
Delisle, Jean. *Translation: an interpretive approach*. University of Ottawa, 1988.

Translation: an interpretive approach is an essential work addressed mainly to those who are willing to engage seriously in the art of translation. Already in the

introduction the author states his proposal of devising a model which intends to provide teachers of translation with an original method for training students to translate pragmatic texts, by establishing a link between theory and practice.

In order to formulate his method, Delisle investigates current theories of translation, focusing mainly on those which deal with contextual equivalence. After that, he presents his framework for an introductory course which consists basically of four levels of language manipulation, namely conventions of form, interpretive analysis, interpretation of style and lexical organicity. In explaining his model, he adopts an essentially pedagogical approach, designed to be used in practical translation courses and whose aim is to present a more systematic teaching of translation. Also, while describing each level of language, the author enriches his model by presenting a variety of translation examples as well as by recurring to other theorists to find support for his assumption.

In describing the theoretical foundations of his method, Delisle provides the reader with notions

of major theories of translation through brief, but enlightening reviews of them, presenting each theory according to their major theoretical foundations, pointing to their strengths as well as to their weaknesses. What sounds coherent in his approaching the theory of translation pragmatically is the assumption that novice translator should focus on the manipulation of language by making use of pragmatic texts, before dealing with more complex processes of translation. Therefore, Delisle notably favors an approach whose theoretical foundation contributes to an interpretive analysis as a method of translation, rather than merely developing a linguistic based approach, as most traditional methods have done so far. That is the reason why Delisle emphasizes the importance of integrating those approaches into a theory of translation based on discourse analysis.

In addition to explaining the stages of intellectual mechanisms involved in the complex process of translation, the author also makes use of illustrative figures, which contributes even more to elicit his model. He shows a big concern in providing novice trans-

lators with a rigorous analytical method that helps the translator to overcome the usually masking effects of the original text. For that, he suggests that the teaching of translation be structured in a way so that "students emerge mindful of how to go about translating, rather than with a mind full of facts (p.4)". Such positive attitude tries to demystify the traditional methods which used to bog down students with a lot of details about the difficulties of translating. Delisle's main concern is certainly that of helping students to communicate or reexpress ideas through a variety of exercises.

Although his model is not able to capture every aspect of the mental act of translating in the

specific field of pragmatic texts, in establishing a theoretical framework for the teaching of translation, his work contributes to bring up the issue of rethinking principles of translation so far taken for granted. In addition, as a final remark, we can say that the author of this piece on translation succeeded on his intent of formulating a theory of translation which links theory and practice and that will certainly prove useful for students as well as professionals who are searching for a serious and objective publication in the field of translation.

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