometimes known as "*commissariat or poste de police*". So, a radio station controlled by the police or a radio station that transmits police news will be referred to as a station de la police.

CLI 28   **Tout le monde est allaient près de stage est préparé pour la concert.*
         (Tout le monde est allé près de la scène de théâtre en attendant le concert)
         Everyone moved closer to the stage in readiness for the concert.

Stage is a false cognate because it refers to a trainee's internship or work experience. *"La scène de théâtre"* is the French term for the stage of a theater.

CLI 29   **Le député directeur.*
         (Le directeur adjoint.)
         The deputy principal.
         A '*deputé*' is a member of the legislature. As a result, the term does not have the same meaning as deputy. '*Adjoint*' is the proper term in French.

8.6 Word Transfer

The Examples of word transfer are as below:

CLI 30   * *Elle est 28 ans.*
         (Elle a 28 ans)
         She is 28 years old.

In French, the word *avoir* (to have) is used to express age, but in English, *être* (to be) is used. The example above "*elle est 28 ans"* is an incorrect statement in French. It is incorrect to use the verb to

be while expressing her age. "*Elle a 28 ans*" is the proper form, which means "she is 28 years old."

CLI 31   *J'étais peur parce qu'il était tard.*
              (J'avais peur parce qu'il était tard)
              I was afraid because it was late.

The aforementioned transfer resulted from the incorrect usage of "was afraid" *(*étais peur*)* instead of "had fear" *(avais peur).*

CLI 32   * Tout le monde était faim.*
              (Tout le monde avait faim)
              Everyone was hungry.

The word *avoir* (to have) in French is used to signify hunger. The verb "to be" is employed in the English language. The French word "to have *(avoir)"* and the English verb "to be *(être)"* are employed to indicate hunger in distinct ways.

CLI 33   *Mon frère est bien.*
              (Mon frère va bien)
              My brother is fine.

This is another example of the verb "to be" being transferred from English to French. "How are you?" is a question asked in response to the greeting. "I am fine" says the respondent. In French, it's "*Comment allez-vous?* "or "How are you doing? "

Based on the above data the lexical CLI errors are shown categorically in the table below where most of the errors are from learners' L2 (93.94%) and from L1 is only 6.06%. "(Insert Table 1 here)"

9. Summary of the Findings

The following conclusions were drawn from the data:

1) In the lexical CLI category, orthographic transfer was the most common type of error (30.30%) whereas, the loan translation category (6.06%) had the least amount.

2) The learners' L2 (English) mistakes were more common (93.94%) in lexical CLI than their L1 (Bangla) which is 6.06%.

3) As French and English are from the same language family using roman letters, most of the learners mixed up English words with French and CLI influence of English is more on French.

10. Recommendations

Lexical errors are common in every language. As French has a great influence on English word, and in this research learners' L2 is English, errors are mostly found to be relevant with English. However, to avoid this issue some recommendations are given after this research.

1) The simultaneous memorization of words with the same root. For instance, in addition to learning the verb '*écrire'* which means "to write," one can also learn the verbs *'écrivai'* and '*l'écrire*' (the act of writing). Since they are learning the entire family of words at once, learners will exponentially expand their vocabulary, and words and their meanings will stick in the memory more vividly.

2) Preparing a list of French and English equivalents (words that sound the same and share the same meaning in both languages). After choosing a few cognates to memorize, learners need to write them down on a piece of paper in two columns—one for French and one for English. Leaners can make flashcards for the ones he doesn't know, and after testing with the flashcards, they can repeat the test with the paper to ensure that they can correctly identify the French term for each one.

3) Language teacher can use only target language's vocabulary in classroom and let the learners know the difference of L1, L2 and L3.

4) Pictorial presentation of TL words can help largely to avoid such CLI errors.

5) Action based teaching on lexical items of target language can trigger learners' mind more effectively.

Students should be more serious in listening and reading target language so that they can be more familiar with target lexical items.

11. Suggestions for Further Research

The conclusions of this study have offered information about CLI errors made by learners of French. However, there is much more that necessitates additional investigation into the same subject. Based on the data obtained, this study focused solely on inter-lingual lexical CLI errors. Intra-lingual errors should be investigated in future research. This research looked into CLI faults in French learning that came from the participants' L1 and L2. Future studies should focus on the CLI of French in the learners' first and second languages. The data from the students' written compositions were the subject of this investigation. Learners' phonological CLI faults should be investigated in future oral production studies.

12. Conclusion

Advanced learners are impacted by cross-linguistic influence differently than beginners, but only because they are more knowledgeable and their knowledge makes new vulnerable areas available, claims Kellerman (1984: 121). The findings support the study's central prediction that adult learners will have higher CLI than young learners. While teaching advanced vocabulary, the behavior of young learners in terms of L2 avoidance creates a crucial issue. Deceptive cognates should be taught with caution, especially to more advanced students who have already developed their own unique learning strategies and may benefit from at least some additional information on deceptive cognates and on the differences in register and frequency in the target language.

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Table 1: Lexical error category

Error Category	From L1 (Bangla)	From L2 (English)	Percentage (%)
Substitution	6.06	9.09	15.15
Relexification	00	15.15	15.15
Orthographic Transfer	00	30.30	30.30
Loan Translation	00	6.06	6.06
False Friend	00	18.18	18.18
Word Transfer	00	12.12	12.12
Total:	**6.06**	**93.94**	