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BOOK REVIEWS

Linking wor(l)ds: contrastive analysis and translation (with a digital workbook by Richard D.G. Braithwaite), by Sara Laviosa, Naples, Liguori, 2014, 256 pp., €21.99, ISBN 978-88-207-3877-8 (pbk)

This book, written by an experienced lecturer in English language and translation, is the third edition of *Linking Wor(l)ds: Lexis and Grammar for Translation*, first published in 2005. It is an expanded and updated version which, as stated on the back cover, ‘contains new examples, new translation tasks and an updated bibliography’.

In her preface Laviosa explains that the book is ‘intended for undergraduate and postgraduate students of English language and translation at Italian universities’ (1). *Linking Wor(l)ds* provides an extremely clear and thorough description of English lexis and grammar and of the linguistic differences between English and Italian. It also offers several texts for analysis and translation, with keys to all the exercises, a summary of the main points of each chapter and a glossary, which makes it an excellent book to use in class or for self-study.

The book offers a description of the English language from the smallest to the largest unit of grammatical analysis (i.e., from morphemes to words, to multi-word units, phrases, clauses and sentences), which is straightforward and easy to follow for Italian university students. It contains 12 chapters, each consisting of seven or eight sections: (a) an introduction to the content of the chapter and its learning objectives; (b) a clear definition and description of the linguistic concepts discussed in the chapter, illustrated through tables and examples taken from grammars, dictionaries and other texts; (c) practical language activities; (d) a section identifying possible translation problems that may arise due to linguistic and/or cultural differences between English and Italian and illustrating common translation procedures adopted by professional translators to overcome them; (e) bidirectional translation tasks, i.e., texts to be translated from English into Italian and Italian into English; (f) a summary of the main issues dealt with in the chapter; (g) further reading on the topics discussed. The chapters are followed by useful resources such as a list of abbreviations, a glossary and the key to all the exercises and translation tasks.

The most valuable features of *Linking Wor(l)ds* are its constant contrastive analysis of English and Italian lexis and grammar with a view to translation, its coherent structure, its clarity of exposition and its plethora of texts for practice. As far as the translation tasks are concerned, the book offers a wide variety of texts for translation, including advertisements, tourist texts, literature, technical documents, specialised texts, business writing, newspaper articles, poetry, songs and political speeches.

Also worth mentioning is the excellent resource, absent from the previous editions: the new digital workbook – downloadable from Liguori’s website – prepared by Richard D.G. Braithwaite. The workbook, divided into 12 units, follows the structure of *Linking Wor(l)ds*. It consists of 125 pages of language activities on English vocabulary and grammar as well as some translation exercises, with keys. Also included are written and multimedia texts from various domains and sources, such as poetry, novels, plays, songs, advertisements, recipes, BBC comedies, political speeches, academic writing, newspapers, magazines, tourist brochures and websites. Some examples of activities based on interesting, up-to-date texts are an analysis of lexical phrases in a 2013 interview with British Prime Minister David Cameron (23–25), exercises on wordplay in TV comedies,

advertising and promotional texts (9–13), activities on metaphors and idioms in songs, tourist texts and advertising (14–19) and tasks related to collocations in a BBC article on Matteo Renzi's election (64–65).

The linguistic concepts analysed and compared in the book are morphemes, lexical and sense relations, collocations, wordplay, metaphor, multi-word units (idioms and lexical phrases), word classes, grammatical categories, phrases, grammatical functions and clauses. Each of these is thoroughly defined and illustrated, and comments are made on possible mismatches and problems of non-equivalence between English and Italian. The insights on the linguistic and cultural issues involved in the translation of collocations (chapter 2), wordplay (chapter 3) and idioms (chapter 4) are particularly interesting from a translational point of view and are accompanied by the challenging translation of tourist texts, witty advertisements and extracts from children's books – *Matilda* by Roald Dahl and *Spring Story* by Jill Barklem (50–51).

Alongside the above-mentioned strengths which characterise *Linking Wor(l)ds*, it is only fair to point out some of its weaknesses as well, especially as far as the didactics of translation is concerned. For instance, one missing aspect that is needed when teaching translation is 'the bigger picture', i.e., the 'text' and its context. A reflection on textuality, text functions, text typology, cohesion, coherence, information structure, pragmatics and their relevance to translation would perhaps add to this book. Linguistic units larger than the sentence are tackled in other language-based textbooks on translation. Among them, Baker's comprehensive *In Other Words* (2011) – which seems to be Laviosa's reference in both structure and content – discusses thematisation, cohesion, pragmatic equivalence, ethics and morality, though text types are not touched upon and the focus is not on English and Italian only. Newmark's *A Textbook of Translation* (1988) explores textuality, language functions and translation, but refers to several languages and contains fewer texts for practice. Taylor's rich *Language to Language* (1998), which concentrates on English/Italian translation, addresses meaning in context, textuality, text types and pragmatics but does not provide a systematic comparative analysis of English and Italian in terms of smaller units of grammar. Faini's interesting *Tradurre* (2008) also deals with text analysis and translation. However, her examples are extracts from literary texts only and the book is written in Italian, which might make her readership narrower, since many English-language and translation courses in Italian universities are taught in English. Moreover, all of the above texts are more oriented towards translation than language – that is, they are translation textbooks in which translation issues and concepts are dealt with through linguistics. On the other hand, *Linking Wor(l)ds* is a language and translation textbook which is firstly concerned with language and subsequently with how specific linguistic differences affect translation and can be tackled by translators.

While all the linguistic concepts are well explained, the issue remains that Italian advanced students on a translation course may find some parts describing the grammar of English too analytical and redundant. It is not unlikely that when teaching a translation course teachers/lecturers may end up skipping such parts in order to focus instead on the contrastive analysis between English and Italian, that is to say the most relevant and challenging issue for students and aspiring translators. Moreover, at times there seems to be an imbalance between the difficulty and the language level required for the different sections within the same chapter. The sections defining linguistic concepts and discussing the grammar of English are sometimes quite easy as they provide detailed descriptions that can be found in other English grammar books. For instance, several pages are dedicated to explaining in a clear and perhaps overly detailed way various grammar concepts which might be already known by the target readership of upper-intermediate or advanced students.

An example is Table 6 (60–62), which lists common irregular lexical verbs in English in their base, past simple and past participle forms. Another example can be found in chapter 5, devoted to the word classes of nouns, pronouns, verbs, adjectives and adverbs. When describing adjectives, the author explains that ‘the comparative and superlative forms of one-syllable adjectives like *rich* are *richer* and *richest* respectively. Two-syllable adjectives ending in a consonant + *-y* change the *-y* into *-i* and add *-er* and *-est*, like *clever*, *cleverer*, *cleverest*. Adjectives of more than two syllables take *more* in the comparative and *most* in the superlative, like *interesting*, *more interesting*, *most interesting*’ (62). Then irregular forms are illustrated. These explanations are unnecessary for upper-intermediate/advanced students of translation, who might lose interest in the book and find it insufficiently challenging. This means that some parts of the book could be reduced in a fourth edition, perhaps making room for others that address textuality and pragmatics or allowing for an expanded discussion of translation issues.

In several other cases, though, the tables are extremely valuable, as they address linguistic differences that may give rise to translation problems. For instance, chapter 9 on adjective, adverb(ial) and preposition(al) phrases contains tables illustrating constructions that may be difficult for Italian students to learn, due to native language interference. This is the case for Noun Phrases (NPs) postmodified or premodified by specific prepositions (for instance, the fact that *increase*, *decrease*, *rise*, *fall* are followed by the preposition + NP *in prices*) as well as lexical verbs followed by a specific Prepositional Phrase (PP) (for instance, *suffer* is followed by *from something*) (114–115).

Taking all the above considerations into account, despite Laviosa’s clear statement on the back cover that the intended users of the book are ‘Italian university students of English language and translation’, I believe that the readership may be quite varied. The book could be used in different ways and by a variety of trainers. Lecturers in English language and translation who are teaching translation courses could use it as a textbook from which to select some relevant sections and translation tasks. On the other hand, it might also be useful to English language teachers during their language classes, since they could adopt the sections devoted to definitions and language activities to practise and consolidate English vocabulary and grammar, as well as some simple translation tasks from Italian into English, for practice in class and for self-study. Finally, the translation tasks from Italian into English contained in *Linking Wor(l)ds* and in the digital workbook might have two types of users. They could be adopted by English language tutors of Italian/English translation classes in Italian universities (therefore working on translation into the students’ foreign language or L2) but perhaps also by language tutors teaching Italian as a Foreign Language to English native speakers, in their Italian/English translation classes (therefore teaching translation into the students’ native language or L1). This does not necessarily constitute a shortcoming of the book, but rather makes it appealing to a broader readership. Different users in different countries can use the sections and texts that are most suitable to their needs.

To sum up, *Linking Wor(l)ds* has several merits. Firstly, it can raise cross-linguistic as well as cross-cultural awareness in Italian students of English thanks to its comparative approach. From a pedagogical point of view, it has a straightforward structure, clarity of exposition and a bottom-up approach, going from smaller language units to larger ones. Moreover, it offers an extremely wide variety and typology of challenging texts for analysis and translation. The summaries, glossary and key to all the activities contribute to making it a valuable textbook since it can be used both in class and for self-study, especially by those students (quite a few) who do not attend lectures and seminars in Italian universities.

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New prospects and perspectives for educating language mediators, edited by Don Kiraly, Silvia Hansen-Schirra and Karin Maksymski, Tübingen, Narr, 2013, 229 pp., €58, ISBN 978-3-8233-6819-9 (pbk)

New Prospects and Perspectives for Educating Language Mediators is a collection of 10 papers submitted to the 'Innovation in Translation and Interpreting Teaching' panel at the International Association of Translation and Interpreting Studies Conference held in Belfast in 2012. It is against the background of the debates between positivist and relativist epistemologies and, further, between quantitative and qualitative approaches that this volume arose. The book is an eclectic collection of theoretical explorations and experiments that highlight the value of qualitative research and case studies in translator education.

The book revolves around four topics. The first, curriculum design and content, is the focus of the first three chapters. In Chapter One, Andrea Cnyrim, Suzanne Hagemann and Julia Neu use Risku's understanding of translation competence as the basis for their own theoretical model of five-dimensional translation competence. They posit that guiding images of translation, macrostrategy formation, information integration, planning and decision, and self-organisation are developed in five phases: lay competence, basic functional competence, conceptual and procedural competence, multidimensional competence, and autonomous and progressive competence. They also draw up specific curriculum goals for different stages of student translators.

In Chapter Two, Kelly Washbourne contends that translation ethics is an important macro-competence interacting with other sub-competences. He proposes three categories of goals to achieve when teaching translation ethics: fostering ethical reasoning skills, instilling a sense of moral identity, and fostering a notion of information ethics (i.e. research ethics, censorship, copyright, etc.). To achieve these goals, he proposes seven methods: (1) ethical decision-making framework; (2) case method reasoning tasks; (3) mock complaints committee; (4) transactive discussion; (5) constructive (or cooperative) controversy; (6) digital gaming and ethical simulators; and (7) cognitive-structural assessment tools. These work together to enhance ethical sensitivity, judgement and behaviour in students, and to foster their ethical maturity and autonomy.

In Chapter Three, Maria Yarosh proposes a taxonomy of culturally specific elements (CSEs) in order to train and evaluate cultural competence in students. CSEs are based on four criteria: (1) extra- versus intra-linguistic continuum (including real and imaginary objects and actors, ascribed qualities/cultural assumptions, communication style, intertextuality and other interlinguistic CSEs); (2) type of difference (including 1–0 difference and