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## The Third Language in English Guidebooks and its Translation into Spanish

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### ABSTRACT

This article focuses on a specific feature found in tourist guidebooks –the recurrent use of foreign expressions or “third language”. It presents the findings of a comparative analysis of a parallel corpus made up of twenty guidebooks: ten guidebooks originally written in English and their corresponding translated versions in Spanish, describing different countries and cities (all of them published by *Lonely Planet*), focusing on those chapters in which the writer includes practical information. The purpose of the study is to analyze the use of the third language in the English and Spanish versions and to determine and identify the translation strategies used by the translators to transfer these linguistic elements from one language to the other. To this aim, a classification of transference strategies is presented, as well as a brief review of the most influential authors who have contributed to this field of study. The results will show the translation tendency regarding the translation of foreign expressions.

*Keywords: translation, tourist texts, guidebooks, third language, transference strategies, contrastive analysis, discourse.*

## RESUMEN

El objetivo del presente artículo es realizar un estudio sobre el uso habitual de expresiones extranjeras o “tercera lengua” en guías de viaje, más concretamente, en aquellos apartados en los que el escritor incluye información práctica para el viajero. Lo que aquí se presenta son los resultados de un análisis comparativo de un corpus paralelo formado por veinte guías de viaje: diez guías escritas originalmente en inglés y sus correspondientes versiones traducidas al español. Todas ellas publicadas por la editorial Lonely Planet y que describen diferentes ciudades y países. El objetivo de este estudio es analizar el uso de la tercera lengua en las versiones en inglés y en español, así como determinar e identificar las estrategias de traducción utilizadas por los traductores para transferir estos elementos lingüísticos de una lengua a otra. Para ello, a continuación, se presenta una clasificación de las estrategias de transferencia, junto con un breve resumen de los autores más influyentes que han contribuido a este campo de estudio. Los resultados mostrarán la tendencia traductológica con relación a la traducción de expresiones extranjeras.

*Palabras clave: traducción, textos turísticos, guías de viaje, tercera lengua, estrategias de transferencia, análisis contrastivo, discurso.*

### **1. Introduction**

Man’s curiosity to discover new regions, landscapes, towns and cities has resulted in an increase of tourism –one of the most common leisure proposals for humans nowadays. In order to promote this sector of the economy, a number of publications have been published, like brochures and guidebooks, which help tourists discover all the practical, historic or geographic information related to the city or country in question.

Guidebooks in particular have become almost indispensable for those who start their journey towards a new and unknown place. This is the main reason why this kind of publications has captured our attention. The importance these texts have achieved has turned them into a new source of analysis and research.

Therefore, this article is focused on guidebooks and on the use, in English and in the translated versions into Spanish, of what Corrius Gimbert (2005) has called “the third language”.

The topic of this article is based on an aspect found in a recently finished study (Santamaría Urbieto, 2014) in which a contrastive analysis was carried out of the language used in the chapters aimed at giving essential or practical information to travellers in both English guidebooks (source text, ST) and their corresponding translations into Spanish (target text, TT). Through this study we attempted at identifying and describing the similarities and differences of the discourse found in two versions (original and translation) of the same text type.

Due to the length of the guides, this research was limited to those chapters in which the writer includes information that the reader needs to know before starting the journey (e.g. health, security, transport and accommodation issues, as well as warnings). In order to carry out the analysis, twenty guidebooks were selected, ten in English and their corresponding translations into Spanish. All of them have been issued by the same publisher (*Lonely Planet*) between the years 2007 and 2011, but describe different countries and cities like Barcelona, Berlin, Japan, London, Mexico, Morocco, New York, New-Zealand, Rome and Thailand.

In this article we will focus our attention specifically on the use of the third language in the ST and its translation into Spanish in the TT. By “third language” we mean any language that may appear in the ST “and that is not the main language of this ST” (Corrius Gimbert, 2005, p. 148). The term has been taken from Corrius Gimbert’s (2005) study of the different solutions that translators can apply when they come across a “third language” in audiovisual texts. Thus, we will try to extrapolate it to written guidebooks, where the use of foreign expressions is recurrent as a way of making the reader familiar and close to the country or city that he or she will visit shortly. Furthermore, the presence of this language allows him or her to build a more or less basic dictionary that will be of great guidance and help during the journey.

The main objective of this article is to study the use of the third language in originally English guidebooks and Spanish translated versions, as well as to detect and enumerate the strategies that the translator recurs to when translating these elements from English into Spanish and, subsequently, determine the role of the translator and the decisions made to achieve a discourse, in theory, appropriate

to the TT. The initial hypothesis is that since all the guidebooks analysed belong to the same publisher, the similarities will prevail over the differences in relation to the use of the third language in the ST and TT, both in terms of the information given and of the typographic features employed.

In section 2 below, the concept of tourism and the role of tourist texts will be briefly discussed and a contextualization of the genre of guidebooks within the classifications used in the tourist sector will be offered. In section 3, we will try to justify the choice of the term “strategy” when used to make reference to the solutions that the translator chooses when faced with the translation of the third language, for which we will carry out a review of the authors that have greatly contributed to determine what we nowadays understand as “strategy” and “strategy classification”. Through a contrastive analysis of the third language used in the ST and TT we will be able to draw conclusions about the role of the translator and the distance that he or she establishes with the ST regarding the translation of the aspect studied in this article.

## 2. Tourism and Tourist Texts

According to the World Tourism Organization (UNWTO), “tourism is a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes” (UNWTO, 2007). The first steps of tourism were taken in 1672 by Saint Morice when he published the literary work *Faithful Guide of Foreigners Travelling Around France* (Jenkins and Lickorish, 1997), where the author highlighted the most interesting places, as well as the attractiveness of each place, and included practical information for the tourist. From Classical Civilizations to Contemporary Ages, including the Middle Age and Modern Age, the concept of tourism has evolved to turn into what we consider today as tourism, that is, an important sector of the world’s economy.

### 2.1. The role of tourist texts in the tourist sector

In order for the attractions of a city, the charms of a town and the secrets of a country to reach all the corners of the world, it is necessary to have a good

advertising campaign with TV commercials and tourist brochures, which acclaim the characteristics of a place. Tourism would not have the necessary coverage to reach all audiences if it were not for tourist texts. These, in most cases, are translated into other languages to make them visible for many other nationalities and, consequently, attract a wider range of public. Therefore, tourist texts play an important role when promoting tourism. Guidebooks, as well as leaflets and brochures, have a particular number of characteristics and format to meet the reader's needs. These needs focus, mainly, on getting to know more information about the country, city or continent before starting the journey. The translation of these texts gains vital importance as they are one of the connections between foreigners and the source of income of a country.

## 2.2. Definition, Characteristics and Classification of Tourist Texts

According to Kelly (1998, p. 35), this type of 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”. As seen in this definition, the common denominator of tourist texts is its purpose: inform, on the one hand, and persuade the tourist or traveller to visit a particular place and enjoy what it offers, on the other.

When determining the features of a tourist text, it is complicated to clearly enumerate every single one of them, because, as said by Martínez Motos (2005), tourist texts do not answer to a prototype in the strict sense of the word, although it is possible to identify a set of characteristics that define it and distinguish it from other types of texts. However, if we were to point out some of the most common and frequent factors of these, we would mention the use of images, or more generally speaking, of any visual element or format that helps the reader imagine the place before even visiting it, the inclusion of practical information (transport, timetables, weather, etc.), the text itself (descriptions, historic and geographic information, etc.) and the use of maps and graphs.

Likewise, when speaking about the characteristics of these texts, we have to bear in mind that, depending on the language in which they were originally created and, therefore, the culture in which they were set, they will have distinguishing

features. After describing and defining tourist texts, it is necessary to classify them. However, this is not an easy task, as pointed out by Gross (1998), due to the fact that the group of discourses formed by tourist texts is varied (leaflets, guidebooks, menus, etc.), but they all share the same addressee, that is, the traveller or tourist. Kelly (1998), on the other hand, also highlights the wide variety of types of texts that can be found in the tourist text scope. Due to this great variety, this author suggests a classification that, in our opinion, includes the vast majority, if not all, of the tourist texts. This categorization includes, among others, promotional material from the private sector, as well as informative texts designed exclusively for the tourist. As Kelly stated, there are many texts within the world of tourism and, for this reason, it is essential that we establish a classification that encompasses all of them. In order to do this, we have taken, as a starting point, the assortment suggested by this author for this field of study, included below:

1. Promotional material of the public sector.
2. Promotional material of the private sector.
3. Promotional guides of public organizations.
4. Non promotional guides of commercial publishers.
5. Informative texts for tourists.
  - a) From hoteliers.
  - b) From catering companies.
  - c) From congress organization companies.
  - d) From transport companies.
6. Operative texts for tourists.
  - a) From the authorities.
  - b) From different companies within the sector.

Although other classifications have also been studied –like the one published by Nobs (1996)–, Kelly’s seems the most complete one due to the great variety of texts that it includes, while Nobs’ only pays attention to leaflets and brochures from official and private organizations.

Giving a clear and precise definition of what we call today a guidebook is a difficult task, since many exist nowadays and, also, the characteristics may differ



between them depending on each publisher. However, all of them share one characteristic: an informative nature. Since Classical Civilizations until today, guidebooks have evolved, but throughout all these centuries we can perceive three basic ingredients: (1) a certain degree of impersonality, (2) a certain degree of objectivity, and (3) exhaustive coverage.

The author of these first publications decided to include, in some occasions, what we today call “practical information”, in which fairs, local markets and currency information were described. This led to the inclusion of these elements inside guidebooks of the time and, later, in guidebooks of the present. These chapters and the use of the third language in them are the basis upon which this article is being built.

### **3. Transference Strategies: Concept and Classification**

Chesterman’s (1997, p. 87) contribution to the definition of the term “strategy” is, in our opinion, one of the most valuable ones, because it lists, in a general way, six characteristics that define the term: (1) it is used in a process, (2) it implicates the manipulation of the text, (3) it focuses in the objectives and (4) the problems, (5) it is potentially conscious and (6) it is intersubjective, which means that it will be understood by more individuals than only those who know how to use the so-called “translation strategies”. Translation “process”, “procedure”, “method”, “technique” and “strategy” are some of the terms used to name the decisions that the translator has to make during his or her translation task. However, from now on we will use the term «strategy» because it embraces, in our opinion, the process of the translator more precisely when he or she faces the translation, in this specific case, of colloquial expressions. Krings (1986), Loescher (1991), Seguinot (1991), Chesterman (1997), Bell (1998), Venuti (1998), Jaaskelainen (1999), Zabalbeascoa (2000) and Hurtado Albir (2001) are some of the scholars who have studied this term in greater depth, although with slight differences.

The use of the term “transference” instead of “translation” is based on Klaudy’s classification (2003) and on the distinction that she makes between lexical transference operations and grammatical transference operations. The term has its origin in Hungarian literature and it has been used, according to the author, in

the broad sense of the word and not as a synonym of “translation method”, as a stage during the translation process or with the sense used in contrastive linguistics, but as a synonym of the word “translation”.

Through the years, authors like Vinay and Darbelnet (1997), Newmark (1988), Hurtado Albir (2001) and Klaudy (2003), among others, have contributed to establish their particular strategy classification. All of them have included a number of strategies that embraced the translation activity and also that gave name to all those operations that take place during the translation process. “Calque”, “omission”, “explicitation”, “adaptation”, “modulation” and “literal translation” are the names given to some of the transference strategies analysed by the authors previously mentioned. Taking their classifications into account, and bearing in mind the results obtained after our analysis of the subject of study of this article, we have come up with our own classification of transference strategies used when including the third language from English into Spanish in those chapters of the guidebooks where the practical information is described.

#### **4. The Third Language in Guidebooks: Concept and Transference Strategies**

Bearing in mind that the chapter analysed has been pulled out from guidebooks describing different countries and cities, it is frequent, and even beneficial, that the reader comes across words, and in some cases sentences, in a language different from his or her own, as this could be helpful during the journey. This is what in this article has been called “third language”, which “may or may not coincide with the language of the target text” (Corrius Gimbert, 2005, p. 149). In the case of guidebooks, this third language is the one spoken in the country or city that the guide describes, like the inclusion of French and Moroccan words in the guidebook from Morocco. The source language is English (L1), but it includes words in French (L1b), Moroccan (L1c) and Spanish (L1d) so that the reader feels closer to the place that he or she will visit. This way, the traveller will be able to identify the most important words once he or she is in Morocco.

During the study of this language in guidebooks, we have found out that its inclusion is done through the use of different typographic styles (i.e. roman or italics/oblique) as seen below:



- [...] most religious leaders have condemned smoking, like drinking, as *haram* (forbidden). (Ham, 2007, p. 449).
- In the north you'll still find the Spanish *calle* and *avenida*, and more commonly, the French *avenue*, *boulevard* or *rue*. (Ham, 2009, p. 449).

These two examples have been taken from the guidebook of Morocco. The first one's third language is Moroccan ("haram"), which has been included in the ST with an equivalent of the word in English (L1). Moroccan is, therefore, the third language (L1b). The second example, on the other hand, includes two different third languages: Spanish (L1c) and French (L1d), for which an equivalent in the L1 has not been included.



**Figure 1. Representation of the third language in the ST**

The question that arises when studying the use of the third language in English is if it would be included in the Spanish translated versions just as in the ST or if the translator recurs to different solutions in each case and based on different variables.

#### 4.1. Transference Strategies of the Third Language from the ST into the TT: Classification, Examples and Percentages of Use

The third language studied in this article has appeared in 607 cases in all ten English guidebooks. After analysing and studying its presence in the corpus, we moved on to researching the decisions that the translator made to deal with the third language in the TT.

After studying each of the cases in which the translator included the third language in the TT, we have built a typology of transference strategies for this type of language. It has been divided into two groups: (1) lexical transference strategies and (2) graphic transference strategies.

##### 1. Lexical Transference Strategies.

- a) Pure Borrowing.
- b) Addition.
- c) Omission.

##### 2. Graphic Transference Strategies.

- a) Graphic Substitution.  
*Italics* ↔ *Roman*
- b) Graphic Exchange.  
*Quotation marks* ↔ *Italics*

Lexical transference strategies involve aspects related to lexical-semantic matters of the corpus and the way the translator expresses them in the TT, by means of a pure borrowing, an addition or an omission. On the other hand, graphic transference strategies focus on the graphic aspects and on the substitution and the exchange of these during the translation process.

To present our results in a clear way, several equations have been inserted throughout this chapter in which the use of the third language is represented. L1 refers at all times to the source language (English) and L2 to the target language (Spanish). L1b represents, on the one hand, the third language included in the ST, which could be French, German, Spanish, Catalan, Japanese, Moroccan, Italian and Thai. L2b, on the other hand, will make reference to the above mentioned languages (except Spanish) and English.

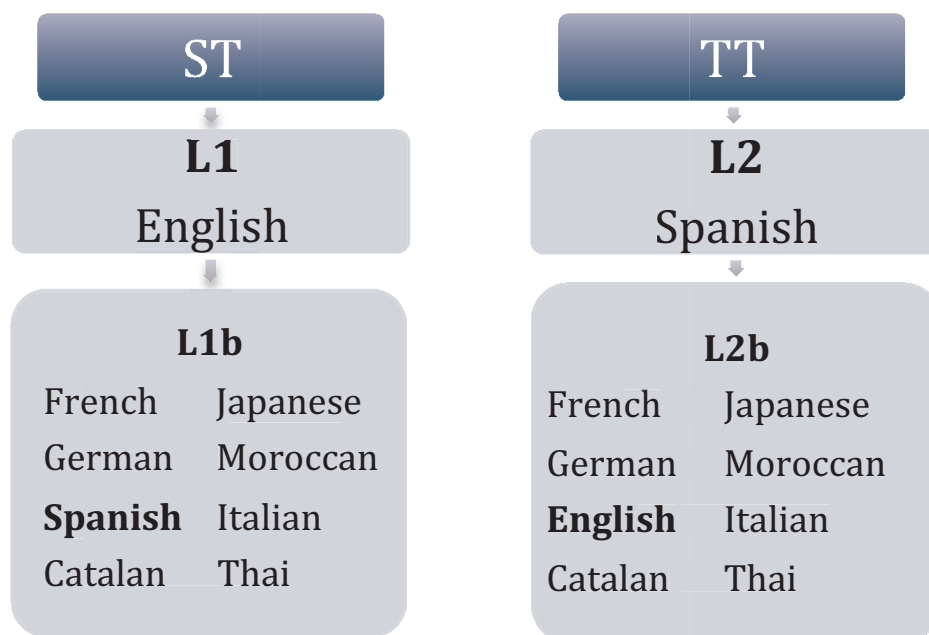


Figure 2. Representation of the third language in the ST and TT

Also, some examples have been included to help us shed some light on the use of the third language in English and Spanish translated guidebooks.

#### 4.1.1. Lexical Transference Strategies

LEXICAL TRANSFERENCE STRATEGIES	
Pure Borrowing (L1b→L2b)	
ST	TT
(1) For <u>au pair</u> and nanny work, [...] (Masters, 2010/2010, p. 394)	(2) Para hacer de <u>au pair</u> o niñera [...] (Masters, 2010/2010, p. 394)
(3) Shops, banks and public and private offices are closed on the following <u>gesetzliche Feiertage</u> (public holidays): [...] (Schulte-Peevers, 2011a, p. 309)	(4) Los comercios, bancos y oficinas públicas y privadas cierran los siguientes <u>gesetzliche Feiertage</u> (días festivos): [...] (Schulte-Peevers, 2011b, p. 309)

Figure 3. Lexical Transference Strategies - Pure Borrowing

These two examples show a set of strategies that the translator has employed to include the third language in the TT. Statement (1) corresponds to the guidebook of London, but it also includes French (L1b) vocabulary. In the TT, statement (2), the translator has decided to include the word also in French (L2b). Therefore, L1b and L2b are the same.

Statements (3) and (4), on the other hand, were found in the guidebook that describes the city of Berlin. In both cases, the two versions share the same third language, that is, German (L1b→L2b). The only difference found between these two sets of examples lies on the use of italics in the Berlin guidebook when introducing a third language, and the use of the roman style in the London one. The use of one style or the other, studied in more depth below, could have its origin on their frequency of use. Whereas *au pair* is a borrowing included both in English and Spanish dictionaries and a well-known term in both languages, the expression *gesetzliche Feiertage* is used only in German and, therefore, both the author and the translator have decided to use italics as a way of highlighting the foreign element, which is then explained in brackets.

The strategy of pure borrowing appears in many classifications when the translator uses the same term both in the ST and in the TT. The use of this strategy when translating a third language is frequent, due to, as mentioned above, the need of the author of the ST of helping the reader through the inclusion of words that the traveller will use to build her or her own basic dictionary to get by. For this reason, the inclusion of a third language both in English guidebooks and in the translated versions into Spanish is usual. Proof of that are the 457 cases (72.29%) of, as mentioned before, a total of 607, in which the third language in the ST and TT is the same.

LEXICAL TRANSFERENCE STRATEGIES	
Lexical Addition – Explicitation (L1b→L2b+[L2])	
TO	TM
(5) <i>Gites d'etape</i> are homes or hostels, often belonging to mountain guides, which offer accommodation (often just a mattress on the floor) around popular trekking routes in the Atlas. (Ham, 2007, p. 451)	(6) Las <i>gites d'etape</i> (casas rurales) son casas o albergues que suelen pertenecer a guías de montaña, que ofrecen alojamiento (en general, un colchón en el suelo) en rutas de senderismo del Atlas. (Ham, 2009, p. 457)
(7) Mobile phones, known in the US as 'cell phones,' have taken over the city; plans are even underway to make reception available in the subways. (Adams Otis, 2008, p. 407)	(8) Conocido en EE UU como <b>cellphone</b> (“teléfono celular”), tiene cobertura por toda la ciudad y se prevé también en el metro. (Adams Otis, 2009, p. 400)

Figure 4. Lexical Transference Strategies - Addition (Explicitation)

Statements (5), (6), (7) and (8) show another possible variable to include a third language in the TT. In (5), L1b is French, and in (6) L2b is also French. Apparently, the translator has resorted to a pure borrowing and, consequently, L1b and L2b are the same. However, the translator has added an explanation in the L2, so that the reader understands the meaning of a number of aspects that are included in the ST. The author of the ST does not include an explanation of the French term, whereas the translator has decided that the traveller may need to know the meaning of the word by means of an equivalent expression in Spanish. On the other hand, although in (7) the ST does not include any third language, in (8), English is the L2b due to the inclusion of the word *cellphone* in the TT. To help the reader understand the text and provide him or her with a set of words that will be of great help during the journey, the translator has included an explanation of the term in the L2. This phenomenon has occurred mainly in guidebooks from New York and New Zealand, due to the fact that the L1 is English, although examples were also found in the guidebook from Morocco. In summary, the equation that represents this strategy is the following: L1b→L2b+[L2], because the third language of the ST and TT is the same and differ only in the fact that

an explanation of the third language has been added in the TT, normally in brackets, in the target language. This lexical transference strategy has been used in 33 cases (5.44%).

LEXICAL TRANSFERENCE STRATEGIES	
Lexical Omission (L1b→Ø)	
TO	TM
(9) <b>ATMs</b> ( <i>guichets automatiques</i> ) are a common sight even in the smallest towns. (Ham, 2007, p. 469)	(10) <b>CAJEROS AUTOMÁTICOS</b> . Los hay en abundancia incluso en las poblaciones pequeñas. (Ham, 2009, p. 475)
(11) [...] many work an <i>horario intensivo</i> (intensive timetable), from around 7am to 3pm. (Simonis, 2008, p. 271)	(12) En verano se aplica muchas veces el llamado horario intensivo, que va más o menos de 7.00 a 15.00. (Simonis, 2009, p. 269)

**Figure 5. Lexical Transference Strategies - Omission**

Despite the fact that the omission of the third language is not frequent, several examples, like the ones in Figure 5, were found during our analysis of the corpus. In (9) the L1b used is French, as this is the guidebook of Morocco. However, in (10) the third language has been omitted and only the Spanish equivalent of the word has been used. In (11), on the other hand, the L1b is Spanish, as it was found in the guidebook of Barcelona, and the translation is included in brackets in the L1. Since the L1b and L2 are the same, the translator does not need to add any kind of explanation of the term and the third language is not necessary and is, therefore, omitted. We have found 22 cases (3.62%) of this lexical transference strategy.

By looking at both examples in Figure 5 we can also come to the conclusion that there is not a fixed rule regarding the use of brackets and italics of the L1b. In (9) the L1b is in brackets and written in italics, whereas the L1b in (11) is only in italics and it is the translation in the L1 the one included in brackets and in roman style.



#### 4.1.2. Graphic Transference Strategies

After analysing the lexical transference strategies, we move on to studying the different and, sometimes, conflicting use of typographical styles and punctuation marks when including the third language in English guidebooks and in the Spanish translated versions. Two graphic transference strategies were found during our analysis: (1) substitution and (2) exchange. We have used the term “substitution” when the graphic elements of the ST have been substituted by others of the same typographic style, whereas when we use the term “exchange” those elements have been exchanged for others that do not belong to the same typographic style or punctuation mark.

GRAPHIC TRANSFERENCE STRATEGIES	
Graphic Substitution (L1b→L2b) / (L1b→L2b)	
ST	TT
(13) Its free service includes hundreds of <i>minshuku</i> , <i>ryokan</i> , inns and pensions in Japan. (Rowthorn, 2009, p. 804)	(14) Su servicio gratuito abarca cientos de <i>minshuku</i> , <i>ryokan</i> , hostales y pensiones de Japón. (Rowthorn, 2010, p. 842)
(15) Foreigners who come to Thailand to study <i>vipassana</i> can choose from dozens of temples and meditation centres specialising in these teachings. (Williams, 2009, p. 743)	(16) Los extranjeros que acuden a Tailandia a estudiar <i>vipassana</i> pueden elegir entre docenas de templos y centros especializados. (Williams, 2010, p. 776)

**Figure 6. Graphic Transference Strategies - Graphic Substitution**

In (13) we observe that the ST has included the L1b (Japanese) in roman style, while in (14) the translator has included the same L2b, but in italics. L1b and L2b are the same in both texts, but the use of the typographic style is different. Therefore, in this case we found that L1b→L2b.

In (15) and (16) we find a different example but the same graphic transference strategy. In this case, (15) includes a Thai word (L1b) in italics, while in (16) the translator has decided to change the typographic style of the ST and use a roman style. As in the above examples, L1b and L2b are the same (Thai), but it is the

typographic style employed that has been changed. Therefore, we can affirm that  $L1b \rightarrow L2b$ .

As previously said, these two examples attest that there is not a fixed rule when including the third language in regards to the use of the typographic styles that the authors of the ST and the translators of the TT should use. This confusion of styles and punctuation marks is frequent as it appeared in 93 cases (15.32%). However, we should not forget that, in some occasions, these incoherencies may be a result of possible mistakes made afterwards, during the editing and laying out of the texts.

GRAPHIC TRANSFERENCE STRATEGIES	
Graphic Exchange ('L1' → L2b)	
ST	TT
(17) Some city pubs label themselves ' <u>gastropubs</u> ', offering classy restaurant-style fare, but most pubs serve standard bistro meals, usually under \$20. (Adams Otis, 2008, p. 698)	(18) Algunos <i>pubs</i> de ciudad se autodenominan <u>gastropubs</u> , con opciones refinadas de restaurante, pero casi todos sirven comida de <i>bistro</i> , en general por menos de 20 NZ\$. (Adams Otis, 2009, p. 729)

**Figure 7. Graphic Transference Strategies - Graphic Exchange**

We have found two cases (0.33%) where typographic styles and punctuation marks have been exchanged. In (17) the term “gastropubs” has been reproduced in the text between inverted commas, even though it is not a third language, as it corresponds to the guidebook of New York, while in (18) the translator has included the word in italics exchanging a punctuation mark with a typographic style. In the TT, the word corresponds to the third language (English), which is a possible reason for using a style that lets the reader identify the foreign lexical element inside the text. The same could be said of the words “pubs” and “bistro”, although, in this case, the translator has resorted to a substitution strategy, as the words in the ST are written in roman style.

There are cases where more than one transference strategy have been used for the translation of only one term, as we can see below:

<b>GRAPHIC AND LEXICAL TRANSFERENCE STRATEGIES</b>	
<b>Borrowing and Lexical Substitution</b>	
<b>ST</b>	<b>TT</b>
(19) [...] small <u>boutiques</u> tend not to open until noon and close as early as 6pm or 7pm weekdays. (Schulte-Peevers, 2011, p. 307)	(20) [...] las pequeñas <i>boutiques</i> suelen abrir a las 12.00 y cerrar a las 18.00 o 19.00, entre semana [.] (Schulte-Peevers, 2011, p. 307)

**Figure 8. Graphic and Lexical Transference Strategies - Borrowing and Lexical Substitution**

In (19) the term “boutique” would not be considered a third language, even though it comes from French, because it has been included in English dictionaries and it is a known word among speakers of the language, just as it happened before with the term “au pair”. Therefore, the ST does not include any third language, whereas in (20) the term has been borrowed from the French language and it is not included in Spanish dictionaries. In this case, the ST’s third language would be French and, in order to emphasise the word in the TT and let the reader know that it is a foreign lexical element, the translator has substituted the roman style with italics. In conclusion, in this pair of examples two transference strategies have been used at the same time: (1) borrowing and (2) lexical substitution.

#### 4.2. Results

The figures presented throughout this article allow us to show to which extent both lexical and graphical transference strategies are necessary during the translation of the third language from English into Spanish. The percentages of use of both transference strategies studied are as follows.

PERCENTAGES OF USE OF LEXICAL AND GRAPHIC TRANSFERENCE STRATEGIES		
<b>Lexical Transference Strategies</b> (84.35%)	Pure Borrowing	75.29%
	Lexical Addition	5.44%
	Lexical Omission	3.62%
<b>Graphic Transference Strategies</b> (15.65%)	Graphic Substitution	15.32%
	Graphic Exchange	0.33%

**Figure 9. Percentages of Use of Lexical and Graphic Transference Strategies**

The percentages above show the predominance of lexical transference strategies (84.35%) over graphic ones (15.65%), as a consequence of using the same third language both in the ST and the TT (L1b→L2b). Thus, the lexical transference strategy called “pure borrowing” is the most recurrent solution employed by translators of this text type. This way, in both languages the main objective is to create a text as close as possible to the reader and with the maximum number of references to the city or country the traveller will visit shortly. In other cases, the translator feels the need to include the third language, but accompanied by a short explanation or definition of the word (L1b→L2b+[L2]), while in others the omission of the term in the TT (L1b→∅) is the best solution possible according to the translator.

Graphic transference strategies also play an important role in the translation of the third language. Within this group of strategies, the substitution of graphic elements by others of the same typographic style, like italics by roman, has been used in more cases than the strategy of exchange. However, after analysing their use in the ST and TT, we can affirm that there is not a rule that regulates the use of typographic styles and punctuation marks in both versions, as a consensus has not been reached that determines when and where to employ them.

## 5. Conclusions

Based on the assumption mentioned at the beginning of this article, we have to point to its confirmation, due to the fact that in more than half of the cases,

as demonstrated in Figure 9, the same third language was used in both versions. That is, in those chapters where the writer aims at including the practical information of a city or country in *Lonely Planet* guidebooks, the third language is recurrent both in English and in Spanish versions. Therefore, similarities prevail over the differences when it comes to the inclusion of the third language in translated versions in Spanish of English guidebooks. In the majority of cases, the third language is unknown for both the reader of the ST and that of the TT, as it corresponds to the language or languages spoken in the city or country that the guide describes. The author and the translator share a common goal: create a text in which the reader and destination come closer to each other in order to build a basic dictionary of the most common words that the traveller may come across during his or her visit. The strategies of pure borrowing, lexical addition and omission, as well as those of graphic substitution and exchange have been detected when translating the third language from the ST into the TT. Lexical transference strategies have been the most frequent ones, though.

To sum up, the conclusions drawn after the analysis and study of the third language in English and translated Spanish guidebooks are two: (1) the recurrent use of the strategy of pure borrowing, which helps the reader get familiar with the language of the tourist destination, and (2) the absence of precise criteria for the use of typographic styles and punctuation marks when a third language is used in both original and translated versions of guidebooks.

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