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Vieira, Else Ribeiro Pires (selection and organisation). 1996. *Teorizando e contextualizando a tradução*. Belo Horizonte: Curso de Pós-Graduação em Estudos Lingüísticos da FALE/UFMG.

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The present volume is a collection of summaries and reviews of several works on Translation often used in translation courses at

the undergraduate level at Brazilian institutions.

The book is intended as an attempt to facilitate undergraduates' access to such literature, originally produced in foreign languages (English, Spanish, French, and German), therefore, not readily available in university libraries and brings together many different theoretical translation traditions, starting in the fifties and leading up to the works of con-

temporary theorists.

Besides concentrating on contemporary European theories, the selected texts in the four main sections of the book range from those which have become classical pieces in any translation course (sections 1 and 2) to those which are less frequently studied and discussed in such courses (sections 3 and 4).

The first section is dedicated to those works concerned with the construction of theoretical models of translation and which draw heavily upon both Contrastive Linguistics and Stylistics: Vinay and Darbelnet's *Stylistique comparée du français et de l'anglais: méthode de traduction*, Vázquez-Ayora's *Introducción a la traductología* and Heloísa Barbosa's *Procedimentos técnicos da tradução*.

Following this, there comes a section which deals with Nida's *Toward a Science of Translating*, explicitly concerned with the problems and procedures of Bible translation, and Newmark's *A Textbook of Translation*, a practical material for trainee and in-service translators. The two authors base their models of translation and practical advice mainly

on Linguistics, Rhetoric, Stylistics and early communication theories.

The third section of the book marks the transition between more traditional trends and the new contributions of European theories, which probably accounts for the inclusion of the brief introductory remarks by Else Vieira. The main concern of the three first works included here is literary translation, although they address the issue from diverse standpoints: Text Linguistics, Pragmatics, and Historical and Cultural Studies. Firstly, the reader is presented with the theoretical potential represented by Jauss's "Reception theory" and Iser's "Reading theory" to Translation Studies. Followed by Even-Zohar and Toury's "Polysystems theory" and, finally, Lefevere's considerations about the receptor's cultural context and the consequent notion of text transformation, creation and establishment of images of the source language author and culture as well as the issue of literary canons. The last text in this section, Snell-Hornby's *Translation Studies: an integrated approach*, represents a more comprehensive understanding of

translation in which linguistic and cultural contributions are taken into consideration and in which the long standing dichotomy literary vs non-literary translation is replaced by a prototypical view of texts placed along a continuum.

The last main section moves on to the functional and cognitive approaches to translation. K. Reib's "text typology" and H. Vermeer's "skopostheorie" (functional theory) represent the former, whose major concern is to establish the function and use of the translated text as the main criterion for both its production and the assessment of its quality. As for the latter, there are, on the one hand, the works of D. Sperber & D. Wilson, E-A Gutt and F. Alves about "Relevance" which, considered together, consist of an attempt to integrate the psycholinguistic aspects of translation with the pragmatic and cultural ones; and, on the other hand, R. Bell's *Translation and Translating*, which draws on Cognitive Studies and Discourse Analysis to explain translation both as a process and a product.

Furthermore, the book also includes a section which focus on applying theoretical concepts and

issues to the teaching and learning of translation and interpretation, M. Baker's *In Other Words: a coursebook on translation* and D. Gile's *Basic Concepts and Models for Interpreter and Translation Training*; as well as one last section with texts that address and explain the key concepts in Translation Studies.

The interdisciplinary character of the selection has the advantage of allowing the reader to become familiar with a wide variety of relevant works on translation otherwise scattered here and there. Also, in arranging the texts into the six proposed sections, Else Vieira helps to provide the reader with a means to build a clearer picture of the state of affairs in contemporary thought on Translation Studies. Yet, the section on teaching and learning of translation could well be left out of the book since the materials included in it do not match the purposes and scope of undergraduate translation courses or indeed the students' needs and interests.

Finally, as Else Vieira herself puts it, the book may be an invaluable tool at the very introductory stage of a translation course: one that can never be intended to

preclude the reading of the materials it deals with; yet one which should be used by the student as a guide to help her/him to choose those materials that s/he should concentrate on for further studies.

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