discourse is one of the theories which could help translation studies find its ethos, though not the only one. Nonetheless “it has a role to play and a voice which will not be silenced”. Moreover, he emphasises that social, historical and cultural dimensions in addition to written and textual aspects are all part of linguistics, thus having a contribution to offer Translation Studies.

Peter Fawcett’s Language and Translation is the book to be read if one feels skeptical about the extent to which linguistics can be viewed as a helper to translation studies. In fact, Language and Translation gives an instructive overview of the various ways linguistics provides subsidies to translation. No doubt, the book is very persuasive, with all the chapters returning regularly to the issue of providing support to its self-proclaimed purpose. The topics have been set very well and the choices, very relevant. Chapters 7, 8 and 10 are specially interesting and in which I found confirmation to some of my own beliefs in relation to translation.

A lecturer in French at the University of Bradford, Peter Fawcett is a prolific translator on a wide range of subjects. Thus, being a translator himself and not only a theoretician, it is not a surprise that a special concern with straightforward issues is central in his book. Language and Translation is an essential introductory reading to novices in translation studies, but it would also be a very wise choice for both translation scholars and skeptical linguists.

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After hovering in a shadowy limbo for at least a century, translation in language teaching has eventually been rescued to the sunlight. Its upsurge has been witnessed during the last two decades in an unprecedented way. Translation and Language Teaching is, therefore, a timely publication given the impending transformation being coined in translation spheres.
Translation and Language Teaching is a collection of 11 (eleven) articles/papers, whose authors rigorously explore the potentiality of the mutual collaboration between the two areas involved. Of special interest is the overview of the history of translation in language teaching, which accounts for the bad reputation translation eventually got to have within the language teaching community and shows how the traditional arguments against its use can all terminate if classroom translation assumes a different role or if it somehow “resembles translation proper sufficiently closely” (p.2). The volume is strategically divided into three parts. The three contributions in Part One focus on the issue of the kind of language needed in translator training; the four papers in Part Two propose ways in which translation exercises can be used in language classrooms. Finally, the four articles in Part Three draw attention to similarities and differences between the concerns of teachers of translation and teachers of language who share an interest in translation practice in language teaching.

Part One - Language Teaching for Translators - first features a paper by Mackenzie entitled The Place of Language Teaching in a Quality-Oriented Translator’s Training Programme. Written within the perspective of a functional theory of translation, it suggests the main attributes of translators “as providers of professional service” (p.15). Rather than mere linguistic expertise, what translators need is the “ability, firstly to recognize where their knowledge of skills are lacking, and secondly to supplement these inadequacies through information search and cooperative activities” (ibid). It is this cooperative attitude which informs both her teaching and the model of translation she proposes.

In Teaching Translation into L2: A TT-Oriented Approach, Weatherby tackles the basic question: “How can translation courses into L2 overcome the stigma of unprofessionalism attached to this type of translation and acquire the status of preparation for real professional activity?” (p. 21). In an attempt to answer this question she provides a largely TT-oriented approach which helps raising “awareness that translation is not simply a matter of literalist fidelity” (p. 28), as in the
traditional translation taught at school, but a way of taking a initial step towards professional translation.

Anderman’s Finding the Right Word – Translation and Language Teaching - is concerned with the problems translators face when trying “to match lexical items between source language (SL) and target language (TL)” (p.39). She elaborates on issues such as Translationese – Discrepancy in Lexical Frequency between SL and TL (English and Swedish), Learning New Words, Textbooks and Dictionaries, Language Teaching Methodology and Maturational Stages of Learning, and finally, Teaching Language through Translation.

Part Two - Translation and Language Teaching - brings as its first article The Foreigner in the Refrigerator-Remarks about Teaching Translation to University Students of Foreign Languages. Klein-Braley and Franklin report on current translation practice in German universities. They discuss two possible approaches to teaching translation: the ‘holistic’, beginning directly on texts (learning by doing), or the ‘atomistic’ (sub-text-level materials). Their advice is: ‘real’ texts to approach the process of professional translation as far as possible.

Newson’s proposal in Translation and Foreign Language Learning is a simple model for teaching translation in an EFL context where translation serves as a test for evaluating ability in the target language. The writer presents suggestions by fixing parameters such as: limitation for the kind of text to be translated, computer programs to measure texts in terms of word frequency, word processing measurements of readability, the creation of a data bank of such selected texts, syntactical contrastive studies of the two languages for spotting potential translation / interference problems.

In his paper The Principled Use of Oral Translation in Foreign Language Teaching, Stibbard regards the first language as a valuable asset to the learner and argues that “its use in EFL settings is by no means detrimental to foreign language development” (p.69). He claims translation can be a useful pedagogical tool provided there is a sound understanding of the many factors affecting the translation process. The author puts forward, rather enthusiastically, several justifications for the use of
translation. Among them, one supported by the affective
humanistic approaches in TEFL
which emphasize “the need to reduce
anxiety in the early stages of
language learning by allowing some
use of the mother tongue” (p.71).
He goes as far as to say that
translation should be included in a
teaching program as a ‘fifth skill’
together with the four other skills
of reading, writing, speaking and
listening.

The last text of part two – How
Different are the Results of
Translation Task? A Study of
Lexical Errors, developed by
Källkvist, investigates the
distribution and types of lexical
errors in different production
tasks. The paper aims at comparing
lexical errors among the major
lexical word classes: nouns, lexical
verbs and adjectives induced in free
compositions and in translations.
Higher proportions of lexical
errors were found to occur in
translations.

Part Three – At the Interface
introduces us to Ivanova in
Educating the Language Elite –
Teaching Translation for
Translator Training. She discusses
the ambiguities of the competence/
skill distinction in translation
theory and tries to define the
requirements the translation task
encompasses. Language learners’
translation processing and its
underlying cognitive mechanisms
(particularly interlanguage
connections) are also taken into
account. Specially insightful is the
link she makes between the
common features of translation,
metalinguistic tasks and reading-
writing, thus hinting translation to
be “a skill requiring highly
analysed knowledge and high
control” (p.95). The author argues
“learners’ motivation can be
increased when they are
encouraged to explore their own
strategies and interact in drafting
and revision” (p.104) while
translating in the classroom.

Teaching What They didn’t
Learn as Language Students, by
Vienne sets out to demonstrate the
complexities involved in translating,
which go beyond mere linguistic
competence. To this aim, she
categorically emphasizes the
centrality of situational analysis and
practice in resource research and
exploitation in training professionals
translators.

Qualification for Professional
Translator-Translation in Language
Teaching Versus Teaching Translation
is Schöffner’s agenda in this paper,
where she states that translation
exercises in language learning programmes have a different aim compared to translation practice in a specially designed syllabus for translator training. For her, translation competence involves "an awareness of and conscious reflection on all the relevant factors for the production of a TT that appropriately fulfils its intended function" (p.125).

Bringing the book to a close, Communication Strategies, Learning Strategies and Translation Strategies portrays Chesterman’s research on strategies, a concept which arrived to Translation Theory only in the 1980s, with research into think-aloud protocols (TAP). In Translation Studies, work on Translation Strategies has been based on research on communication and learning strategies and also on taxonomies of translation shifts. Although it is addressed to teachers of translation and teachers of language with an interest in translation in language teaching, professional translators may also derive benefit from this essential introductory reading. The publication might also be of interest as a modular component in degree courses in Translation and also in Applied Linguistics and TEFL. All papers are consistently lucid and interesting, bearing pertinent research evidence and enriched by exemplified illustrations to support the main arguments. They are written in a rather straightforward style and contemplate the reader with a wisely woven integration of findings from research on Language Teaching for Translators, Translation in Language Teaching and their Interface. To this extent, the authors have succeeded in setting the grounds for translation teaching in the modern history of translation. Revealing the pitfalls and challenges of translation, the authors take us to a panoramic journey through translation teaching history and domain into the general landscape of Translation Studies. In sum, the book has accomplished the practical albeit ambitious goal of dealing with the pros and cons of including translation in the language classroom. It has supplied the translation terrain with a rich contribution, rescuing translation teaching from its long-dated slumber and placing it where it deserves.

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