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# Error Analysis in Chilean Tourist Text Translations

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*Romanos 8: 32 El que no escatimó ni a su propio Hijo, sino que lo entregó por todos nosotros, ¿cómo no nos dará también con él todas las cosas?*

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*¿No has sabido, no has oído que el Dios eterno es Jehová, el cual creó los confines de la tierra? No desfallece, ni se fatiga con cansancio, y su entendimiento no hay quien lo alcance. El da esfuerzo al cansado, y multiplica las fuerzas al que no tiene ningunas. Los muchachos se fatigan y se cansan, los jóvenes flaquean y caen; pero los que esperan en Jehová tendrán nuevas fuerzas; levantarán alas como las águilas; correrán y no se cansarán, caminarán y no se fatigarán. Isaías 40:28-31 (RV1960)*

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## 1.  INTRODUCTION

Chile is a territory characterised by beautiful and different landscapes, varieties of food, and several other attractions which have positioned the country as a popular tourist destination for travellers from all continents. Consequently, there is an increasing concern for providing information that promotes such attractions and helps tourists enrich their experience in the country. The production and massification of high quality texts in the current *lingua franca*, then, becomes imperative.

Although the amount of information destined for tourists has widely increased in our country, it has been noted that its quality is often below par. The information texts provided in some tourist attractions have been found to present errors that may significantly hinder the comprehension of the information received by tourists. In some cases, such errors can even make translations utterly pointless. In this respect, it becomes essential to notice the implications that the publication of these low-standard translations may have not only in terms of communication, but also in relation to the image of the country as a welcoming community. Regarding this dual concern, the main objective of this study is to provide a corpus-based study that describes the main linguistic aspects of errors in the translation of Chilean tourist texts, in order to examine the overall situation of such translations in the national context.

Error analysis is usually conducted in the context of evaluation of the learning of a foreign language (see Corder, 1967: Ellis, 1985). Nevertheless, this method also plays an important role in the detection, explanation, and correction of translation errors. Consequently, it has been selected as the main research approach for the purposes of this investigation. An alternative path, however, will be taken in its application: rather than the stages of second language acquisition, the object of analysis will be Chilean tourist texts, conceived as translative and linguistic products in circulation which accomplish a specific communicative function.

Numerous studies have addressed the analysis of translation errors in the field of tourism. Some have focused on the mind of the reader and the comprehension of the texts (Kelly, 1997; Nobs, 2003; Soto Almela, 2013), while others have aimed at the evaluation of translators and students (Miletich, 2006; Nord, 1996; Pym, 1992). A third group of scholars, mostly within the field of translation theory, have approached the analysis of errors from a linguistic perspective

(Cartagena, 2012; Gavrich, 2002; Suau Jiménez, 2008). However, little attention has been paid to the analysis of errors in a corpus of actual tourist texts from a practical perspective, that is, aiming at the design of models for analysing and correcting such translations. Gavrich (2002) has developed a study framed within this approach in the context of Argentinian tourism; still, research needs to be conducted in the field of tourist translation in Chile. Bearing this need in mind, the main concern of this study will be the linguistic errors detected rather than the impact on the recipients (tourists/readers) or the processes involving the producers of texts (translators/learners).

A common practice in the production of tourist texts is inverse translation. The goal is to provide information both in the mother tongue and the target language. Although inverse translation has been usually discouraged by scholars, its employment is largely usual in the field of tourism, as the data collected illustrates. Under that light, it seems strange, as Kelly (1997) pointed out, that it has been often neglected by scholars. For this reason, the delimitation of corpus considers only texts translated from Spanish into English. At large, these texts have been collected from different parts of the country, and correspond to restaurant menus, tourist brochures, notices on important information, and satisfaction surveys.

In some cases, the nature of the samples has demanded thorough investigation in the fields of History, general services and cuisine, in order to determine which utterances will be considered errors. Due to the specificity of the information present in the texts, several facts and concepts have been duly checked. In the case of cuisine, the search for English equivalents for local terms -such as typical dishes and fish species from the Pacific- has represented a major challenge. Similarly, difficulties emerge in the case culture-bound terms that do have linguistic equivalents, yet they lack cultural and semantic precision. Such is the emblematic case of *breakfast,* which includes different types of food in Chile than it does in English speaking countries.

Analysis will be conducted according to the conceptual discussion to be developed in the theoretical framework, and is expected to be in line with the research questions proposed in the following sections. The classification and analysis of data will be carried out in a card, whose specific purpose is to identify the type of errors -namely linguistic, of adequacy, sense and participation. At the same time, the elaboration of this instrument responds to the major goal of

proposing and promoting discussion on the design of a model of analysis for diverse types of tourist translations.

Once the data is analysed and the results are organised in charts and tables, general tendencies and relationships between variables will be discussed. The conclusions drawn from such discussion are expected, at a specific level, to allow for the evaluation of the instrument designed, and at a more general level, to represent a contribution to further linguistic descriptions of Chilean tourist texts. Undoubtedly, the expectations about the research to be conducted aim at a qualitative improvement in the actual elaboration of translations on tourist information.

## 2. OBJECTIVES

The theories and approaches discussed in the previous section settle the conceptual foundations for the development of the present study. This will aim at the accomplishment of the following objectives:

### 2.1. General objectives

a. Provide a corpus-based linguistic analysis that describes and explains the translation errors present in Chilean tourist texts.

b. Contribute to the discussion on the elaboration of similar studies at larger scale, in order to describe and explain the linguistic aspects of errors in tourist translation.

c. Promote the labour of applied linguistics in an interdisciplinary effort to improve the quality of Chilean tourist texts.

### 2.2. Specific objectives

a. Classify and explain the errors found in the translations analysed.

b. Suggest corrections for the translations analysed, conceived as products in circulation.

c. Identify tendencies and relationships between the different variables.

d. Describe the forms of interference from Spanish that may exist in the translations analysed.

e. Propose a model of instrument for the linguistic analysis of errors in different types of tourist text translations.

## 3.  RESEARCH QUESTIONS

- What types of error are present in the translation of tourist information texts?
- What types of error are the most common in the translations analysed?
- Is there a correlation between the types of sample (menu, notice, brochure, and others) and the most frequent types of error?
- In what ways is Spanish interference present in the translations analysed?

## 4. THEORETICAL FRAMEWORK

### 4.1 Translation

### 4.1.1 Etymology

The term *translation* derives from the Latin *translatio,* which means "to carry across" or "to bring across". From the Ancient Greek term for translation *metaphrasis,* two fundamental concepts stem: *metaphrase* (literal or word-for-word translation) and *paraphrase* (saying in other words (Chesterman, 2005:7). This conceptual distinction would settle the foundations for the consideration of translation as a discipline in itself and the development of a theoretical tradition behind it.

### 4.1.2 Translation studies

Translation studies first emerged as a response to the rise in the status of its practice, in terms of its relevance for education and power. The increasing interest in this field would lead scholars to propose a multiplicity of definitions, approaches and purposes for translation.

To the early tradition represented by Cicero and Horace -to whom the distinction between word-for-word and sense-for-sense translations is reportedly attributed- followed the spread of Christianity, which brought along a reformulation of translation as a tool for disseminating the

Gospel. This link between language and faith posed new challenges for the 'art' of translation, for there was constant tension between aesthetic value and referential loyalty to the source text (Bassnett, 2013: 53).

Along with the new status of translation as an instrument of authority, theoreticians began acknowledging the educational value of this practice "as a writing exercise and as a means of improving oratorical style [which] was an important component in the medieval educational system" (p. 58). This series of purposes eventually led to a need for the development of a 'theory of translation'. The first author to ever establish a set of criteria for the practice of translation was French scholar Etienne Dolet, who gave special emphasis to the *understanding* of the text -in terms of language, sense and meaning- as a requisite for an accurate translation (p. 61). In line with Dolet's work, the Renaissance saw in translation a tool for shaping and redefining intellectual work according to the new times. In the eighteenth century, scholars advocated for "the right of the individual to be addressed in his own terms, on his own ground" (p. 67), while Goethe formulated a hierarchy of translation in relation to aesthetics, thus articulating it to the needs and stylistic preferences of Romantic poets. Similar theoretical accommodations were crafted in the following literary periods, all of them tending to a sense of extreme faithfulness by the translator to the original forms of texts (p. 77).

The 20th century, however, witnessed the emergence of systematic approaches towards translation studies. From the structuralist approach, Jakobson (1959), as cited in Soler (2013), identified three categories for characterising the concept of translation: "Intralingual translation or «rewording»: an interpretation of verbal signs by means of other signs of the same language; interlingual translation or «translation proper» is the most traditional way of translating: an interpretation of linguistic signs by means of some other language. This category is considered to be the genuine one since it consists in translating a text into another language; intersemiotic translation or «transmutation»: an interpretation of verbal signs by means of non-verbal sign systems" (p. 9).

Based on the earliest essence of the discipline, Nida and Taber (1969) formulated two different approaches to translation: formal equivalence (word-for-word translation) and dynamic equivalence (sense-for-sense translation). Formal equivalence was defined by the authors as "quality of a translation in which the features of the form of the source text have been

mechanically reproduced in the receptor language" (p. 201). On the other hand, dynamic equivalence –replaced later by *functional* equivalence- was that in which "the message of the original text has been so transposed into the receptor language that the response of the receptor is essentially like that or the original receptors" (p. 200).

Soler (2013) also discussed the work of Holmes (1975), who proposed a theoretical basis intended to explain and predict translations, which considered three main categories: descriptive translation studies, theory of translation, and applied translation. As regards descriptive translation studies, del Solar stated "[they] can be divided into three subcategories: Product-oriented descriptive translation studies –where translations are described and compared in a synchronic and a diachronic way–; process-oriented descriptive translation studies –the description of the process or act of translating–; function-oriented descriptive translation studies – the focus of this subcategory is on the sociocultural situation of translation" (p. 11).

As previously exposed, the evolution of translation studies has come across multiple purposes and theoretical shapings, in a constant and dialectical dynamic between various areas of knowledge. However, this diversity of approaches does but confirming the complexity of the phenomenon of translation. In the words of Bassnett (2013), "beyond the notion stressed by the narrowly linguistic approach, that translation involves the transfer of 'meaning' contained in one set of language signs into another set of language signs through competent use of the dictionary and grammar, the process involves a whole set of extra-linguistic criteria also" (p. 22).

Statements such as this from the area of translation studies, in conjunction with other approaches to be discussed later, seem to invite to a re-definition of the methods and objectives of linguistic analysis applied to this field. Once the notion of translation has been briefly explored, the following sections aim at the incorporation of different theoretical perspectives into the endeavour of analysing errors in translations, without losing sight of the very nature of the texts to be analysed and their specific purposes.

## 4.2. Error

Error analysis studies face the intrinsic challenge of defining and delimiting the concept of *error*, since this is the basis on which the rationale, procedures and results of the study are built. Likewise, the objectives of the research will largely determine which definition of this concept will be employed.

### 4.2.1. General concept

The notion of *error* first acquired relevance in the field of second language acquisition studies, for it was a type of deviation that could provide significant evidence about the stages of L2 in which learners were placed (Corder, 1967). Under this light, Corder described *error* as "the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date, i.e. his *transitional competence*" (p.167). Along the same lines, Larsen (1992) as cited in Rustipa (2011) argued: "An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence" (p.18).

### 4.2.2. *Error* applied to translation studies

The conception of the term *error* in language learning research contexts, however, differs substantially from that employed in other areas of applied linguistics, such as translation studies. Palazuelos et al. (1992) analysed the performance by Spanish-English Translation students in terms of production, reproduction and interpretation errors. The authors took the definition of error from the *Diccionario de la Real Academia Española* and included some considerations on the scope of the term: "El concepto de error que utilizaremos será el de falta, no cumplimiento con lo que se debe" (R.A.E. 1984). De acuerdo con esta definición, la falta sólo tiene sentido si es que hay un "deber" que se transgrede; el concepto de error implica una "transgresión" o "desviación" respecto de un determinado "deber" o "saber" (p. 19). In this respect, Palazuelos et al. considered that the duty of translation –and of translators- was to reproduce a text in its following aspects: "Lo que se puede y debe reproducir es lo designado y el sentido de un texto

(dado en una lengua de partida o lengua fuente) en una lengua de llegada o lengua meta" (p. 39). Thus, any deviation or transgression in the reproduction of the sense or the designation of the text is considered an error in the translation.

Two important concepts branch off from the delimitation of the term "error" presented in Palazuelos et al. (1992): *sense* –which will be defined later- and *designation*. Coseriu (1977) defined the latter as "la referencia a las "cosas" extralingüísticas, a los "hechos" o "estado de cosas" extralingüísticas. Ciertamente, la designación propiamente dicha (que no es simple "mostración") sólo puede darse a través de los significados, pero no coincide por ello con el significado" (p. 220). Furthermore, Coseriu (1983) claimed designation to be the element that allows for the phenomenon of translation and the comparison between linguistic systems: "Designación es el hecho de que las lenguas se refieran a cosas y a estados de cosas análogos o por lo menos interpretables en varias lenguas, gracias a la circunstancia de que contienen elementos análogos" (p. 27).

As regards the concept of meaning ("*significado*"), Palazuelos et al. provided the definition proposed by Coseriu (1985): "El significado es el contenido dado en cada caso por la lengua, y, precisamente, exclusivamente por la lengua, por tal y cual lengua determinada" (p. 220). In this sense, a literal translation by searching for equivalent linguistic referents would not be posible. Translation, overall, is not a matter of mere code-switching, but the reproduction of designation and sense (p. 222). Corder (1965) also addressed this issue, stating that "in *translation,* there is substitution of TL meanings for SL meanings: not transference of TL meanings into the SL. In *transference* there is an implantation of SL meanings into the TL text. These two processes must be clearly differentiated in any theory of translation" (p. 32).

In order to elaborate more deeply into the concept of error in translation, it is also important to refer to the notion of *equivalence.* This emerged from the realm of linguistics in the context of the structuralist approach, and was further proposed by scholars as the primary objective of translation –as explained earlier according to Nida and Taber (1969). According to Catford (1965), "a textual equivalent is any TL text or portion of text which is observed on a particular occasion, (...) to be the equivalent of a given SL text or portion of text" (p. 27). Later, Kade (1968) studied the concept of lexical equivalence. As cited in Halverson (1997), the author

distinguished equivalence in terms of "the correspondence or lack of correspondence between the two languages' lexical units" (p. 7).

The discussion on the concept of equivalence acquired larger relevance when characterisations of this aspect were proposed. Further theoretical development led to incorporate pragmatic and extralinguistic -mainly socio-cultural- traits into the notion of equivalence, which had previously considered the reproduction of linguistic structures alone. Koller (1989) referred to the addition of such dimensions into the study of equivalence. As cited in Halverson (1997), the author argued that "these might be extralinguistic content, connotations, text and language norms, receiver features, or formal-aesthetic features, each of which corresponds to a specific equivalence type" (p. 7). Although these characteristics and their treatment have been extensively debated in more recent works, they are consistent with the thematic and textual nature of the tourist texts analysed in this research.

Nord (1996) proposed a functional concept of error in translation, as a response to the notion of such as any departure from equivalence. The author defined *error* as any fail to accomplish the objective of the translative work -which, for the purposes of this research, will be explained in the following sections. In the light of this definition, Nord took a set of criteria for identifying errors, as suggested by Kupsch-Losereit (1985): "la función textual del texto meta, la coherencia textual, el tipo de texto y sus formas convencionales, las convenciones lingüísticas, culturales y situacionales" (p. 5).

A distinction between *error* and *mistake* has traditionally been made by researchers within the field of second language acquisition (Brown 1993; Larsen 1992), often in terms of the degree of systematicity of deviations. However, the definitions of error proposed by Palazuelos et al. (1992), as well as that by Nord (1996), prove to be equivalent to the concept of *mistake* proposed by Cruces Colado (2001), as cited in Durán (2012): "[…] una ruptura de las reglas de coherencia de un TT, sean éstas de tipo gramatical, de combinabilidad léxica, congruencia semántica o de conformidad al conocimiento del mundo y de la experiencia acumulada". Such conceptual intersection and unification will prove consistent with the specific purposes and objectives of this research.

Following the delimitation of *error* previously presented, the use of an alternative term for translating an item that lacks a direct equivalent will not be considered an error in the present study, if the function of the translation is successfully accomplished in terms of the objectives established by Nord (1996). In one of the samples, for instance, the dish name "curanto" is translated as "clambake", since English does not have an equivalent lexical item. While certainly there are differences in the ingredients of both dishes -the *meaning* in both linguistic systems is different-, the reference to the extralinguistic reality -the *sense*- is successfully conveyed in the translation given. Some specifications may be added ("Chilean clambake") and alternative translations can be suggested for a clearer understanding of the differences. However, the theoretical contribution made by the functionalist approach to the analysis to be conducted in this research leads to the conclusion that examples such as the above do not constitute errors.

### 4.3. Error Analysis

Error analysis is a research method that has been widely employed in the field of language learning and, more specifically, in EFL/ESL. As argued by Corder (1967), "a learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language." Along these lines, Keshavarz (2012) defines error analysis as "a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying errors, classifying them according to their nature and causes, and evaluating their seriousness".

According to the nature of the corpus for this project, we will follow the model of error analysis proposed by Ellis (1985), as cited in Nzama (2010): "The initial step requires the selection of a corpus of language followed by the identification of errors. The errors are then classified. The next step, after giving a grammatical analysis of each error, demands an explanation of different types of errors".

**4.3.1. Focus for this study**

At this point, it is essential to establish the focus to be followed in this study for the application of Ellis's model. In this sense, there is a departure from the traditional application of these methods in the context of L2 acquisition; henceforth, their employment will be aligned with the delimitation of error previously discussed. This rationale, which is evidently linked to the field of translation, differs substantially from the conceptual framework employed in EA by authors such as Corder (1967), Ellis (1994), and Larsen (1992).

Palazuelos et al. (1992) provided a characterisation of the traditional branch of EA studies and, at the same time, suggested the possibility of an alternative focus: "Para algunos autores uno de los objetivos teóricos del análisis de los errores es la entrega de una explicación del porqué se producen los errores, que es de naturaleza psicológica y se formula en términos de las estrategias del aprendiente y del proceso de aprendizaje. Para otros, la explicación es solamente de carácter lingüístico y considerará hechos tales como la adición de algún elemento innecesario o incorrecto, la omisión de algún elemento requerido, la selección de un elemento incorrecto o la mala ordenación de los elementos" (p. 16).

Along these lines, the present research aims at complying with the objectives of the profile for EA suggested by Oro Cabanas (2012). Despite maintaining the focus on language learning, this author proposed the linguistic analysis of corpus with the purpose of providing an objective description of the behaviour of two or more languages. Additionally, the emphasis was put on the importance of EA applied to translation in the correction of typical and atypical deviations.

This perspective was also supported by Gavrich (2002), who placed the role of EA in translation within the frame of applied linguistics, focusing primarily on the evaluation of aspects such as the referential function, pragmatic and referential precision, intelligibility, and the absence of interference in translation products already in circulation.

Taking these differences in the focus of EA as a point of departure, and according to the theoretical distinction proposed by Holmes (1975), we will conceive the translations analysed - and their corresponding errors- as products with different implications and purposes than those proposed by traditional error analysis researchers. For the purpose of our research, we will not be

concerned with issues related to translators/learners and tourists/readers. Similarly, the errors in the translations analysed will not be treated as stages of a learning process framed within a learning context. Following the focus of Gavrich (2002), the translations analysed will be conceived as published linguistic products that aim at the accomplishment of certain particular functions in actual social and communicative contexts (such as the supply and demand for tourist information in Chile).

In relation to the scope previously delimited, we believe that the application of methods taken from the aforementioned studies, in conjunction with the different notions of EA previously discussed, may prove a useful tool for the development of a model of practical linguistic analysis and correction of translated tourist texts.

### 4.4. Tourist texts

The linguistic products to be analysed in this research meet their materialisation in the form of tourist texts, and menus, which perform a series of specific communicative functions. Kelly (1998) delimited the concept of tourist text and its functions: "For our purposes the tourist text is any text published by a public or private organisation of any kind intended a) to give information to any kind of visitor or b) to advertise a destination (city, hotel, restaurant, etc.) and encourage visitors to go there". The corpus gathered complies with these functions -also referenced in Gavrich (2002)- as well as with the main intention of tourist texts as proposed by the latter: "se trata de difundir la cultura, las tradiciones y describir lugares atractivos por sus bellezas naturales (...) Esta intención determina pragmáticamente la función que cumple el texto dentro de una cierta situación comunicativa, es decir la de una comunicación intercultural".

As regards the translation of tourist texts, Durán Muñoz (2012) considered this practice a crucial tool for cultural and linguistic mediation, for it helps solving possible misunderstanding, lack of information, and unexpected negative effects on the reader derived from the mutual lack of linguistic competence. According to the author, certain assumptions can be made in relation to the relevance of the translation of this type of texts: "se presupone que la traducción especializada de textos turísticos recibe gran atención por parte de las organizaciones y administraciones

públicas o privadas, empresas de turismo, agencias, etc.". However, the failure to meet such assumptions was also acknowledged by Durán Muñoz (2012): "Unfortunately this quality is not always achieved as these texts frequently contain many mistakes and blurred information: spelling or conceptual mistakes, lack of information, reiteration, misadaptations, among others. One of the main reasons for this to happen is due to the underestimated value that the translation of tourist texts received from most of administrations, travel agencies and companies, which continue ordering their translations to unskilled translators or people that have no experience in translation but have some knowledge of languages".

### 4.4.1. Inverse translation

Inverse translation or "prose translation" -viz. translation from the mother tongue to a foreign language- is a practice that has been usually disregarded and discouraged by researchers, under the claim that the translator's low proficiency in L2 may represent a hindrance for the final product (Beeby, 1996; Gavrich, 2002; Kelly, 1998; Stewart, 2000). Nevertheless, this tendency among scholars is in contrast with the widespread application of this method, which is directly related to the scarce number of professionals qualified to translate from English into other languages, as De La Cruz (2004) stated.

Addressing the worldwide relevance of English in social, economic and academic terms, De La Cruz identified the main areas in which inverse translation is practised: countries with a large number of immigrants, postcolonial societies, the EU, and tourist institutions in Spain. In the context of the latter, the author argued that inverse translation works are frequently rejected by translators, for they feel insecure about their L2 proficiency. As a result, inverse translation is usually conducted by non-qualified people or by translators with high cultural background, yet an insufficient degree of L2 competence. This observation is consistent with the claim made by Durán (2012); consequently, the issue of competence and qualification may be argued as one of the reasons for the high frequency of translation errors in tourist texts.

Furthermore, Gavrich (2002) proposed the mistaken use of bilingual dictionaries as another significant factor in the presence of errors in this type of translations, specifically at the

level of lexis. The main problem concerning this strategy, according to the author, is the lack of verification of the entries chosen in a monolingual dictionary (p. 9-10). In this sense, it may be argued that this is not as much a case of interference as it is a case of lack of rigour in the translation work.

De La Cruz (2004), however, argued for the consideration of the cultural dimension of translations as equally important as the linguistic aspect: "lo que verdaderamente caracteriza a la traducción de textos turísticos no es sólo el contexto lingüístico sino el cultural" (p. 59). Nevertheless, the author immediately acknowledged the existence of a series of basic conditions to be accomplished by any quality translation, as proposed by McAlester (1992): "a competent translation is one that transmits the intended language in a language which is clear and sufficiently correct not to contain unintended comic effect or strain the reader's patience".

Furthermore, the author identified a huge tendency among inverse translations in Spain to present a large amount of errors regarding language and content, irrespective of the type of institution and translator -both qualified and nonqualified.

The reality of inverse translation presented by De La Cruz proves to be reflected in the data retrieved for this project, which allows to open discussion on whether the situation of this practice is similar in Chile and, if so, on the way in which it occurs.

### 4.5. Acceptability

The different approaches to EA in tourist texts according to the authors previously discussed poses the question about what an acceptable translation is –for the purposes of this project- and what strategies are generally employed for accomplishing the acceptability standards. The answer to this question will prove essential at the moment of determining what will be considered as an error in the analysis of the translations retrieved.

**4.5.1. Adequacy**

Nord (1997) addressed the issue of adequacy in translation by providing the following definition: "In terms of functional approaches to translation, «adequacy» is used to describe the appropriateness of a translated text for the communicative purpose defined in the translation brief. Adequacy is thus a dynamic concept related to the process of translational action" (p.137). This definition is consistent with the author's notion of error presented earlier in this theoretical framework.

Palazuelos et al. (1992) discussed the concept of adequacy under the light of linguistic analysis of translations. The authors distinguished three types of knowledge ("*saberes*") that were in close relation with different aspects of linguistic competence:

a. Elocutional (*"elocucional")*: "saber hablar en general (…): conocer la técnica universal del hablar, saber hablar de acuerdo con ciertos principios universales del pensar y con la experiencia general humana acerca del mundo" (p.20). Any violation of these principles and their expression leads to an *incongruent* translation.

b. Idiomatic (*"idiomático")*: the knowledge of a specific language or linguistic tradition; this includes rules of spelling, morphosyntax, semantics, and phonology. Deviations at this level result in an *incorrect* translation.

c. Expressive (*"expresivo")*: related to pragmatic competence according to social and communicative circumstances. Errors regarding expression lead to *inappropriate* translations.

Considering the specific communicative purpose of the translations retrieved –that is, to provide information to English-speaking tourists- and the linguistic characteristics of the samples, it seems pertinent to incorporate these three categories of adequacy into the analysis.

### 4.5.2. Sense

An essential aspect for the acceptability criteria to be determined and the analysis to be conducted in this research is that of *sense*. As discussed in Palazuelos et al. (1992), Coseriu (1985) defines 'sense' as follows: "El sentido es el contenido particular de un texto o de una unidad textual, en la medida en que este contenido no coincide simplemente con el significado y con la designación" (p. 221). Taking this definition into account, Waddington (2000) describes the notion of sense as a series of possible relationships between the content of the source text and that of the target text (p.46).

Given the nature and characteristics of the samples retrieved, this project will consider the seven categories of sense proposed by Palazuelos et al (1992; 41-42) as a section of analysis. According to the authors, only the category "*equivalent sense*" meets the acceptability criteria, while the other six categories listed convey the presence of errors in translation (examples added):

1. Sentido equivalente (SE): reproducción, en B, de un sentido equivalente, a través de la reproducción de una designación equivalente. Traducción sin errores.
*La segunda sala muestra la llegada de los españoles a América y Chile*
*The second room shows the arrival of the Spaniards to America and Chile*

2. Sentido diferente (SD): reproducción, en B, de un sentido diferente, a través de la reproducción de una designación diferente. Traducción con errores.
*La mujer junto a él no es su actual novia.*
*The woman beside him is not her actual girlfriend.*

3. Sentido contrario (SC): reproducción, en B, de un sentido contrario, a través de la reproducción de una designación contraria. Traducción con errores.
*La crisis fue declarada inmediatamente antes de la guerra.*
*The crisis was declared right after the war.*

4. Sentido ininteligible (SI): reproducción, en B, de un sentido ininteligible, a través de la reproducción de una designación ininteligible. Traducción con errores.

*Vino en botella*

*He/she came in bottle*

5. Sentido ampliado (SA): reproducción, en B, de un sentido ampliado, a través de la reproducción de una designación ampliada. Traducción con errores.

*El 38% de los pacientes reportó síntomas fiebre tifoidea.*

*38% of patients reported symptoms of fever.*

6. Sentido restringido (SR): reproducción, en B, de un sentido restringido, a través de la reproducción de una designación restringida. Traducción con errores.

*El número de casos de enfermedades de transmisión sexual ha aumentado exponencialmente en la última década.*

*The number of HIV cases has skyrocketed in the last decade.*

7. Sentido emparentado (SE): reproducción, en B, de un sentido emparentado, a través de la reproducción de una designación emparentada. Traducción con errores. (41-42)

*Ya ordené un costillar de cerdo con puré.*

*I've just ordered a pork ribcage with mashed potatoes.*

### 4.5.3. Interference

The notion of interference emerges at the level of linguistic analysis as a natural consequence of translation, for it is a practice that necessarily involves the understanding and application of –at least- two linguistic systems. Subsequently, a difference in the translator's level of competence in both languages is expected to result in the predominant application of rules from the "stronger" language –usually the mother tongue.

Gavrich (2002) refers to the negative status of interference in the field of translation: "La interferencia es un indicio de contaminación lingüística y una buena traducción no debe

mostrarla; los conceptos y las formas deben llevar el sello de la LT, de lo contrario, la traducción parece extraña, fría y disecada" (p. 3). Additionally, the author elaborated on the scope of this phenomenon in the following terms: "el fenómeno de la interferencia lingüística (…) se produce cuando dos lenguas entran en contacto prolongado, una invade el campo de la otra, el de la más débil y ejerce su influencia en el campo del léxico, la sintaxis, la semántica y la pragmática produciendo ciertos hechos estilísticos que obedecen a las normas y convenciones de la Lengua Original (LO), en este caso el español" (p.3). In relation to this, Gavrich claimed that the tendency to produce translations as excessively literal as possible may be one of the primary causes of interference in the final product.

Interference can be reflected in translation works in various ways. Newmark (1988) listed a series of dimensions in which the phenomenon of interference is generally expressed:
   a. Collocations from the SL and false cognates.
   b. Syntactic structures from the SL superimposed on TL structures.
   c. Interference of a third language.
   d. The use of the main meaning of a lexeme over the contextually appropriate meaning.
   e. The translator's idiolect.

The application of these categories in further data analysis may cast light on some of the main ways in which interference is present in tourist information products in Chile, as well as the levels of language that are primarily affected by this phenomenon.

### 4.5.4. Strategies for acceptability

Gavrich (2002) suggests some of the general challenges and objectives of inverse translation: "Éstos abarcan una amplia gama de fenómenos que no se remiten solamente a la sintaxis y al léxico sino que van más allá del nivel oracional para adentrarse en la lingüística textual y en el análisis del discurso. El desafío está en producir un texto estilísticamente auténtico en la L2" (p. 2). In addition to this, translation researchers point at a major challenge that tourist translation faces. In the words of Soto Almela (2013): "El traductor de textos turísticos se tiene que enfrentar al problema de hacer inteligibles al lector meta las costumbres, comidas, ideas,

objetos que son propios de la cultura nativa y que difieren de los de otras culturas". This often implies the absence of linguistic equivalents for certain cultural terms -also known as *cultural markers* and *realia*- in the target language.  In order to mitigate these differences and to guarantee the intelligibility of tourist text translations, Soto Almela identifies the following strategies:

a. Foreignisation: emphasis on the cultural differences and distinctive features of the native culture and their reflection in L2.

   *Ciudadanos latinos / "Latino" citizens*


b. Domestication: reduction of these cultural differences.

   *Ciudadanos latinos / Latin citizens*

c. Explicitation: to provide a descriptive translation, rather than a nominal translation, for proper names, places, dances and dish names.

   *"Ensalada a la Chilena" (tomato, onion, and coriander salad).*


d. Omission: to eliminate information from the translation in order to maintain its naturalness. This is often employed due to lack of time, cultural background or specific linguistic knowledge, or to avoid redundancy within the text.

   *Probamos una serie de juegos típicos chilenos tales como el palo encebado, la rayuela y la payaya. / We tried a series of traditional Chilean games.*


The challenges identified by Gavrich (2002) present a special, accented character in the field of cuisine –namely menus, recipes and restaurant brochures. According to Bugnot (2006), "el discurso gastronómico se enmarca estrictamente dentro de los límites de una sociedad, nace en un entorno socio-histórico particular sujeto a una dinámica propia y a influencias externas y, por consiguiente, los isótopos de los signos lingüísticos (y de los referentes) que constituyen este ámbito específico no resultan siempre fáciles de aprehender" (p. 10). Difficulties, then, are likely to stem from the inherent specificity of recipes, ingredients, and dish names. Consequently, such difficulties may be expected to occur at lexical level in translations.

Overall, Bugnot identified a series of strategies similar to those listed by Soto Almela (2013), in order to compensate for the high level of specificity of culinary texts. In the particular

case of menus, she suggested a model of essentially descriptive formulation which considers the specific preparation of dishes + the main ingredients (p. 16):

> *Grilled chicken breast with rice and sautéed vegetables.*

This series of challenges and strategies will be incorporated into the analysis of data at the stage of identification of errors at the levels discussed in this theoretical framework. Likewise, the delimitation of the notion of acceptability allows for considering the use of these methods as valid and, therefore, acceptable alternatives for translation. This conceptual discussion will also prove relevant in the stage of elaboration of 'suggested forms' that aim at correcting the errors detected.

## 5.  METHODOLOGY

### 5.1 Corpus

#### 5.1.1. Nature of corpus

For this project, we delimited the collection of corpus to tourist texts produced in Chile, according to the range of materials proposed in Kelly (1998:35):

"This clearly covers a very wide range of text types, from brochures sent abroad to promote a particular destination through brochures available at the destination itself, tourist guides available in the tourist's home country, to menus, information brochures published by authorities responsible for monuments and other places of interest as written guides to them, conference programmes and other conference material, or police warnings regarding dos and don'ts for visitors. The subject matter covered is extensive and includes such highly specialised areas as architecture, art history, history, geography, meteorology, gastronomy, economics, sports, customs, music and dance, to name but some".

The totality of the samples corresponds to inverse translation from Spanish into English, specifically. The presence of the original Spanish version is optional, since the errors analysed are taken only from the translations and can be mostly detected without the aid of the original form.

#### 5.1.2 Types of sample

*Menu*

Chilean restaurants have been translating their menus into English due to the increasing amount of foreign customers. It is now possible to find most of the menu sections with their corresponding translations- especially main courses, side dishes, appetisers and beverages- all of which are given their equivalent name in English, or a brief description of the ingredients, according to the stylistic conventions discussed in the theoretical framework. The menus

considered in this research, which have been collected from different parts of the country, are written either in Spanish and English, or only English.

### Brochure

Santiago has acquired the character of a cosmopolitan city, visited by tourists from all across the globe. Consequently, it has become imperative to produce informative materials about places of tourist interest in convenient formats. In relation to that, brochures represent a common alternative, since they allow for providing descriptions, tips, and access information in little space. These are massively produced every year by governmental tourist offices, private agencies, and places of interest, and constitute a valuable and representative type of texts to be analysed.

The samples belong to different places of interest in Santiago; however, most of the brochures were retrieved from the municipal tourist office, where they are easily available to the public. The brochures employed contain information referring to places of historic importance and tourist interest, as well as details of access such as price of tickets and opening hours.

### Notice

This type of data was found primarily in museums and tourist offices, where detailed descriptions of pieces and places are displayed on boards and legends. A second significant source for this category of data was the subway system. The samples found reflect the importance transportation has for foreigners when arriving in a new country, as well as the need for clarity and accuracy in the translation of maps and instructions. The subway provides foreigners with information to use the system in order to go to the different places of tourist interest.

This category is also constituted, to a lesser extent, by samples that represent useful, practical instructions for visitors to acquire a greater understanding of a series of matters (for example, "do not drink this water").

*Others*

This category comprehends other types of texts from materials designed for tourists, such as registration forms, opinion surveys and hotel door hangers.

### 5.1.3. Locations

The corpus was collected in a wide area across the country. This area comprehends the city of Coquimbo (Coquimbo region), Santiago de Chile (Metropolitan region), Chillán (Bío-Bío region), Villarrica (Araucanía region), Chiloé (Los Lagos region), and the Easter Island. Below there is a brief description of the locations from which the samples were obtained.

*Coquimbo*

Coquimbo is the capital of the Elqui Province. It is a northern port city located in the Coquimbo region of the country, which has a major importance for the development of other neighbouring cities such as La Serena. Coquimbo is characterised for its industrial and shipping activities, elements that have played an important role in its increasing growth rate since 1992. Tourism has also started to develop around the port (typically known as 'caleta') and the wine industry. Translations and bilingual tourist information are commonly found in these places.

**Santiago de Chile**

It is the capital and largest city of Chile, located in the country's central valley. Santiago is the political, industrial and financial centre of Chile, and represents its steady economic growth over the last few decades. It is commonly said by locals and foreigners that Santiago has transformed into a modern metropolis. This has caused tourism to grow steadily as well. A large number of tourists can be seen at the city's downtown, at the main square (Plaza de Armas), at the traditional 'Central Market' (Mercado Central), and near the financial centre.

Sightseeing has been largely developed in Santiago during the last three decades.

Common attractions are visiting the new skyscraper called Costanera Center -which is considered to be the tallest in Latin America-, walking up Santa Lucía Hill and trying the local cuisine. There are also other places of tourist interest, such as the aristocracy small palaces built in the República neighbourhood, as well as vineyards and near ski centres.

### *Chillán*

Chillán is the capital of Ñuble Province, which is located in the Bío Bío Region in the south of the country. It is a place of high seismic activity, which has been struck by numerous earthquakes throughout its history. However, activity in the field of tourism has not decreased.

Tourism in Chillán is highly related to the history of the country. The city has been the hometown of some of the most famous people in the History of our country, which has derived in the opening of several memorial houses. Among these people, it is important to mention the National Heroes, Bernardo O'Higgins, Arturo Prat, the worldwide prominent pianist, Claudio Arrau.and the well-known folklorist Violeta Parra.

Nearby tourist destinations are also an important part of Chillán, among which Termas de Chillán ski resort stands out for its hot springs and for having the longest ski run in South America.

### *Chiloé (Ancud)*

Chiloé is an island located in the Los Lagos region. It is part of the Chiloé Archipelago, of which it is the largest island. The main cities are Castro (capital), Quellón, Chonchi, and Ancud. One of their most recognisable features is the presence of a highly developed architectural tradition based on wood, which is reflected on hundreds of churches, houses, chapels, and stilt houses -traditional houses raised on piles over the water.

The island is particularly famous for its cuisine, which typically takes its main features from indigenous peoples and blends it with Spanish recipes -a signal of the strong heritage left by conquerors in certain areas of the country. The main specialties are seafood, bakery, and potato-

based dishes.

Mythology constitutes one of Chiloé's stronger tourist attractions. The island is full of fascinating legends that awaken the interest of people from all over the world -El Caleuche (the story of a ghost ship) is one of the most popular. All these steadily growing tourist activities have led to an increase in the bilingual versions of menus, brochures and notices.

### *Isla de Pascua (Easter Island)*

Easter Island is located in the Pacific Ocean. It has been officially recognised as Chilean territory since 1888. It belongs, administratively, to the region of Valparaíso. Since 1995, it is a World Heritage Site named by the UNESCO.

The island is primarily known for its megalithic statues called Moai, which are believed to have been carved by the Rapa Nui people between the years 1250 to 1500. These statues, along with its warm climate and beautiful beaches, make of Easter Island a tourist destination of interest for travellers from all across the globe. Bilingual information is available to public both in the island and tourist offices in continental cities.

### 5.1.3.1. Types of locations

All these places were accessible to anyone and provided different types of information for everybody to understand. Among them, it is possible to find restaurants, hotels, museums, cultural centres, and public means of transportation.

We considered important to have a varied type of samples which represented a comprehensive set of corpus of bilingual tourist texts in Chile. For this reason, we searched for different types of texts by visiting a series of places of interest detailed as follows.

### 5.1.3.2. Santiago

*Santiago Metro (Metro de Santiago)*

Santiago Metro system is said to be one of the most modern in Latin America. It has transformed the face of the city since it opened for service in 1975; however, it was not until 2002, with the construction of two more lines, that it became the most used means of transportation by Santiago's inhabitants. By the end of 2010, authorities announced the construction of two additional lines, which are expected to be into operation by 2016 and 2017.

The massive growth in the service has derived in benefits of all kinds for the city, such as better rolling stock, and a major contribution to the city's mass transport plan, serving around 2,400,000 passengers a day. One of the latest improvements has been the translation into English of most notices, instructions and warning signs, which represents the city's increasing concern about foreign visitors and immigrants.

*Museo Postal y Telegráfico (Post Office Museum)*

The Museo Postal y Telegráfico, a museum located in the headquarters of Correos de Chile -Chile's official postal service- offers citizens and tourists a vast collection of machinery, postcards and stamps that illustrate the history of this service in the country. Registration forms and instructions, which are available in Spanish-English, have been considered for the analysis.

*Oficina de Turismo Plaza de Armas (Plaza de Armas Tourist Office)*

Municipalidad de Santiago's main tourist office is located in Plaza de Armas -the city's main square. It is one of the largest information centres for travellers in the city: tourists are able to obtain information about places of interest, tours, transportation, prices, and accommodation all over the country. Staff members offer customised help by searching on the institutional

database, and bilingual brochures and leaflets are available for the public, which constitutes a rich, valuable source of texts for this research.

### *Museo Histórico Nacional (National History Museum)*

This museum, founded in 1911, is located in the former Palacio de la Real Audiencia -a building from colonial times. It exhibits representative objects from the different stages of Chilean history -from pre-Columbian weapons to newspaper headlines- and audiovisual support that serves as a guided tour for visitors. Access information and the names of the museum's main sections are available in Spanish-English.

### *Centro cultural Palacio de la Moneda (Palacio de la Moneda Cultural Centre)*

The samples collected reflect the nature of this cultural centre, which aims at providing foreigners with varied types of entertainment and elements of Chilean culture, in order to enrich their experience in the country. These entertainments are mainly constituted by films, documentaries, paint and craft exhibitions, and art performances. Cafeterias and bookstores are also available inside the centre, and the craft shop offers fully displayed translations for detailed descriptions of each of the works.

### *Other places*

Two menus from restaurants located in Santiago were used, the ones corresponding to "Los Buenos Muchachos" and "Sheraton Hotel and Convention Center". In this case, online available menus were consulted; therefore, there was no visit to either of the places. It is important to note that both correspond to well-established restaurants. Los Buenos Muchachos offers high standard regional cuisine, while Sheraton Hotel and Convention Center offers regional as well as international high standard cuisine.

### 5.1.3.3. Rest of the country

*Coquimbo*

Small restaurant "Donde el Pepe": Family business located near La Herradura beach. Its complete menu was analysed.

*Chillán*

Gran Hotel Isabel Riquelme: Luxury Hotel and restaurant. The materials analysed were the breakfast menu and the surveys about quality of the room and the room service.

*Ancud*

Restaurant "La Pincoya": Family business renown at a local level for its delicious regional cuisine. Its menu was analysed completely.

*Isla de Pascua*

Restaurant "Hanga Roa": Family business renown at a local level for its delicious regional cuisine. Its menu was analysed completely.

### 5.2. Procedures

We covered the places from which the samples were obtained, and retrieved all bilingual texts available to the public. Pictures were taken when allowed, in order to have enough and reliable visual backup of all the types of samples described above.

After a process of selection regarding quality and image definition -accurately translated texts were discarded for analysis- the pictures were numbered serially. We proceeded, then, with the detection of errors according to the criteria present in the literature reviewed, and the

subsequent compilation of data in a previously designed chart.

### 5.2.1. Codification of images

After having discarded the images with accurately translated texts, each of the remaining pictures was assigned a code. The code is composed by a series of three numbers, going from 001 to 069, followed by four letters, and the file name extensions, either .jpg or .png.

In some cases, the Spanish and the English forms were not in the same picture, so both images were assigned the same number, but followed by the small letters "a" or "b".

Each type of sample was assigned to a category identified with a letter, that is to say, "M" stands for "Menu" as "B" stands for "Brochure". The same was done with locations, having for example, "CHN" for "Chillán", "POF" for "Post Office", and "MTR" for "Metro de Santiago"

Some examples for the codification are granted in the following table:

| Location | Type of Sample | Code | Example |
|---|---|---|---|
| Coquimbo | Menu (M) | COQ | 001MCOQ.jpg |
| Chillán | Menu (M) /Others (O) | CHN | 044aOCHN.jpg |
| Ancud | Menu (M) | ANC | 050MANC.JPG |
| Isla de Pascua | Menu (M) /Notice (N) | IDP | 059NIDP.JPG |
| Los Buenos Muchachos | Menu (M) | LBM | 064bMLBM.png |
| Sheraton Hotel | Menu (M) | SHT | 069MSHT.png |
| Post Office | Notice (N) /Others (O) | POF | 033NPOF.jpg |
| Tourist Office | Notice (N) /Brochure (B) | TOF | 006NTOF.jpg |
| National History Museum | Notice (N) | NHM | 034NNHM.jpg |
| Palacio de la Moneda | Notice (N) | PLM | 026NNHM.jpg |

### 5.3. Instrument design

For the analysis of corpus, a Microsoft Excel chart has been designed. Its primary function is to categorise the type and the number of errors present in each sample. When pertinent according to our theoretical framework and the scope of our research, an explanation of the error

is included.

The chart is composed by 42 boxes, 26 of which belong to six linguistic categories that contain four to six sub-categories representing the specific type of error.

| Card # | | Text: | | Type of sample: | |
|---|---|---|---|---|---|
| | | | | Menu | |
| Picture # | | | | Notice | |
| | | | | Ad | |
| | | | | Brochure | |
| | | | | Others | |
| Spanish form: | | | Deviant translation: | Suggested translation: | Ideal form: |
| | G: | | | | |
| | R: | | | | |
| Type of error: | | | Explanation: | | |
| Spelling | | | | | |
| Addition | | | | | |
| Substitution | | | | | |
| Elision | | | | | |
| Transposition | | | | | |
| Word Boundary | | | | | |
| Morphosyntactic | | | | | |
| Addition | | | | | |
| Substitution | En | | | | |
| | Sp | | | | |
| Elision | | | | | |
| Transposition | | | | | |
| Lexical | | | | | |
| Addition | | | | | |
| Substitution | En | | | | |
| | Sp | | | | |
| Elision | | | | | |
| Transposition | | | | | |
| Sense | | | | | |
| Different | | | | | |
| Contrary | | | | | |
| Unintelligible | | | | | |
| Broadened | | | | | |
| Restricted | | | | | |
| Related | | | | | |
| Adequacy | | | | | |
| Inappropriate | | | | | |
| Incongruent | | | | | |
| Incorrect | | | | | |
| Participation | | | | | |
| Broadened | | | | | |
| Restricted | | | | | |
| Notes: | | | | | |

### 5.3.1. General sections

#### 5.3.1.1. Card

All cards have been assigned a number (Card #000), in order to identify them and to provide a standard codification for easier access.

#### 5.3.1.2. Picture

A code number is provided for each original picture from which a sample has been taken. This allows easier access and more efficient search throughout the corpus.

#### 5.3.1.3. Text

This box contains the entire text -and the context, when possible- in which errors are present.

*Museo Histórico Nacional (National History Museum) - Originally was the palace of the Royal Audience. After 1817 was occupied as a seat of government until 1846, nowadays is possible to find in its rooms the history of Chile from pre-columbian time to 1973.* (See Card C050BTOF)

Due to space constraints, texts with more than one paragraph have been divided into different cards for analysis.

#### 5.3.1.4. Type of sample

A list of five options was designed for classifying the type of sources from which data was collected:

- Menu: menus from restaurants and hotels.

- Notice: warning signs, timetables and tourist information provided in museums and offices.

- Brochure: physical flyers and booklets with tourist information.

- Others: other sources such as tickets and registration forms.

- *Ad: commercial advertisements present in newspapers and market places.

### 5.3.1.5. Spanish form (given/reconstructed)

The text is divided according to the presence of translation errors. For each error, the original Spanish form is provided in order to establish the basis for comparison. The box G (Given) is marked whenever the Spanish form is already present in the sample.

*Después de 1817 fue ocupada como sede de gobierno* (See Card # C050BTOF- 119)

The option "R" (Reconstructed) is selected when no Spanish form is provided, in which case a reconstruction based on the English translation is given.

*\*Crac claws ---> Patas de jaiba* (See Card # C076MIDP- 182)

### 5.3.1.6. Deviant translation

This box contains the translation with errors contained in the original sample.

*\*Gues (huésped)* (See Card # C046OCHN- 107)

### 5.3.1.7. Suggested translation

In this section, translations with equivalent sense to the Spanish form are suggested as corrected alternatives for the deviant forms analysed. Palazuelos et al. (1992) propose the role of such translations as points of reference which perform two functions: first, to provide a basis for observing the different types of deviation present in the translations; and second, to present different versions of equivalent translations (by means of different linguistic meanings). Along these lines, more than one version is proposed when pertinent.

*18 September / September 18th* (See Card C052BTOF # 126)

Each proposal has been elaborated based on different dictionaries, corpora sources and discussion forums, as detailed in the following list:

- British National Corpora (BNC)
- Cambridge Advanced Learner's Dictionary, Third Edition
- Corpus of Contemporary American English (COCA)
- English Grammar for Today
- Google Web browser
- Linguee dictionary and translation database
- Merriam-Webster Online Dictionary and Thesaurus
- Oxford Advanced Learner's Dictionary
- Wikipedia
- WordReference English-English and Spanish-English Dictionaries and discussion forums

This set of sources has been selected in order to provide translations that comply with two main objectives:

a. Linguistic accuracy in terms of grammar, spelling and semantics, as required by the use of language in institutional, public and commercial contexts.
b. Aspects of the current usage of the English language in actual instances, with emphasis on the dynamic field of the production of tourist-oriented texts.

### 5.3.1.8. Ideal form

In this box, linguistic aspects of a deviant translation are corrected, in addition to the suggested translation proposed. In general, the ideal form does not belong to any of the translations proposed, but corresponds to a structurally improved version of the original translation. The purpose of this, therefore, is to establish a basis of comparison for the analysis of internal linguistic errors that would otherwise be ignored. (See Card C024NTOF # 061)

| Spanish form: | Translation: | Suggested translation: | Ideal form: |
|---|---|---|---|
| El pasado de Chile cobra vida | The past of Chile get life | The past of Chile comes to life | The past of Chile gets life |

## 5.3.2. Type of error

### 5.3.2.1. Spelling

This category comprehends deviations concerning:

    a.  The spelling of words

\* *Pineaple* (See Card C075MIDP #172)

    b.  Punctuation, viz. commas, quotation marks, stops, apostrophes and parentheses.

*Raw fish local raw or hot → Raw local fish (raw or hot)* (See Card C076MIDP #174)

#### *Addition*

A letter -or more than one- is added to the original spelling of a word.

*\*Esthethics* (See Card C006NTOF #030)

#### *Substitution*

A letter - or more than one- is substituted by another.

*\*Gobernor* (See Card C014NTOF #042)

### Elision

A letter - or more than one- is missing from the original spelling of a word.

*Politness* (See Card C045OCHN #098)

### Transposition

There is a change in the order of letters in the spelling of a word.

*Atenttion* (See Card C031NPOF #075)

### Word Boundary

Two words are incorrectly separated, or one word is split into two.

*Friedpom(p) fret* (See Card C001MCOQ #010)

### 5.3.2.2. Morphosyntactic

This section includes translation errors at the level of morphology and syntax. The internal structure of words -affixation and inflections- is analysed, as well as function words such as prepositions, conjunctions, and articles. In the case of texts with sentences and paragraphs, clause subordination -often in close relation to punctuation issues- and verb tenses are also considered.

### Addition

Inflections or affixes are added at word level, and/or function words such as articles and prepositions are incorrectly added.

*February 12th of 1541* (See Card C025NTOF #065)

### Substitution

A function word or morphosyntactic feature is substituted by another.

*\*Local administration connected to the <u>born</u> of the city.* (See Card C013NTOF #041)

An additional box is added for cases in which the replacing element is taken from the use of Spanish grammar.

*\*It was built in honor <u>to</u> Pedro de Valdivia* (similar to Spanish *'en honor a Pedro de Valdivia').* (See Card C007NTOF #034)

### Elision

Inflections or affixes are missing at word level, and/or function words such as articles and prepositions are incorrectly elided.

*\*After 1817 was occupied as a seat of government* (See Card C050BTOF #118)

*\*The past of Chile <u>get </u>life* (See Card C024NTOF #061)

### Transposition

The order of grammatical elements is changed and, consequently, the structure becomes altered. Changes in syntactic modification at phrase level -derived from word order mistakes- are also identified into this category.

*\*Raw fish local* (See Card C076MIDP #173)

### 5.3.2.3. Lexical

This category comprehends deviations regarding the use and order of lexical items. An alternative term for the items analysed in this section is 'content words'. This distinction is necessary in order to establish the comparison with function words, analysed in the

'Morphosyntactic' section.

### Addition

One -or more than one- lexical item is added and, consequently, semantic aspects of the translation are altered. Examples of this are modifications in meaning and the addition of information which is not present in the original Spanish form.

*Merluza - \*<u>Fried</u> hake* (See Card C001MCOQ #001)

### Substitution

One -or more than one- lexical item is substituted by another, affecting the meaning, sense or register of the translation provided.

*Amabilidad del personal - \*<u>Personal</u> polit(e)ness* (See Card C045OCHN #099)

### Elision

One -or more than one- lexical item is missing in the translation. Consequently, the meaning of the translation becomes altered or incomplete.

*Chuleta de cerdo – \*Pork* (See Card C079MIDP #204)

### Transposition

There is a change in the order of lexical items, which may cause alterations in meaning, as well as changes in syntactic modification at phrase level.

*\*Conger eel butter* (See Card C056MANC #135)

### 5.3.2.4. Sense

For the elaboration of this category, we have taken into account the relation established by Coseriu (1985) between sense and designation in the context of translation: a particular content of a text (sense), can be successfully reproduced only by means of a proper designation - that is, the textual signifier or signifiers in the target language. Therefore, the type of error in the sense of the translations analysed is determined by the type of linguistic deviations explained in the previous categories. Likewise, different designations can be used to reproduce the same sense.

In order to subscribe the design of the instrument to this theoretical delimitation, the categories included in the chart have been taken from Palazuelos et al. (1992). When pertinent, additional specifications have been introduced that account for particular features of the samples analysed.

### *Different*

The linguistic components of the translation encompass a different designation, which reproduces a sense that differs from that of the Spanish form.

*Choritos - *Sea Shell* (See Card C076MIDP #184)

### *Contrary*

The designation in English conveys a sense which is contrary to that of the Spanish form.

*Antes de la guerra - *After the war* (No example for this was found in the analysis)

### *Unintelligible*

Linguistic aspects of the designation in English prevent the intelligibility of the translation in relation to the Spanish form. In some of the samples analysed, translations have proven to be unintelligible in spite of containing grammatical structures and/or existing lexical items.

*Papas fritas - Dads fried* (See Card C055MANC #133)

*Sierra mantequilla - It saws butter* (See Card 057MANC #138, #139)

The presence of Spanish elements in the translation may also hinder intelligibility.

*Pinzas de jaiva -\* Calipers jaiva* (See Card C079MIDP #205)

### Broadened

The sense of the translation is semantically less specific than the sense of the original Spanish form.

*Anillos de calamares apanados - \*Calamari (*A corrected version has been provided for a more accurate explanation of the category.) (See Card C076MIDP #177)

### Restricted

The sense of the translation is semantically more specific than the sense of the original Spanish form.

*Congrio c/agregado - \*Fried conger eel with assorted salad (*A corrected version has been provided for a more accurate explanation of the category.) (See Card C001MANC #004)

### Related

The designation in English reproduces a sense which is related to that of the Spanish form, viz. it is framed within the same semantic field. In some of the samples analysed, the sense is semantically equivalent; however, the register or domain of the designation varies. These instances are also classified as related.

*Merluza - \*Mackerel* (the translation refers to a species of *hake* that does not exist in the geographical zone from which the sample was taken. However, both species are closely related.)

(See Card C054MANC #128)

### 5.3.2.5. Adequacy

This category distinguishes the adequacy of the translations at three levels of expression, following the taxonomy proposed by Palazuelos et al. (1992). Additionally, the scope of the types of error has been adjusted, with the purpose of accounting for the whole range of deviations detected in the translations. Each of the samples analysed presents at least one deviation regarding adequacy, which is a result of the presence of errors regarding the categories explained above -spelling, morphosyntactic, lexical, and sense.

### *Inappropriate*

The translation presents a deviation in terms of:

- Register: language use according to the social/communicative context (namely tourist information texts)
- Domain: the field in which language is used (e.g. cuisine, anatomy, zoology)

    *Smoked pork <u>ribcage</u> with fried potatoes* (A corrected version has been provided for a more accurate explanation of the category.) (See Card C071MANC #160)

### *Incongruent*

The translation analysed violates universal principles of human experience. This category also considers instances in which the reality reflected in the translation does not correspond to the reality conveyed by the original Spanish form.

*Empanadas chilenas rellenas con queso, <u>pino</u> y camarón - *Chilean Empanadas filled with cheese, <u>pine</u> and shrimp (4 pp.)* (See Card C090MSHT #222)

*Incorrect*

The deviations present in the translation are related to linguistic competence in English. The use of non-existent structures and words, literal translations, interference from Spanish, and misuse of function words and collocations are included in this category.

a.   Spelling: *uit (with)* (See Card C054MANC #129)

b.   Misuse and elision of function words: *A viewpoint in middle of Santiago* (See Card C009NTOF #036)

c.   Grammar: *A museum that <u>tell</u> the history of the capital city* (See Card C012NTOF  #040)

### 5.3.2.6. Participation

This classification accounts for differences in the characteristics of the translations seen as speech acts, in comparison to the original Spanish forms. In the samples analysed, specifically, the main differences expected to be found are related to the presence and scope of participation. The distinction is based on the speech act theory proposed by Austin (1975). However, the terms "broadened and restricted participation" have been employed in order to link the distinction to the context of tourist texts with more precision.

*Broadened*

The reader is directly addressed in the Spanish form. In the translation, however, direct address is missing, therefore changing the direct character of the text.

*Cómo evaluaría la habitación en general? - *Room's evaluation in general?* (See Card C045OCHN #102)

*Restricted*

Direct address to the reader is not present in the Spanish form. However, it is incorporated in the translation provided.

*Esta agua no es potable - Do not drink this water* (See Card C093NIDP #225)

### 5.3.2.7. Explanation

A more detailed description and explanation is provided for deviations whose linguistic aspects allow for observations. In order to avoid speculation, each of these explanations has been developed within the scope of the research -viz. the analysis translations as linguistic products- and according to the theoretical framework designed.

*Addition of the preposition "of". Transfer from the writing of dates in Spanish.* (See Card C025NTOF #065)

### 5.3.3. Notes

This box has been designed for additional comments and explanations that do not pertain to the scope of the analysis, yet they are considered relevant for a clearer understanding of certain aspects of it. These notes include commentaries on dialectal variations, cultural specifications, alternative perspectives for the analysis of a certain error, and additional contextual information for the analysis.

*This may originate in the wrong spelling of the Spanish form "papas" understood as "papás".* (See Card C055MANC #134)

*There are several types of "salsa verde", each with different ingredients.* (See Card C076MIDP #185)

**5.4. Codification of cards**

It was intended that every image had its own Microsoft Excel book containing as many spreadsheets as errors the image had. Therefore, same as the images, each book was assigned a code. The code is composed by a first letter "C" that stands for "Card", followed next by three numbers from 001 to 093, and finishing with a series of four letters standing for the type of sample and the location from which the pictures were taken. In addition to this, inner spreadsheets were numbered serially from 001 to 225. Examples of this are granted in the following table:

| Location | Type of Sample | Code | Example of Card Code | Example of Sheet Code |
|---|---|---|---|---|
| Coquimbo | Menu | COQ | C001MCOQ | C001MCOQ- 001 |
| Chillán | Menu /Others | CHN | C045OCHN | C045OCHN- 105 |
| Ancud | Menu | ANC | C073MANC | C073MANC- 164 |
| Isla de Pascua | Menu /Notice | IDP | C080MIDP | C080MIDP- 211 |
| Los Buenos Muchachos | Menu | LBM | C086MLBM | C086MLBM- 218 |
| Sheraton Hotel | Menu | SHT | C088MSHT | C088MSHT- 220 |
| Post Office | Notice /Others | POF | C031NPOF | C031NPOF- 077 |
| Tourist Office | Notice /Brochure | TOF | C007NTOF | C007NTOF- 034 |
| National History Museum | Notice | NHM | C033ONHM | C033ONHM- 080 |
| Palacio de la Moneda | Notice | PLM | C027NPLM | C027NPLM- 070 |

**5.5. Tables of results**

Seven tables were designed to tabulate the number of errors obtained from the analysis of results.

The first table contains the total amount of linguistic errors and their occurrences in the different types of samples. The variables crossed for this table were the type of linguistic error, say, Spelling, Morphosyntactic or Lexical, and the type of sample in which these errors occurred, Menu, Notice, Brochure or Other. The table is displayed as follows:

| Type of Linguistic Error | | Menu | Notice | Brochure | Others |
|---|---|---|---|---|---|
| **Spelling** | Addition | | | | |
| | Substitution | | | | |
| | Elision | | | | |
| | Transposition | | | | |
| | Word Boundary | | | | |
| **Morphosyntactic** | Addition | | | | |
| | Substitution (English) | | | | |
| | Substitution (Spanish) | | | | |
| | Elision | | | | |
| | Transposition | | | | |
| **Lexical** | Addition | | | | |
| | Substitution (English) | | | | |
| | Substitution (Spanish) | | | | |
| | Elision | | | | |
| | Transposition | | | | |

The second table shows the total amount of Sense errors present in all samples. The variables compared were the type of Sense error, that is to say, Different, Contrary, Unintelligible, Broadened, Restricted, or Related to the type of sample: Menu, Notice, Brochure or Other. The table is displayed as follows:

| | | Menu | Notice | Brochure | Others |
|---|---|---|---|---|---|
| **Type of Sense Error** | Different | | | | |
| | Contrary | | | | |
| | Unintelligible | | | | |
| | Broadened | | | | |
| | Restricted | | | | |
| | Related | | | | |

The third table shows the total amount of Adequacy errors present in all samples. In this case the comparison was made between the type of adequacy errors: Inappropriate, Incongruent or Incorrect, and the type of sample; Menu, Notice, Brochure, and Other. The table is displayed as follows:

| | | Menu | Notice | Brochure | Others |
|---|---|---|---|---|---|
| **Type of Adequacy Error** | Inappropriate | | | | |
| | Incongruent | | | | |
| | Incorrect | | | | |

The fourth table shows the total amount of Participation errors present in all samples. The comparison was made between the type of Participation Error: Broadened or Restricted, and the type of sample: Menu, Notice, Brochure or Other. The table is displayed as follows:

| | | Notice | Brochure | Others |
|---|---|---|---|---|
| **Type of Participation Error** | Broadened | | | |
| | Restricted | | | |

The fifth table compares the type of linguistic error, say, Spelling, Morphosyntactic or Lexical to the type of sense error: Different, Contrary, Unintelligible, Broadened, Restricted or Related. It is important to note that four other similar tables were designed to distribute the number of errors according to each type of sample: Menu, Notice, Brochure, and Others respectively. The table is displayed as follows:

| Total | | Type of Sense Error | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Different | Contrary | Unintelligible | Broadened | Restricted | Related |
| Spelling | Addition | | | | | | |
| | Substitution | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| Morphosyntactic | Addition | | | | | | |
| | Substitution (English) | | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| Lexical | Addition | | | | | | |
| | Substitution (English) | | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |

The sixth table shows the total amount of linguistic errors: Spelling, Morphosyntactic, and Lexical that led to Adequacy errors: Inappropriate, Incongruent, or Incorrect in all samples. Same as the previous one, four other similar tables were designed to distribute the number of errors according to each type of sample: Menu, Notice, Brochure, and Others. The table is displayed as follows:

| Total | | Type of Adequacy Error | | |
|---|---|---|---|---|
| Type of Linguistic Error | | Inappropriate | Incongruent | Incorrect |
| Spelling | Addition | | | |
| | Substitution | | | |
| | Elision | | | |
| | Transposition | | | |
| | Word Boundary | | | |
| Morphosyntactic | Addition | | | |
| | Substitution (English) | | | |
| | Substitution (Spanish) | | | |
| | Elision | | | |
| | Transposition | | | |
| Lexical | Addition | | | |
| | Substitution (English) | | | |
| | Substitution (Spanish) | | | |
| | Elision | | | |
| | Transposition | | | |

Finally, a seventh table was designed to compare the role that different types of interference play in the occurrence of linguistic errors in the samples. Four tables were designed to distribute the number of errors according to the types of samples and a fifth one that contains the total amount of errors.

The types of interference analysed are described as follows:

***Phonetic***: Type of interference derived from any influence from Spanish phonological system, for example the following spelling substitution: (See Card C001MCOQ #003)

| Deviant translation: | Suggested translation: |
|---|---|
| RISE | Rice |

The interference from Spanish is due to the fact that in Chilean Spanish, "s" and "c" are pronounced in the same way before letter "e".

*Graphemic:* Type of interference that affects the writing of words, for example the following spelling substitution of "y" by "i" from the writing of Spanish: (See Card C019NTOF #051)

| Deviant translation: | Suggested translation: |
|---|---|
| simbol | symbol |

*Lexico-Semantic:* This category groups the errors related to interference in the semantic fields, more specifically, the use of cognates as shown in the following lexical substitution: (See Card C015NTOF #045)

| Spanish form: | Deviant translation: | Suggested translation: |
|---|---|---|
| relatada | related | told |

In Spanish, the word "relatada" is a synonym for "told". The interference shown in the use of the cognate led to an inadequate translation.

*Grammar:* Grammar interference is mostly shown in the use of Spanish syntax, such as the transposition of noun-adjective, as well as the prevalence of Spanish syntactic order in literal translations. For example, this modifier is affecting only one of the two nouns: (See Card C055MANC #131)

| Spanish form: | Deviant translation: | Suggested translation: |
|---|---|---|
| Corvina o congrio frito | Bass or fried conger eel | Fried sea bass or conger eel |

*Use of Prepositions:* This type of interference is dealt separately because the use of prepositions is in itself a complicated domain. There is little equivalence between the use of prepositions in English and Spanish, therefore a large number of errors may be found. For example, the use of preposition "on" instead of "in": (See Card C076MIDP #186)

| Spanish form: | Deviant translation: | Suggested translation: | Ideal form: |
|---|---|---|---|
| en salsa verde | on green sauce | in Salsa verde (Chopped onion, parsley or cilantro and chili pepper) | in green sauce |

*Collocations:* Collocations should be considered as one meaning unit. For that reason, their only possible translation is an equivalent collocation in the target language. When this condition is not achieved, a literal translation of each item may occur, or every unit may be given an inequivalent translation. For example, the lexical elision of "water" from the expression, as in Chilean Spanish, using "mineral" as a synecdoche for "agua mineral": (See Card C091MSHT #223)

| Spanish form: | Deviant translation: | Suggested translation: |
|---|---|---|
| [agua] mineral | mineral | mineral water |

The table, then, is displayed as follows:

| Total | | Type of Interference | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Phonetic | Graphemic | Lexico-semantic | Grammar | Use of Prepositions | Collocations |
| **Spelling** | Addition | | | | | | |
| | Substitution | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| **Morphosyntactic** | Addition | | | | | | |
| | Substitution (English) | | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| **Lexical** | Addition | | | | | | |
| | Substitution (English) | | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |

A series of charts were subsequently designed to have visual representations for general tendencies that may arise from the comparison of variables.

## 6. RESULTS

Results obtained from the analysis were distributed and ordered in tables as explained in the methodology section (5.5). Each table shows the variable crossing conducted after obtaining the number of error occurrences.

### 6.1. Type of error vs. type of sample

Table 1.1.

Total number of linguistic errors in all samples.

| Type of Linguistic Error | | Menu | Notice | Brochure | Others |
|---|---|---|---|---|---|
| **Spelling** | Addition | 5 | 1 | 1 | 0 |
| | Substitution | 24 | 13 | 5 | 2 |
| | Elision | 21 | 10 | 4 | 7 |
| | Transposition | 0 | 1 | 0 | 0 |
| | Word Boundary | 2 | 1 | 0 | 0 |
| **Morphosyntactic** | Addition | 1 | 3 | 3 | 0 |
| | Substitution (English) | 4 | 10 | 5 | 0 |
| | Substitution (Spanish) | 2 | 4 | 1 | 0 |
| | Elision | 8 | 11 | 5 | 1 |
| | Transposition | 15 | 4 | 0 | 0 |
| **Lexical** | Addition | 11 | 1 | 0 | 2 |
| | Substitution (English) | 50 | 16 | 1 | 5 |
| | Substitution (Spanish) | 7 | 2 | 0 | 0 |
| | Elision | 11 | 3 | 0 | 0 |
| | Transposition | 11 | 2 | 0 | 0 |

Chart 1.1.

Percentages of linguistic errors per type of sample.
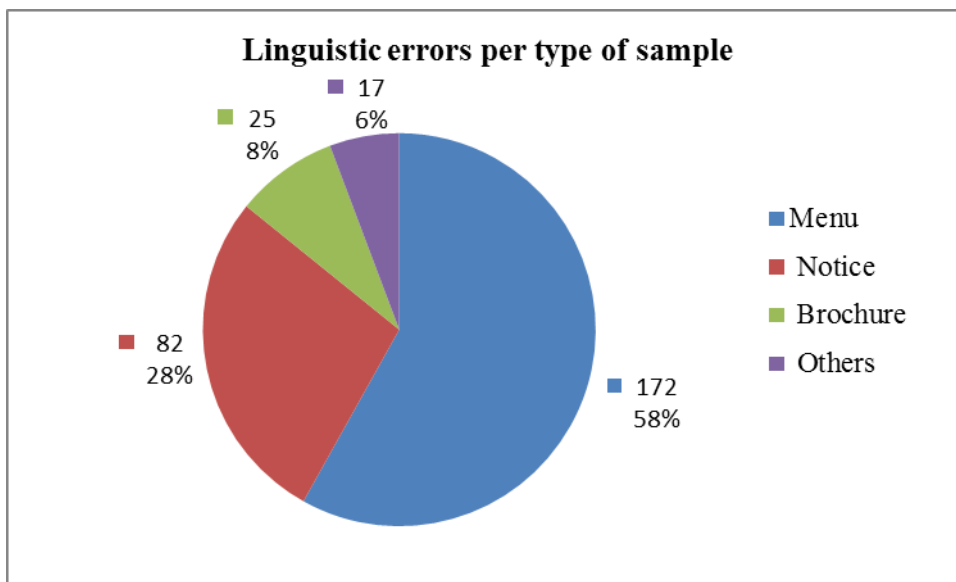


Table 1.2.

Total number of sense errors in all samples.

| | | Menu | Notice | Brochure | Others |
|---|---|---|---|---|---|
| | Different | 29 | 18 | 1 | 5 |
| | Contrary | 0 | 0 | 0 | 0 |
| Type of Sense | Unintelligible | 28 | 0 | 0 | 0 |
| Error | Broadened | 7 | 4 | 0 | 0 |
| | Restricted | 17 | 5 | 0 | 0 |
| | Related | 8 | 0 | 0 | 0 |

Chart1.2.

Percentages of sense errors in all samples

**Sense errors in all samples**
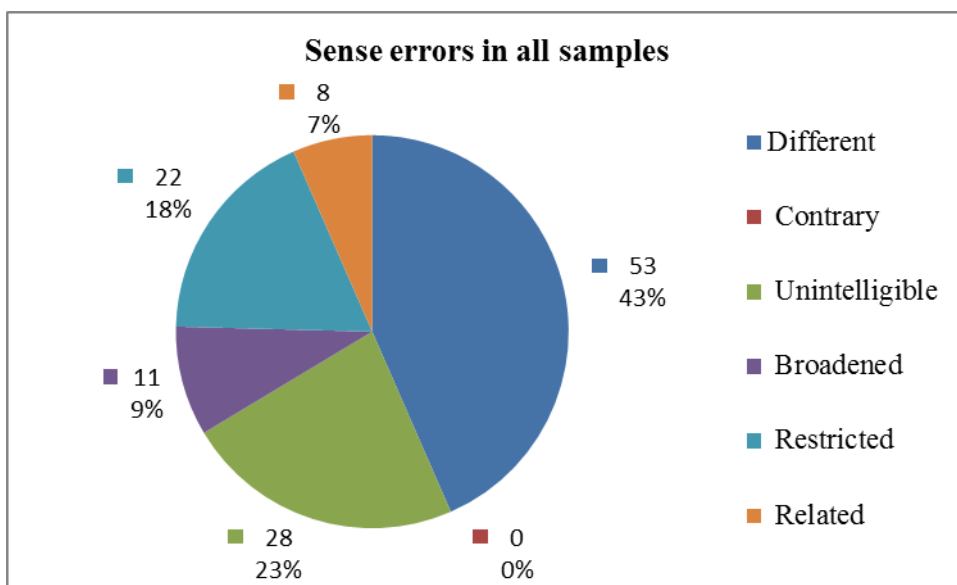


Table 1.3.

Total number of adequacy errors in all samples.

| | | Menu | Notice | Brochure | Others |
|---|---|---|---|---|---|
| **Type of Adequacy Error** | Inappropriate | 2 | 3 | 0 | 0 |
| | Incongruent | 66 | 20 | 0 | 4 |
| | Incorrect | 88 | 45 | 20 | 12 |

Chart 1.3.

Percentages of adequacy errors in al samples.

**Adequacy errors in all samples**

■ 5
2%

■ 90
35%

■ 165
63%

■ Inappropriate
■ Incongruent
■ Incorrect
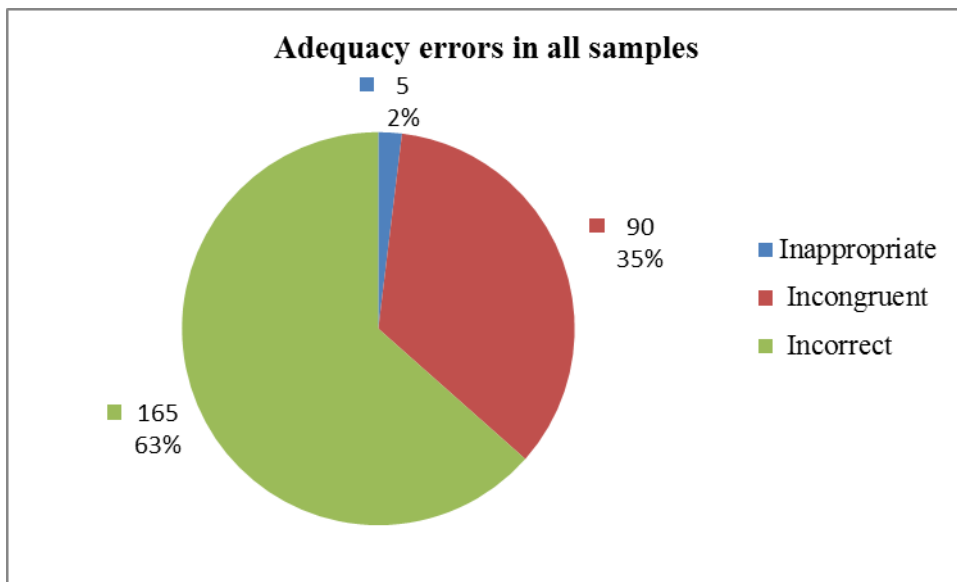
Table 1.4.

Total number of participation errors in all samples.

|  |  | Menu | Notice | Brochure | Others |
|---|---|---|---|---|---|
| **Type of Participation Error** | Broadened | 0 | 0 | 0 | 1 |
|  | Restricted | 0 | 2 | 0 | 0 |

Chart 1.4.

Percentages of participation errors in all samples.

**Participation errors in all samples**
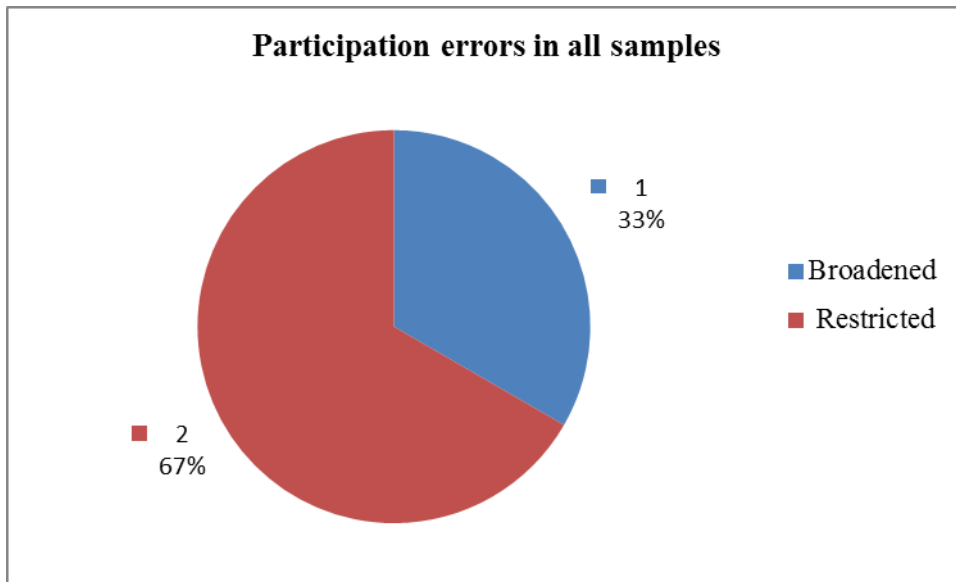
## 6.2. Types of sense errors derived from linguistic errors.

Table 2.1.

Total number of Sense errors derived from different types of linguistic errors in all samples.

| Total | | Type of Sense Error | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Different | Contrary | Unintelligible | Broadened | Restricted | Related |
| Spelling | Addition | 1 | | 0 | | | |
| | Substitution | 8 | | 4 | | | |
| | Elision | 3 | | 5 | | 1 | |
| | Transposition | | | | | | |
| | Word Boundary | 1 | | | | 1 | |
| Morphosyntactic | Addition | 2 | | 1 | | | |
| | Substitution (English) | 11 | | | | | |
| | Substitution (Spanish) | 1 | | | | | |
| | Elision | 1 | | 2 | | 2 | 2 |
| | Transposition | 8 | | 3 | | 2 | |
| Lexical | Addition | 5 | | 2 | | 5 | |
| | Substitution (English) | 27 | | 16 | | 10 | 6 |
| | Substitution (Spanish) | 1 | | 4 | | | |
| | Elision | 1 | | 1 | 8 | 1 | 2 |
| | Transposition | 5 | | 1 | 1 | 1 | 1 |

Chart 2.1.

Amount of linguistic errors affecting sense in all samples.
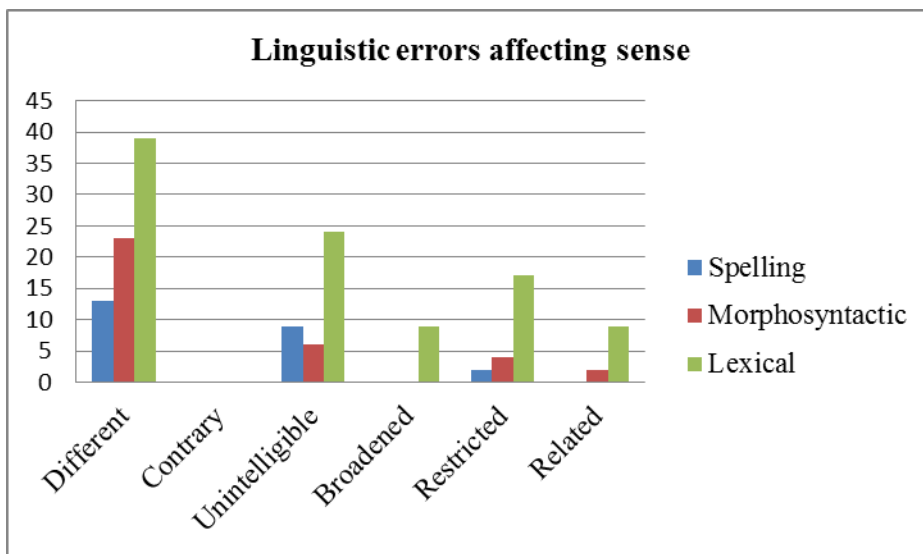
Table 2.2.

Total number of Sense errors derived from different types of linguistic errors in menus.

| Menu | | Type of Sense Error | | | | | |
|---|---|---|---|---|---|---|---|
| **Type of Linguistic Error** | | Different | Contrary | Unintelligible | Broadened | Restricted | Related |
| **Spelling** | Addition | 1 | | | | | |
| | Substitution | 2 | | 4 | | | |
| | Elision | 1 | | 5 | | 1 | |
| | Transposition | | | | | | |
| | Word Boundary | 1 | | | | 1 | |
| **Morphosyntactic** | Addition | 1 | | 1 | | | |
| | Substitution (English) | 4 | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | 2 | | 1 | 2 |
| | Transposition | 6 | | 3 | | 2 | |
| **Lexical** | Addition | 4 | | 2 | | 4 | |
| | Substitution (English) | 16 | | 16 | | 8 | 6 |
| | Substitution (Spanish) | 1 | | 4 | | | |
| | Elision | | | 1 | 6 | 1 | 2 |
| | Transposition | 4 | | 1 | 1 | 1 | 1 |

Table 2.3.

Total number of Sense errors derived from different types of linguistic errors in notices.

| Notice | | Type of Sense Error | | | | | |
|---|---|---|---|---|---|---|---|
| **Type of Linguistic Error** | | Different | Contrary | Unintelligible | Broadened | Restricted | Related |
| **Spelling** | Addition | | | | | | |
| | Substitution | 6 | | | | | |
| | Elision | 1 | | | | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| **Morphosyntactic** | Addition | 1 | | | | 1 | |
| | Substitution (English) | 6 | | | | | |
| | Substitution (Spanish) | 1 | | | | | |
| | Elision | 1 | | | 2 | 1 | |
| | Transposition | 2 | | | | | |
| **Lexical** | Addition | | | | | 1 | |
| | Substitution (English) | 7 | | | 1 | 2 | |
| | Substitution (Spanish) | | | | | | |
| | Elision | 1 | | | 2 | | |
| | Transposition | 1 | | | | | |

Table 2.4.

Total number of Sense errors derived from different types of linguistic errors in brochures.

| Brochure | | Type of Sense Error | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Different | Contrary | Unintelligible | Broadened | Restricted | Related |
| Spelling | Addition | | | | | | |
| | Substitution | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| Morphosyntactic | Addition | | | | | | |
| | Substitution (English) | 1 | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| Lexical | Addition | | | | | | |
| | Substitution (English) | | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |

Table 2.5.

Total number of Sense errors derived from different types of linguistic errors in others.

| Others | | Type of Sense Error | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Different | Contrary | Unintelligible | Broadened | Restricted | Related |
| Spelling | Addition | | | | | | |
| | Substitution | | | | | | |
| | Elision | 1 | | | | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| Morphosyntactic | Addition | | | | | | |
| | Substitution (English) | | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| Lexical | Addition | 1 | | | | | |
| | Substitution (English) | 4 | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |

## 6.3. Types of adequacy errors derived from linguistic errors.

Table 3.1.

Total number of adequacy errors derived from different types of linguistic errors in all samples.

| Total | | Type of Adequacy Error | | |
|---|---|---|---|---|
| **Type of Linguistic Error** | | Inappropriate | Incongruent | Incorrect |
| **Spelling** | Addition | | | 6 |
| | Substitution | | 1 | 42 |
| | Elision | | 2 | 40 |
| | Transposition | | | 1 |
| | Word Boundary | | | 3 |
| **Morphosyntactic** | Addition | | | 6 |
| | Substitution (English) | | 6 | 13 |
| | Substitution (Spanish) | | 2 | 6 |
| | Elision | | 2 | 20 |
| | Transposition | | 9 | 12 |
| **Lexical** | Addition | | 12 | 6 |
| | Substitution (English) | 5 | 50 | 24 |
| | Substitution (Spanish) | | 8 | 5 |
| | Elision | | 8 | 7 |
| | Transposition | | 5 | 6 |

Table 3.2.

Total number of sense errors derived from different types of linguistic errors in menus.

| Menu | | Type of Adequacy Error | | |
|------|------|------|------|------|
| Type of Linguistic Error | | Inappropriate | Incongruent | Incorrect |
| **Spelling** | Addition | | | 5 |
| | Substitution | | 1 | 21 |
| | Elision | | 2 | 21 |
| | Transposition | | | |
| | Word Boundary | | | 2 |
| **Morphosyntactic** | Addition | | | 2 |
| | Substitution (English) | | 1 | 2 |
| | Substitution (Spanish) | | 1 | 2 |
| | Elision | | | 7 |
| | Transposition | | 5 | 11 |
| **Lexical** | Addition | | 11 | 4 |
| | Substitution (English) | 3 | 39 | 16 |
| | Substitution (Spanish) | | 3 | 4 |
| | Elision | | 6 | 7 |
| | Transposition | | 4 | 6 |

Table 3.3.

Total number of adequacy errors derived from different types of linguistic errors in notices.

| Notice | | Type Adequacy Error | | |
|---|---|---|---|---|
| Type of Linguistic Error | | Inappropriate | Incongruent | Incorrect |
| **Spelling** | Addition | | | |
| | Substitution | | | 14 |
| | Elision | | | 8 |
| | Transposition | | | 1 |
| | Word Boundary | | | 1 |
| **Morphosyntactic** | Addition | | | 1 |
| | Substitution (English) | | 5 | 6 |
| | Substitution (Spanish) | | 1 | 3 |
| | Elision | | 2 | 7 |
| | Transposition | | 4 | 1 |
| **Lexical** | Addition | | 1 | |
| | Substitution (English) | 2 | 7 | 5 |
| | Substitution (Spanish) | | 1 | 1 |
| | Elision | | 2 | |
| | Transposition | | 1 | |

Table 3.4.

Total number of adequacy errors derived from different types of linguistic errors in brochures.

| Brochure | | Type of Adequacy Error | | |
|---|---|---|---|---|
| Type of Linguistic Error | | Inapprpriate | Incongruent | Incorrect |
| **Spelling** | Addition | | | 1 |
| | Substitution | | | 5 |
| | Elision | | | 4 |
| | Transposition | | | |
| | Word Boundary | | | |
| **Morphosyntactic** | Addition | | | 3 |
| | Substitution (English) | | | 5 |
| | Substitution (Spanish) | | | 1 |
| | Elision | | | 5 |
| | Transposition | | | |
| **Lexical** | Addition | | | |
| | Substitution (English) | | | |
| | Substitution (Spanish) | | | |
| | Elision | | | |
| | Transposition | | | |

Table 3.5.

Total number of adequacy errors derived from different types of linguistic errors in others.

| Other | | Type of Adequacy Error | | |
|---|---|---|---|---|
| Type of Linguistic Error | | Inappropriate | Incongruent | Incorrect |
| **Spelling** | Addition | | | |
| | Substitution | | | 2 |
| | Elision | | | 7 |
| | Transposition | | | |
| | Word Boundary | | | |
| **Morphosyntactic** | Addition | | | |
| | Substitution (English) | | | |
| | Substitution (Spanish) | | | |
| | Elision | | | 1 |
| | Transposition | | | |
| **Lexical** | Addition | | | 2 |
| | Substitution (English) | | 4 | 3 |
| | Substitution (Spanish) | | | |
| | Elision | | | |
| | Transposition | | | |

**6.4. Type of linguistic errors derived from interference.**

Table 4.1.

Total number of linguistic errors derived from the role of interference in all samples.

| Total | | Type of Interference | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Phonetic | Graphemic | Lexical | Grammar | Use of Prepositions | Collocations |
| **Spelling** | Addition | | 1 | | | | |
| | Substitution | 5 | 16 | | | | |
| | Elision | 5 | 11 | 2 | 4 | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| **Morphosyntactic** | Addition | | | 1 | 1 | | 1 |
| | Substitution (English) | | 1 | | 2 | 4 | 1 |
| | Substitution (Spanish) | | | 1 | 2 | 4 | |
| | Elision | | | | | | 1 |
| | Transposition | | | | 8 | | |
| **Lexical** | Addition | | | | | | 3 |
| | Substitution (English) | | | 4 | 1 | | 1 |
| | Substitution (Spanish) | | | 4 | 1 | | 1 |
| | Elision | | | | | | 1 |
| | Transposition | | | | | | |

Chart 4.1.

Total number of linguistic errors derived from the role of interferences in all samples.
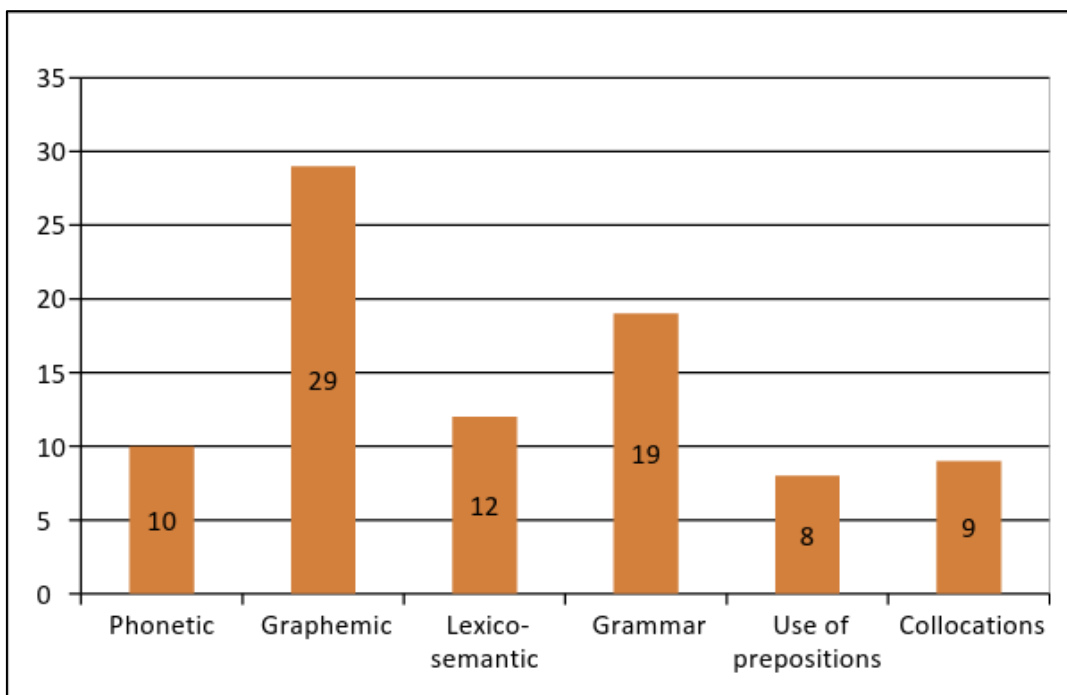
Table 4.2.

Total number of errors derived from the role of interference in Menus.

| Menu | | Type of Interference | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Phonetic | Graphemic | Lexical | Grammar | Use of Prepositions | Collocations |
| Spelling | Addition | | | | | | |
| | Substitution | 4 | 2 | | | | |
| | Elision | 3 | 6 | | | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| Morphosyntactic | Addition | | | | | | |
| | Substitution (English) | | | | 1 | 2 | |
| | Substitution (Spanish) | | | 1 | 2 | | |
| | Elision | | | | | | |
| | Transposition | | | | 7 | | |
| Lexical | Addition | | | | | | |
| | Substitution (English) | | | 1 | | | |
| | Substitution (Spanish) | | | 1 | 1 | | 1 |
| | Elision | | | | | | 1 |
| | Transposition | | | | | | |

Table 4.3

Total number of errors derived from the role of interference in Notices.

| Notice | | Type of Interference | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Phonetic | Graphemic | Lexical | Grammar | Use of Prepositions | Collocations |
| Spelling | Addition | | | | | | |
| | Substitution | 1 | 8 | | | | |
| | Elision | 1 | 5 | 2 | 1 | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| Morphosyntactic | Addition | | | 1 | | | |
| | Substitution (English) | | | | | 2 | |
| | Substitution (Spanish) | | | | | 4 | |
| | Elision | | | | 1 | | 1 |
| | Transposition | | | | 1 | | |
| Lexical | Addition | | | | | | |
| | Substitution (English) | | | 1 | | | |
| | Substitution (Spanish) | | | 3 | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |

Table 4.4.

Total number of errors derived from the role of interference in Brochures.

| Brochure | | Type of Interference | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Phonetic | Graphemic | Lexical | Grammar | Use of Prepositions | Collocations |
| Spelling | Addition | | 1 | | | | |
| | Substitution | | 6 | | | | |
| | Elision | 1 | | | 3 | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| Morphosyntactic | Addition | | | | 1 | | 1 |
| | Substitution (English) | | | | 1 | | 1 |
| | Substitution (Spanish) | | | 1 | | | |
| | Elision | | | | 1 | | |
| | Transposition | | | | | | |
| Lexical | Addition | | | | | | |
| | Substitution (English) | | | | 1 | | 1 |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |

Table 4.5

Total number of errors derived from the role of interference in Others.

| Others | | Type of Interference | | | | | |
|---|---|---|---|---|---|---|---|
| Type of Linguistic Error | | Phonetic | Graphemic | Lexical | Grammar | Use of Prepositions | Collocations |
| Spelling | Addition | | | | | | |
| | Substitution | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| | Word Boundary | | | | | | |
| Morphosyntactic | Addition | | | | | | |
| | Substitution (English) | | | | | | |
| | Substitution (Spanish) | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |
| Lexical | Addition | | | | | | 2 |
| | Substitution (English) | | | 2 | | | |
| | Substitution (S Sp | | | | | | |
| | Elision | | | | | | |
| | Transposition | | | | | | |

## 7.  DISCUSSION OF RESULTS

### 7.1. General findings

The analysis of results shows the presence of different types of errors in the translations of tourist texts retrieved for this study, and allows for an evaluation of their possible linguistic causes and explanations.

In relation to the categories used for analysing the data, errors were detected at all linguistic levels, namely spelling (addition, substitution, elision, transposition or word boundary); morphosyntactic (addition, substitution - either Spanish or English-, elision, and transposition), and lexis (addition, substitution - either Spanish or English-, elision and transposition).

Results also show a strong impact of errors at these levels on the *sense* of the translations. The deviations identified were different, unintelligible, broadened, restricted, and related sense. On the other hand, cases of contrary sense with respect to the Spanish designation were not found.

Additionally, errors had an impact on *adequacy*, causing the translation to be inappropriate, incongruent, or incorrect, while alterations in *participation* occurred in terms of a broadening or a restriction of its scope. The type of sample was crucial for the latter to emerge, since errors at this level appeared only in texts intended to directly address an interlocutor, which differed from the function of the menus and brochures analysed.

### 7.2. Comparison of variables

Noticeable features became visible after comparing numbers from different variables. Major tendencies are detailed and explained in the following sub-sections.

**7.2.1. Frequency of errors according to type of sample**

Table 1.1 shows that the most common error among the total of samples was the lexical substitution by an English word. The number of occurrences was 72 out of 293 errors, which corresponds to 24.5% of the total. This tendency is repeated in two of the four categories, which is consistent with the observations suggested by Gavrich (2002) and Soto Almela (2006) regarding the high complexity of translating culture-specific items.

In menus, lexical substitutions by English words represent 29.06% of the total of errors with 50 occurrences out of 172. The cards containing detailed analysis of each case, as well as the exhaustive research conducted for providing corrections, illustrate how the degree of lexical precision required for an accurate translation of menus derives in a higher probability for the text to present deviations.

The same trend is observable in notices, in which 16 errors out of 82 (19.05%) belong to lexical substitutions in English. Descriptions of Chilean specific cultural elements such as buildings, crafts and political organisation are contained in these samples, which may account for the salience of deviations derived from the use of lexical items.

Regarding brochures, results were slightly different, showing a uniform distribution in the amount of errors. Spelling substitution, morphosyntactic addition, and morphosyntactic elision presented the same number of occurrences, each of them representing 20% of the total amount of errors in this type of sample.

With respect to the category 'Others', elision in spelling presented the largest number of occurrences, representing 41.1%. Lexical additions followed, with 29.4% of the total amount of errors found in the category.

The predominance of different classes of errors in each type of sample has also been determined by the textual nature of the samples. In this sense, it was expected that the description of places and their historical relevance -mostly contained in brochures and notices- presented a larger amount of morphosyntactic deviations, since they involve the use of complex sentences and cohesive mechanisms. On the other hand, the referential and semantic components of translation prove more salient in menus, where lexical precision is needed. In this sense, those

samples were expected to present more errors in this aspect.

### 7.2.2. Adequacy

As previously stated, adequacy was another feature that changed due to the influence of errors. In this respect, the analysis revealed that each error -or sequence of errors in a card- made an impact on at least one of the aspects of adequacy. This will be explained in detail for each type of adequacy error, based on the numbers displayed in Table 1.3 and Chart 1.3.

#### *Inappropriate*

Inappropriate translations totalled 5 out of 307 adequacy errors, which represent 1.9% of the sample. The only type of error that led to this type of inadequacy was lexical substitution by an English word, which suggests that the degree of precision in the use of lexical choices may severely affect the appropriateness of translations in relation to the communicative context. Let us consider the case in which the Spanish word *costillar* was translated as *\*ribcage*. The latter is a term used typically in relation to anatomy, but becomes inadequate in the field cuisine. Consistently, the analysis shows that its use in a menu altered the adequacy of the translation, thus making it inappropriate (see Card C071MANC #160).

#### *Incongruent*

A total of 105 cases of incongruence were identified out of 307 adequacy errors (34.2% of the total number). 50 out of these 105 errors were lexical substitutions by English words, representing 47.6% of the total number of adequacy errors. Lexical additions totalled 12 occurrences (11.4%).

These numbers support the assertion made by Palazuelos et al. (1992) that, despite not being the central element in translation, the *meanings* conveyed through lexical items are likely to alter its ultimate goal -that is, the reproduction of designation. As a result, the external reality conveyed in the original Spanish form does not coincide with that represented in the translation.

An example from the analysis shows that the construction *suspiro limeño* -which designates a Peruvian type of dessert- was translated as *\*sigh limeño.* Accordingly, this translation has been classified as incongruent, for it does not designate the actual entity represented in the Spanish form (see Card 087MSHT #219).

### *Incorrect*

This was the predominant type of adequacy error, with 197 occurrences out of a total of 307 deviations (64.1%).

The spelling of English words represented a significant contribution to incorrect translations. Out of the 197 cases of incorrectness, 42 were derived from substitutions at this level (21.3% of the total). For example, the word *governor* was translated as *\*gobernor* (see Card C014NTOF #042).

The second most common cause was spelling elision, which represents 20.3% of the sample with 40 occurrences. One instance of this connection between linguistic accuracy and adequecy was the translation of *fillet* as *\*fille* (see Card C066MANC #152).

Additionally, there were some cases in which a spelling error derived in the use of another word. As a result, a considerable number of translations presented deviations at more than one level of adequacy. This reflects the close relationship between errors at different levels and, as explained in the conceptual foundations for this study, the complexity of translation as a social and linguistic practice.

Lexical substitution by a word in English is the third most common type of incorrectness, with 24 occurrences out of 197 corresponding to 12.1% of the sample. A significant number of these cases derived from spelling errors that accidentally led to the use of a different English word. An example of lexical substitution for a word in English that led to an *incorrect* type of error was the translation of the Spanish word *curso,* which is equivalent to *class,* as *\*curse,* which is an existent word in English but is not the correct translation for *curso* (see Card C033ONHM #080).

At the level of grammar, morphosyntactic elision represents 10.1% of the total (20 errors), whereas morphosyntactic substitution by an English element represents 6.5%, (13 instances). These cases were reported to deviate from the structural rules of the English language, often without compromising other aspects of the translation. A recurrent instance for this was the elision of the morpheme for third person singular, as observed in "*the past of Chile get life*" (see Card C024NTOF #061).

The results discussed show that a large portion of translation errors may occur at the formal dimension of language, without necessarily implying an alteration in the meaning or the sense of the translation. Yet, as discussed in the theoretical framework, the analysis of incorrectness is relevant in that any expression of inaccuracy will constitute an undesirable hindrance in the quality of a tourist text, regardless of its functional efficacy.

### 7.2.3. Sense

Sense was another central feature for the analysis of results, since the presence of alterations in this aspect largely depended on linguistic errors and their nature. In this respect, numbers indicate the prevalence of deviations leading to a *different* type of sense. In contrast, the sense error corresponding to the category of *contrary* was not found in any of the samples.

The results for this class of errors will be analysed according to the types of sample in which they occurred.

### *Menu*

In this category, the most common types of sense errors were 'different' and 'unintelligible'. In the case of both deviations, their primary cause was the substitution of lexical items by other English words.

In the case of the occurrences of different sense, 16 out of the 41 instances were caused by lexical substitution by a word in English, which represents a 39.02%. An example of this is the translation of the Spanish word *costo*, as *change* instead of *charge* (see Card C043MCHN

#094).

As regards unintelligible sense, 16 out of 39 cases were caused by lexical substitution by a word in English (41.02%). This trend suggests that, in general, the replacement of words by unrelated items may derive from the lack of verification of meaning in the mother tongue, as argued by Gavrich (2002). An example of unintelligible sense is the word \*biftek, which possibly meant to be *beefsteak*. The word structure was altered, thus making it unintelligible (see Card C002MCOQ #018).

In menus, the high impact of lexical replacement on sense may be explained by the fact that the semantic component is fundamental in the reference to specific dishes and ingredients. This translates into a high occurrence of errors at the lexical level.

### *Notice*

Similar to menus, the most common sense error in this category was *different*. The number of occurrences was 27 out of 37, which corresponds to a 72.9% of the total.

Within this category, one of the main deviations affecting sense was lexical substitution by an English item, with 7 occurrences out 27 errors, (25.9%). An example of error that derived in a *different* sense was the translation of the Spanish word *relatada* as \*related, instead of *told,* which would be a more accurate translation. (See Card C015NTOF #046).

A second error that hindered sense was the morphosyntactic substitution by an element from English with 6 instances, representing a 22.2% of the total. An occasion of this sense error can be seen in the following example, in which the construction \*of Rome is used, in a context in which the genitive, *Rome's,* should have been used. (See Card C020NTOF #057). In cases such as this, the impact on sense derives from morphosyntactic errors operating together with other types of deviation -often lexical substitutions- also specified in the cards.

Finally, substitution in spelling also presented 6 occurrences. An instance in which the *different* sense error can be seen is the following example, in which the word *precolombino* was translated as \*precolombian, instead of *pre-Columbian* (see Card C015NTOF #046).

Unlike the menu samples, the translations of the notices gathered for this study were characterised by the presence of more complex structures and the existence of paragraphs. For that reason, the morphosyntactic component was expected to have a more salient impact on sense, as demonstrated in the analysis.

### Brochure

In brochures, only one deviation of sense was found, falling into the *different* category. This sense error was caused by a morphosyntactic substitution by an element from English (See Card C049BTOF #114). The analysis suggests that errors in this type of sample tend to occur at surface level, affecting mostly formal features. Consequently, sense does not seem to be noticeably hindered.

### Others

The most common sense error in this type of sample was *different,* with 6 occurrences out of 6 samples (100%). Out of these 6 errors, 4 were caused by a lexical substitution by an English word (66.6%). An instance for this can be seen in the following example, in which the Spanish word *regular* was translated as the English form *\*regular,* yet they have different meanings. In this case, a more accurate translation would have been *average.* (See Card C044OCHN #097)

The absolute prevalence of different sense in these samples may be explained by their nature: mostly surveys and registration forms in which lexical precision is essential for a successful retrieval of data.

### 7.2.4. Participation

The analysis revealed only 3 participation errors present in two categories -notice and others. Such a low rate of this type of errors derives from the very nature of the samples. Whereas warning signs and surveys are typically conative, the menus examined did not present that function of language (although previous studies have reported cases of its existence). Likewise,

the brochures analysed contained exclusively referential descriptions, thus leaving participation out of the analysis.

The participation errors found belonged to two classes, which are explained as follows.

### *Broadened*

This deviation was present only in the category 'Others'. The Spanish form *Cómo evaluaría la habitación en general?* was translated as *\*Room's evaluation in general?*. Participation was considered to have been broadened, since the translation does not address anybody, as the Spanish form does. The suggested translation, then, is: *How would you evaluate the room in general?* in which participation is not altered. (See Card C045OCHN #102)

### *Restricted*

This class of errors was present only in one type of sample, *notice,* with 2 occurrences. In one of the cases, the Spanish form *anonimato garantizado* was translated as *\*your anonymity is guaranteed.* According to the analysis conducted, the addition of the possessive *your* restricts the participation in the sense that the Spanish text is directed to the audience impersonally, unlike the English form, in which the text is aimed at the individuals directly, not to the public as a whole. (See Card C038NMTR #087)

Despite the low number of instances, this category of analysis was considered relevant, since the role of pragmatics is essential not only in the translation of a linguistic message, but also in the translation of culture and identity, and constitutes an area of heated discussion among translation scholars.

### 7.2.5. Interference

According to the analysis, 87 errors were influenced by interference from Spanish. The categories that emerged from the analysis are largely consistent with those presented in Gavrich

(2002), and are listed as follows: phonetic, graphemic, lexico-semantic, grammatical, use of prepositions, and collocations. In all samples, graphemic interference was reported as causing the largest number of errors.

### *Phonetic*

Phonetic interference, in general, is caused by the system of sounds of the source language. Although the presence of this aspect represents only 11.4% of the total amount of interference cases (10 out of 87), the following example results to be quite illustrative. The Spanish form *con* was translated as *\*uit.* It is possible to observe that interference manifested itself in the dimension of spelling (substitution and elision), having as a result a non-existent word that may be pronounced similar to *with*, but that barely resembles the actual spelling of the word. (See Card C069MANC #157)

### *Graphemic*

The graphemic category corresponds to errors in spelling caused by Spanish orthographic rules. This was the most common expression of interference, with 29 instances out of 89 (32.5% of the total). A recurrent trend was the misspelling of words that, although similar, present differences in orthography. For example, the word *attention* was translated as *\*atention,* due to the similarity of that word to the Spanish form *atención.* Additionally, changes in the rules of spelling from one language to another proved to increase the number of cases of interference. An instance for this factor was taken from the same error: the combination *tt* is not present in Spanish spelling and, therefore, was not employed in the translation (see card C032NNHM #078).

### *Lexico-semantic*

The lexico-semantic category is composed of errors caused by the wrong use of cognates. The number of occurrences of this error was 12 out of 89, representing the 13.4% of interference cases. An example in which this type of interference can be clearly identified is the instance in

which the Spanish word *regular* was translated as the English word *\*regular,* which is a false cognate. In turn, a more suitable translation of the Spanish designation would have been *average* (See Card C044OCHN #097).

### *Grammatical*

This category gathers the errors found in the transposition of words caused by interference. The number of instances of this type of interference was of 19 out of 89, which represents 21.3% of the total. Grammatical errors usually occurred in the [adjective + noun] construction, which in its Spanish equivalent is structured inversely, that is, [noun + adjective]. A representative instance of this type of interference can be seen in the following example, in which the construction *ceviche de pescado* was translated as *\*raw fish local.* The influence of Spanish grammar led to an alteration in the word order, being *Raw local fish* a suitable correction for the error (See Card C076MIDP #173).

Literal translations are likely to cause this type of error as well, as observed in the following construction, in which the Spanish form *parrillada de mariscos* is translated as *\*grill of seafood,* instead of *grilled seafood.* In this example the words are translated independently (See Card C061MANC #147).

### *Use of Prepositions*

This category corresponds to errors caused by the interference of Spanish in the use of prepositions. Despite belonging to the domain of grammar, it was regarded as a separate category, for it represents a distinctive and recurrent type of deviation in the translations analysed

This type of deviation was present in 8 out of 89 interference cases, which corresponds to an 8.9%. Most of the errors were related to the use of the prepositions in/on. One of the most powerful explanations for this tendency is that, in general, there is no distinction between these two forms in Spanish; usually, both are formally fused in the preposition *en.* An instance of this error can be seen in the following example, in which the Spanish form *En esta sala* was translated as *\*On this room.* (See Card C030NPOF #074).

Additionally, the analysis revealed the presence of a literal reproduction of the way prepositions are used in Spanish. The translation of *iglesias de Santiago* as *\*churches of Santiago* clearly illustrates this observation (see Card C011NTOF #039).

### *Collocations*

The interference errors that were caused by problems with collocations were 9 out of 89, which correspond to a 10.1% of the samples. This type of error was usually caused by a literal translation of structures from Spanish into English which are not used in the same way in the two languages. The construction *\*The past of Chile get(s) life* was intended to represent the Spanish form *El pasado de Chile cobra vida.* However, the structure *get life* is an English idiom usually related to a sentence to life in prison. In turn, the collocation at which the translation aimed was *come to life* (See Card C024NTOF #062)

In general terms, these expressions of interference reflect a tension between the notions of equivalence presented in the theoretical framework -especially those concerning textual reproduction- and the functional approaches to translation. Furthermore, the evidence present in the samples analysed supports the position of scholars that argue for a conception of language - and, especially, of translation- as a formal and functional, but also a social, individual and cultural phenomenon.

## 8. CONCLUSIONS

The role of translation in tourist texts, and its position in the national scene, emerged as a genuine inquiry and was crucial for starting this research. As it moved forward, we realised that the production and massification of texts in English was not the only crucial factor: their quality was equally important. Along these lines, the main aim of this study was to provide a corpus-based analysis which accounted for the main linguistic aspects of errors in the translation of Chilean tourist texts.

The overall result of the analysis, precisely, was that Chilean tourist texts do present a large number of errors and, as expected, these significantly hindered the quality of the translations. In relation to the nature of the errors, our results revealed that errors are present at all linguistic levels -that is to say, spelling, lexical, and morphosyntactic- and that they actually have an impact on the sense, which in some cases may make the translation unintelligible. Similar effects were reported in adequacy, with errors leading the translations to be inappropriate, that is to say, which may even violate universal principles of human thought and experience. Finally, an error affecting participation may seem to be less important, affecting the translation to a lesser extent. However, depending on the nature and purposes of the text, participation may play an important role, since changes in illocutionary force may, for instance, transform a prohibition sign into a suggestion.

The interference from Spanish found in our data may be considered as a mirror for the current state of affairs in the national context of English competence. On the one hand, it may encompass the urgent need for having tourist texts translated into English, as well as the lack of knowledge, skills or fundings to provide a good translation. On the other hand, this may reflect a woeful, systematic neglect of the elaboration of such materials.

Along these lines, the purpose of this research is enlightening, for it intends to raise awareness on the poor quality of the translations, which, in our opinion, hinders the touristic image of the country. It was expected that translations found in public institutions -that is to say, depending on the government- would be higher in quality than the translations found in more informal places or in a family business. However, this was not the case; the analysis of results revealed that those translations retrieved from the National Tourist Office presented the highest

number and variety of errors in all our data.

For this reason, we think it is mandatory to pay especial attention to the information directed to foreigners, situation that has inspired us to provide suggested translations to all the samples used in this study, not only to conduct the analysis, but also to send a copy to the people in charge of the places from which samples were taken, as a contribution to the improvement in the quality of translations. This is in line with a more general wish to encourage institutions themselves to be concerned with the quality of the bilingual materials offered.

Needless to say, we do not consider ourselves the owners of the truth. Therefore, special attention was paid to the concept of "error" when analysing the data. Regarding this, the instrument played a fundamental role, for it was designed according to the theoretical foundations of the project for minimising the rates of subjective interpretation. On the contrary, it only served as a mould to compare different types of texts, and the results showed whether the text fit or did not fit the mould. This is also related to the fact that we focused our research on errors, leaving aside both the translators' traits and the comprehension of the texts by the addressees.

This study was primarily concerned with the classification and explanations of the errors found, as well as with the elaboration of suggested translations, keeping in mind that the texts analysed were conceived as products in circulation, rather than stages of a teaching/learning process. Therefore, it was possible to apply a model of error analysis that delivered objective, manageable, and generalisable results.

In relation to this, it is possible to say that positive results in the use of the instrument allowed its proposal as a model for the linguistic analysis of errors in different types of tourist texts, a niche that is considered urgent to be occupied, for, as it was stated before, it considers translations as products, not as pictures of learning processes, or translators' training programmes.

## 9. LIMITATIONS

It is important to re-state that the role of the translator, as well as the reader's understanding of the text were beyond the scope of this study.

After having started using the instrument, we realised that the number of samples per category (menu, notice, brochure, others) could be considered a shortcoming. The selection of the samples could have been carried out more homogeneously, that is to say, to have a similar amount of pictures per type of sample. This would have allowed a wider range of generalisable results. Along the same lines, a second drawback arose when conducting the analysis. Each type of sample proved to be excellent raw material for analysis, which led us to consider the possibility of focusing on one type of sample only. Due to time constraints, we decided to keep the samples that were originally selected.

## 10. SUGGESTIONS FOR FURTHER RESEARCH

It is essential to provide as much attention as possible to texts destined for tourists and the design of new models to prevent poor quality translations. Research at larger scales is necessary for a more precise characterisation of the situation across the country. On the other hand, studies focused on specific types of materials might help detecting particular aspects with high occurrence of errors, in line with the development of suggestions and strategies for improving the quality of new texts.

As the impact of errors in participation presented rather small numbers due to the nature of our data, we suggest further research in that respect, in order to fully account for how much they can affect the translations.

Finally, we encourage further development of theoretical and corpus-based research on the translation of Chilean tourist texts, as well as the elaboration of instruments for their analysis conceived from different theoretical perspectives.

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