Translating Tourist Texts Into Non-Mother Tongue: An Experiment with a Multilingual Corpus*

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Abstract

The aim of this paper is to carry out an experiment with semi-professional translators, i.e., undergraduate students in their last year of their degree in Translation and Interpreting. The experiment consists of translating into non-mother tongue (English, French, or Italian) some text fragments written originally in Spanish so as to analyse the quality of their translations. The compilation of this multilingual corpus and its subsquent exploitation will allow us to classify the most frequent mistakes found in the translated fragments. Apart from the mistakes, we will also show the kind of resources these semi-professional translators used for their specialised translations.

Keywords: Corpus linguistics, specialised translation, wellness and beauty tourism, translation mistakes, specialised discourse.

Traducción inversa de textos turísticos: un experimento con corpus multilingüe

Resumen

El objetivo de este artículo es realizar un experimento con traductores semiprofesionales, esto es, estudiantes universitarios que están terminando sus estudios en Traducción e Interpretación. El experimento consiste en llevar a cabo traducciones inversas (inglés, francés o italiano) de fragmentos de texto escritos originalmente en español para poder analizar la calidad de esas traducciones. La compilación de este corpus multilingüe y su posterior explotación nos permitirá clasificar los errores más frecuentes en los fragmentos traducidos. Además de estos errores, mostraremos el tipo de recursos que han utilizado estos traductores semiprofesionales para realizar sus traducciones especializadas.

Palabras clave: Lingüística de corpus, traducción especializada, turismo de salud y belleza, errores de traducción, discurso especializado.

1. INTRODUCTION

Professional translators are supposed to have a strong training when undertaking their degrees in Translation Studies or Translation and Interpreting. It is true that a translator should receive or undertake by his/her own a specialised training in some concrete subject fields, but the reality is that, above all at the beginning of a translator's career, specialisation comes with the knowledge acquired during their academic degrees or postgraduate courses. On the other hand, in Translation programs undergraduate students learn different strategies for facing some texts of certain fields of knowledge. However, sometimes this training is not enough and frequently this training is focused on very few specialised fields of knowledge.

Apart from this reality in the academic side, some professional translations lack a certain level of quality that final users may wish. Curiously, some of these poor-quality translations are public and available for a wide range of users on the Net. We refer to a concrete field of knowledge like tourism. Nowadays, most of the promotional materials

of tourist services are published on the Internet, and this material is often translated into several languages. However, these texts frequently show a huge number of mistakes and errors that should be avoided because it is the first impression foreign tourists have of the country publishing this promotional material.

In this study, we have taken into account these premises and we have decided to analyse the translation carried out by some semi-professional translators –undergraduate students in their final year of their degrees, following the terminology coined by Corpas Pastor (2008)– so as to classify the mistakes made in their non-mother tongue translations. To do so, we have compiled all the translations performed by these semi-professional translators and we have analysed them with a corpus management program called ParaConc. Besides, we have also designed a survey so as to know the kind of resources used by these students as part of the documentation useful for their translations.

2. THEORETICAL FRAMEWORK: THE STATE OF THE ART OF TOURIST TRANSLATIONS

It is widely known that tourist translation has not been given the revelance that a specialised translation should have. Besides, in Spain, tourism is one of the major sectors fostering the economy of the country.

Apart from this situation, in current Spanish degrees of Translation and Interpreting, tourist translation has not been, in general, an independent subject as some other specialised translations, for instance, scientific translation or legal translation or economic translation. In fact, this kind of translation has traditionally been included under the umbrella of General Translation. Moreover, cases of tourist translations are shown in this kind of subjects with the unique aim of highlighting mistakes and errors in professional translations.

With regard to this respect, in a study carried out in 2010, we analysed a total of 263 translation subjects from 18 degrees of Translation and Interpreting and we discovered that only 11% of those translation subjects were devoted to the analysis and translation of tourist texts (Castillo, 2010).

This reality leads us to post the question why tourist translation has not gained the status of specialised translation, taking into account that Spain holds every year a great amount of foreign tourists with the subse-

quent total expense generated by those foreign tourists in our country –please see Turespaña (2015a and 2015b) for an overview of the last data thrown in this sector last July 2015–.

We should bear in mind that one of the reasons why tourist translation has not been considered as an independent subject lies on the fact that tourist discourse has not been considered as a specialised discourse in itself. However, as we stated elsewhere (Castillo, 2014), our view is to defend tourist discourse, and therefore, tourist texts, as specialised because of its linguistic and pragmatic features, and above all because of its specialised lexicon which is "the most distinguishing characteristic of special languages" (Sager, Dungworth, and McDonald, 1980: 184).

On the other hand, as mentioned before, tourist translations are frequently taught for showing some mistakes and the poor quality in this type of translations. As far as quality in translation is concerned, Sager (1989: 91) also states that "there are no absolute standards of translation quality but only more or less appropriate translations for the purpose for which they are intended". Despite this statement, the issue of translation quality –either as a product or as process– has always been a priority for researchers, professional translators and faculty members in this area. In fact, it has been widely discussed that the aim of each translation task is the production of a good target or translated text (TT), that is, a text with a high level of quality[1].

Nevertheless, one of the main problems arisen in the product of a tourist translation is that tourist texts are not always translated by professional translators. These texts are sometimes translated by people with some knowledge about languages or even without any experience in the field of translation. Therefore, the TT does not reach the level of quality demanded by foreign tourists.

In a study described in Kelly (2005), an informal survey was distributed to several hotels and other tourist companies, but none of them answered to have required the services of professional translators for producing their texts into another language. Besides, some of these companies recognised to have requested people with certain level on foreign languages, members of the marketing department or even staff people working in hotel receptions.

As a consequence of this lack of responsability, there have been many mistakes in tourist translations, such as literal translations, sense

mistakes, spelling and grammar mistakes, typographical mistakes –which often change the sense of a whole message–, terminological mistakes, among others.

Several authors justify that the reason for the poor quality of tourist translations mainly lies on what some call 'a directionality criterion', as Kelly (2005) argues. In other words, translations carried out in the tourist sector are generally performed into non-mother tongue. To this respect, Grosman (2000: 21) points out: "Translation theory holds that ideally all translations must be done by native speakers of the language of the target culture; non-mother-tongue translations are commonly regarded to be unacceptable if not appropriate".

However, the reality reveals us that it is a widely extended practice to have some non-native speakers in charge of translating texts into their non-mother tongue. And we should be aware of this reality, due to the fact that in most Spanish universities, faculty members, whose mother tongue is Spanish, teach subjects and modules related to translations in both directions (Castillo, 2010).

Taking this into account, we have compiled a corpus of texts translated into non-mother tongue by undergraduate students who are in the final year of their degree in Translation and Interpreting with the aim of analysing the quality of these translations. Before showing the results of mistakes classification and the type of resources used by these students, we will explain the whole process of the experiment.

3. METHODOLOGY

The corpus object of our study contains four subcorpora: a Spanish subcorpus formed by texts originally written in Spanish –that is, the source texts (ST) for the subsequent translations–, and three subcorpora in English, French and Italian formed by the translations performed by semi-professional translators.

Broadly speaking, if we observe the main features of this corpus, we can describe it as parallel (with ST and TT) and multilingual (four languages)[2].

For or corpus compilation, we followed four different phases: 1) selection of the ST; 2) publication of the material, where we included the requirements and instructions for the translation task; 3) delivery of the

documents, that is, the source fragments (SF) to translate and the survey; 4) delivery of the translated fragments (TF) in different languages and the survey fulfilled with the information required for our study.

Selection of the source texts

The semi-professional parallel and multilingual corpus contains a subcorpus composed of texts originally written in Spanish in the subject field of tourism, concretely, the segment of tourism called 'wellness and beauty'. All these texts were compiled from webpages of hotels and establishments with spa services and they were also part of another comparable corpus which served us to draft some conclusions about the terminology used in this type of texts in wellness and beauty tourism –see Castillo, 2010 and 2012–.

However, for the purpose of the study we are involved in this paper, in the parallel corpus not all the ST from the comparable corpus were selected. In fact, we only selected some fragments of the ST which were not translated online in the different languages of the translation task our students had to perform.

3.1. Publication of the material

Students were given a document in which the skopos of the translation was specified[3]. Even though the translation of the promotional material of a tourist text is tied to some restrictions of this textual type, this was not specified in the document prior to the fragment delivery for the translation.

On the contrary, this document only contained the skopos, the instructions for performing the translation and the situation context. The skopos is the translation of every fragment belonging to the online promotional material from a hotel with spa services. On the other hand, students were also specified a series of instructions for their translation delivery, that is, which parts had to be translated and the codification they had to follow for saving their files.

As far as the situation context is concerned, the explanation of the translation task included some non-real information. Participants were divided into sender, named *Hotel Relax Spa*, and its intention –to foster the spa services of its hotel–; the addresser, formed by the copywriter and publicist team as well as the translator team; and the receiver, or the final user, composed of those tourists whose mother tongue is one of the target

languages (TL) of our study (English, French or Italian) and whose target destination is Spain. The content or message is formed by the fragments to translate; the channel is an official website of the invented *Hotel Relax Spa*, where all the translated promotional material will be published. The code is the language, in our case, three TL and one source language (SL).

In this second phase of the experiment, the survey was also published, but this had to be fulfilled once the translation of the fragments finished. The first part of the survey contained questions related to the academic information of the student (age, mother tongue, first foreign language, second foreign language, etc.). The second section of questions was related to comments about the translation, for instance, the easiest parts of their translation, the most difficult ones, as well as questions related to the specialised terminology. The third section of the survey gathered questions related to the professional abilities they had acquired during their degrees. And the fourth section included questions related to the documentation used for carrying out their translations. We were especially interested in this last group of questions.

3.2. Delivery of the documents

As indicated beforehand, some fragments of texts from a comparable corpus were selected for organising the experiments with semi-professional translators. For delivering the fragments to translate we had to follow two ways.

On the one hand, for the translations into English, a virtual learning environment, concretly, Moodle platform, was used. We uploaded all the fragments, the instructions and the survey so that students could download them without problems.

On the other hand, for the translation fragments into French and Italian, a computer lab was used in which the main computer contained all the documents needed for the translation. The rest of the computers received all the documents from this main computer[4].

3.3. Delivery of the translated fragments

Once the translation of the fragments was finished, students had to send their tasks by using, once again two ways: uploading the fragments into Moodle platform, in the case of English subject, or exporting their

tasks into the main computer of the computer lab, in the case of French and Italian subjects.

Besides, they were also asked to follow a special codification for saving their TF. There were some students in charge of translating the same fragment of a given ST, therefore, the procedure was to maintain the same number codification and to add different letters (a, b, c, d, etc.). Due to the amount of words contained in a single ST, we divided every ST into two fragments (fragment 1 and fragment 2).

Let us indicate an example of codification. For the group translating into French, one of the ST selected was 1047STES (ST for source text, and ES for Spain, according to the country code proposed by ISO 3166-2). With the aim of distinguishing fragments, the codification for this item was: 1047TTFR_1 and 1047TTFR_2 (1047 is the number of the text which coincides with the ST, TT is the target text, FR is the country code for France, and the numbers 1 and 2 correspond to fragment 1 and fragment 2, respectively). As mentioned before, there were several students in charge of translating the same fragments. To distinguish this, we suggested the addition of letters to the last number of the item, that is, *a*, *b*, *c*, *d*, etc. All this means that for five translations of fragment 1 of 1047STES, the items compiled have been: 1047TTFR1_a, 1047TTFR1_b, 1047TTFR1_c, 1047TTFR1_d, and 1047TTFR1_e.

Once completed this step, the next step consists of aligning every TT with the corresponding ST with a software program allowing us to do this.

3.4. Process of alignment

Texts contained in a parallel corpus must be well-organised so as to exploit and analyse better their content. Likewise, it is more than evident that we need to manage parallel corpora so that their texts can have a useful format for researchers. One of the most relevant treatments applied to the parallel corpus is what we know as 'alignment'. This process constitutes another essential phase when compiling a parallel corpus (Castillo, 2009).

For our corpus alignment, we have used the software programme ParaConc. This multilingual concordance programme allows the user to carry out contrastive analysis. ParaConc allows the user to align up to four texts in four different languages. However, in this study we have not used this option as the ST for the translations into three non-mother

tongues were not the same in the three subcorpora. Therefore, we had to load bitexts separately (ES-EN; ES-FR; ES-IT) into the software.

The process for aligning all the bitexts can be summarised as we list below:

1. Select the option 'new line delimiter'. After this option, the bitexts are perfectly loaded.
2. Click in each bitext and select 'alignment' in the option 'view corpus alignment'.
3. Check the instances aligned and modify if necessary.
4. Save the results in 'save workspaces as' so that the bitext aligned and analysed with the programme can be available and ready.

4. RESULTS

In this section we will offer the classificacion of the mistakes we have detected after analysing the translations of the semi-professional translators. Besides, we will show the resources they have used for their translations according to the answers gathered in the fourth group of questions of our survey.

4.1. Classification of mistakes detected in non-mother tongue translations

Once the translations have been analysed after aligning all the parallel texts with ParaConc, some mistakes have been found in the TF of semi-professional translators. The classification we propose for these mistakes detected is: grammar mistakes, spelling mistakes, agreement mistakes, sense mistakes, lack of translation, accuracy mistakes, and partial omission.

A) Grammar mistakes

This first group of mistakes found in the multilingual corpus has been subdivided into different types due to the variety encountered there.

*   Plural form. In English subcorpus, the general rule of not adding '-s' to adjectives has not been respected in some cases. The most frequent mistakes found in this subcorpus have been *corporals*, *essentials*. In Italian subcorpus some mistakes have been found in

irregular formation of some words in plural. The most frequent one in this case has been: *cigli*.

- Adjectives placement. In English subcorpus where we have found this type of mistakes, as this language takes as general rule the adjective placed before nouns. An example of this mistake is: *oils essentials* –please notice that in this last example there is another mistake as highlighted before in 'plural formation of adjectives'–.

B) Spelling mistakes

- Spelling mistakes have been less numerous than the other kinds of mistakes. However, some of them have been found and subclassified into different types of mistakes, as listed below.

- Letter omission[5]. Some examples have been detected in the case of this type of mistakes in the three subcorpora: *treatmen[t]s* (EN), *lymph[a]tique* (FR), and *es[s]enziali, tra[t]tamenti* (IT).

- Letter addition. Some letters have been added to certain words in the French and Italian subcorpora –English subcorpus has not thrown this type of mistakes–. Some examples of this case: *envelloppement, jambre, hydrommassants* (FR), and *mettá* (IT)[6].

- Letter shift. Some letters have been wrongly changed as we can observe in French and Italian subcorpora: *drenaige* –instead of *drainage*– (FR), *drebaggio, supracciglia* –instead of *drenaggio* and *sopracciglia*, respectively– (IT).

- Omission or (wrong) addition of diacritical mark. This type of mistakes has been found only in French and Italian, as English is a language that does not consider the inclusion of this kind of marks in its words: *entiéres, thérmale, Thailandais* (FR), *mettá, fáccia* (IT).

- Wrong use of lower/upper case letter: Jambe, de la Peau (FR).

C) Agreement mistakes

Agreement mistakes have also been found in two main cases:

- Genre agreement mistakes. This type of mistakes has been observed in French and Italian subcorpora: *bain turque huiles essentiels, eau chaud* (FR), and *pulizia della viso* (IT).

- Number agreement mistakes. The examples showing this mistake have been found in French and Italian subcorpora: *jambes com-*

plète[s] (FR), and *oli aromatico, olio essenziali, trattamento corporali* [IT].

D) Sense mistakes

With regard to sense mistakes, these have been observed in certain examples in English and French subcorpora. English subcorpus: *top waxing* –instead of *leg waxing*–; French subcorpus: *rayons ultralaser* –whose original is *rayos UVA*–, *enveloppes culturelles* –instead of *enveloppes corporels*–, or *soin personalisé* –whose original is *entrenador personal*–.

E) Lack of translation

As far as the lack of translations in certain terminological units (TU) is concerned, we have observed that this type of mistakes showed a part of the TU left in Spanish (SL) and another part in the corresponding TL, or even the totality of the TU in the SL: *masaje ayurveda* (in English subcorpus), *masaje con aceites* (in French subcorpus), *sauna finlandesa* (in Italian subcorpus).

F) Accuracy mistakes

Some mistakes have been related to the fact that translations have not been so accurate. This type of mistakes has been observed in Italian subcorpus: solo una parte delle gambe (source TU: medias piernas), solo una parte (source TU: medias piernas).

G) Partial omission

Partial omission in one of the components of a TU has been found in some cases in the three subcorpora object of our study. Some examples of this mistake are: *legs* –source word: *piernas enteras*–, and *wrap* –source word: *envoltura corporal*– (EN); *circulation* –source word: *circulación sanguínea*–, *lymphatique* –source word: *drenaje linfático*–, *jambes* –source word: *piernas enteras*– (FR); *gambe* –source word: *piernas enteras*– (IT).

This type of mistakes implies lack of information for foreign tourists when they have to acquire those services.

All the aforementioned mistakes, especially those related to sense, accuracy and partial omission, are directly in relation with the lack of a well use of specialised terminology in the subject field of wellness and beauty tourism.

4.2. Resources used by semi-professional translators

As part of the experiment with semi-professional translators, we were also interested in looking into the resources and the overall documentation used by these translators for their translations tasks.

As mentioned before, a survey was, therefore, fulfilled by the semi-professional translators. Even though the survey contained four sections of questions, in this paper we were only interested in examining the resources they employed for their documentation and for solving terminological problems in the translation they had to carry out. Below, we offer the list of the most frequent resources according to the answers provided in the survey.

A) Online dictionaries

A high percentage of students confirmed that they used online dictionaries for carrying out their translations. Nevertheless, these dictionaries are from different nature: monolingual dictionaries, synonym dictionaries, bilingual or multilingual dictionaries, and dictionaries offered in online newspapers and magazines.

- Monolingual dictionaries were used in 42.6% of students. Among these dictionaries the most frequent answer was, for example, the use of the online version of *Diccionario de la Real Academia Española* (37%), followed by the monolingual dictionary from *Centre National de Ressources Textuelles et Lexicales*, *De Mauro* and *Garzanti Linguistica*, with 11%, respectively, and *Le-Dictionnaire* and *Lo Zingarelli* with 3%.

- Synonym dictionaries were used by 17% of students; from this percentage, 19% specified that the dictionary used was the one contained in crisco.unicaen.fr, but the rest (81%) did not specify the name of the dictionary.

- The percentage of use of a bilingual or multilingual dictionary was 87.2% of the respondents; the most popular dictionary used as a help for their translation was *Wordreference* (57%), followed by *Lexicologos* and *Diccionario.reverso.net* (10%, respectively), *Ultralingua.com* (4%) and *Yourdictionary.com* and *Freelang* (1.5%, respectively). On the other hand, 16% of the respondents declared to have used a bilingual or multilingual dictionary but did not specify its name.

- It has been confirmed a percentage of 8% of students who recognised to have used some dictionary gathered in certain online newspapers, for instance, *El Mundo*, *El País*, among others.

B) Online machine translator

A percentage of 7.4% of students declared to have used an online machine translator; concretely, five online machine translators were registered, representing 16% each one: *Babelfish*, *Reverso*, *Voilà Traducteur*, *Spanishdict*, and the machine translator contained in the search engine in its Canada version *Google.ca*. On the other hand, 20% of students declared to have used an online machine translator without specifying its name.

C) Online encyclopaedia

Some online encyclopaedias were used by 17% of respondents: the most popular of this kind of resource was *Wikipedia* (73%), followed by *Encarta*, *Encyclopedia.com* and *Britannica Online Encyclopedia* (9% per resource).

D) Terminological database

Students also declared to have used a multilingual terminological database, concretely, *IATE* database from the European Union. Interestingly, it is worth mentioning with regard to this resource that 10% of students considered it a multilingual dictionary, some 10% considered it a terminological site and some 10% named it plurilingual glossary. The rest of the students (70%) called this resource appropriately, that is, a terminological database.

E) Grammar references

For consulting some grammar doubts, students declared to have used an online grammar reference. Among this type of resources, 12% of students in charge of Spanish-French translations and Spanish-Italian translations recognised to have used some sites offering information about verb conjugation, but they did not specify the name of these sites.

F) Search engines

Of all the respondents, 50% declared to have used an online search engine such as *Google*. From this percentage, 12% used the specific language versions of the search engine (*Google.fr*, *Google.co.uk* and *Google.it*), depending on the translation they were performing. From this total of respondents having declared the use of specific language versions,

8% declared to have selected the specific option of each country and to have employed search strategies through the advanced search offered by this search engine, while the rest (92%) recognised not to have used them. However, 22% of students declared to have used the Spanish version for their non-mother tongue translation (*Google.es*). On the other hand, 14% of them did not specify the language version of the search engine, and only 2% recognised to have used Google Scholar as a resource for their translation.

G) Corpora

Semi-professional translators were also asked about the use of corpora for their translations. 87% of them declared to have used comparable texts found on the Net as their main resource for solving some terminological problems in their non-mother tongue translations. However, after the analysis of the pages used by students, it has been observed that 5% of the pages belonged exclusively to wellness centres, 20% were sites specialised in wellness and beauty treatments, 10% were sites for sailing beauty products, 30% were sites from hotels whose content were written originally in the languages of the translation, 10% pages related to specific problems of health, and 6% were sites from Spanish hotels[7].

On the other hand, it was also observed the use of parallel texts in 15% of students, although it was registered that 28% of students declared to have used texts coming from the Net, but without specifying any concrete link, so it was not possible to check if those sites could be classified either as comparable or parallel texts.

Finally, it was observed a percentage of 4% declaring to have used official sites about the subject field of the translation, while only 5% declared to have used, together with one of the aforementioned resources, some discussion forums related to the domain.

5. FINAL REMARKS AND FUTURE CONSIDERATIONS

We are conscious of the alarming situation around tourist translation. We have highlighted that in some official degrees of Translation and Interpreting in Spain this situation is also alarming as tourist translation has not gained the same status as the rest of specialised translations (scientific translation or economic translation, for example). On the other hand, we can observe in our country that nowadays tourist texts translated into foreign languages present a wide range of mistakes and

errors, which are often shown in some undergraduate translation subject. Moreover, we have also stated that tourism is one of the most relevant economic sectors in this country; therefore, offering poor-quality translations of tourist services is more worrying as foreign tourists might have a wrong impression of the country they are visiting or they intend to visit.

In this study we have proposed an experiment with students in their last year of their undergraduate studies on translation, who could be called semi-professional translators, so as to observe if they have acquired the required translation strategies and documentation abilities for facing a specialised translation as the segment of tourism 'wellness and beauty'. In the analysis of the translations we have seen that there are some mistakes that, on the other hand, should be avoided. We have offered a classification of these mistakes offering some real examples found in the three subcorpora (English, French, and Italian).

Together with this translation task, and as part of the translation process, we have analysed the type of resources students have used for performing their translations. In the list of resources used by these translators, we have observed that the selection made has not been so accurate in some cases, especially, when referring to the use of corpora. We have seen that for some of them it is not clear what the concept of comparable corpora means, as the nature of the pages consulted diferred slightly from the type of text they had to translate (for example, the sites sailing beauty products or the sites offering information related to specific problems of health). This leads us to conclude that teaching how to search for useful texts is also important, since a good documentation can allow translators to solve, among other aspects, most of the specialised terminology of a concrete knowledge domain.

The experiment has also served us to reach the conclusion that a good revision of the whole translation is also crucial, as some of the mistakes shown before could have been avoided with a final and exhaustive revision (grammar, spelling or agreement mistakes, for example).

What we consider essential and urgent is to reduce the number of mistakes in this area, and this could be solved with a good training in this specialised subject field. It is, therefore, needed further experiment in this sense, and to gather more participants. We invite research community to test another group of semi-professional translators with a solid training in tourist translation as specialised domain and in the use of cor-

pora as the main resource for this type of translation. We suspect that, with a good undergraduate training, the results thrown would be better than the ones obtained in this study and even better than the quality observed in professional tourist texts translated into other languages.

Notas

1. There have been several authors interested in establishing some criteria for evaluating the quality of a translation, which can be applied both to the didactic of translation and to the revision of professional translations (please see Darbelnet, 1970, 1977; Mossop, 2001; or Toledo, 2010, 2012, 2013; among others).

2. Even though there has been a large debate related to representativeness of a corpus, in this study we have not measured whether or not the corpus is representative, as the main purpose of the study is to analyse all the translated texts into non-mother tongue of the students of a specific academic year (2009) from a specific university (University of Málaga). For further information about how to determine representativeness of a corpus, please see Seghiri (2015).

3. For the elaboration of the skopos and the situation context, the description proposed by Corpas Pastor (2002) of the extratextual level of a text has been crucial.

4. The reason why this procedure was followed was because the translation subjects of these languages did not use Moodle platform.

5. Every omission of a letter has been highlighted in bold and written between brackets.

6. The example in Italian, besides, shows another mistake, as provided in another type of this second group.

7. It is worth noticing that this last percentage of students declared to have used this kind of texts in the SL with the purpose of understanding better certain TU in their own mother tongue, since, sometimes, the context of the source text they had to translate did.

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