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NORD, Christiane (1991) : Text Analysis in Translation. Theory, Methodology, and Didactic Application of a Model for Translation-Oriented Text Analysis, Translated from the German by Christiane Nord and Penelope Sparrow, Amsterdam/Atlanta, Rodopi, III + 250 p.

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This book serves as an introduction to the theory, methodology and didactic application of translation-oriented text analysis and is based on a concept of translation which considers both the requirements of the target situation (or "functionality") and the expectations of the source text sender (or "loyalty").

Although language teachers and translators will certainly benefit from the innumerable examples and sample texts discussed in the book (the main languages being English, German and Spanish), this model of translation-oriented text analysis, which comprises extratextual as well as intratextual factors, is also geared towards the students and teachers in training programmes for future professional translators and interpreters. It is intended to act as a guideline for the basic steps in the process of translation teaching and learning, such as selecting texts for translation exercises, systematizing translation problems, monitoring the learning progress, or evaluating the quality of translations.

Generally speaking, in translation studies, the translation process is usually represented either in a two-phase (analysis and synthesis) or in a three-phase model (analysis, transfer, and synthesis). Nord proposes a "looping model", based on her notion that translation is not a linear, progressive process leading from a starting point S (or source text) to a target point T (or target text), but rather a circular, basically recursive process comprising an indefinite number of feedback loops.

Although Nord acknowledges the fact that other models of text analysis have been put forward in literary studies, text or discourse linguistics, not to mention theology, she rightly goes on to say that these may not necessarily be of much use to the translator. In the author's words:

> "Translation-oriented text analysis should not only ensure full comprehension and correct interpretation of the text or explain its linguistic and textual structures and their relationship with the system and norms of the source language, but it should also provide a reliable foundation for each and every decision which the translator has to make in a particular translation process. For this purpose, it must be integrated into a global concept of translation that will serve as a permanent frame of reference for the translator". (p. 1)

To this effect, Nord proposes a model of translation-oriented text analysis which makes no reference to the specific characteristics of the source or target languages, does not depend on the level of competence of the translator, and which is valid for translation in both directions, *i.e.* to and from the mother tongue.

The first chapter of the book presents the theoretical principles on which the model of translation-oriented text analysis is based, and surveys the various concepts of translation theory and text linguistics to include both the functional approach to translation suggested by Katharina Reiss and H.-J. Vermeer's **scopos theory**.

The second chapter describes the role and scope of source text analysis in the translation process and explains why the model is relevant to translation, as well as the consequences which the different concepts of translation have on the role of source text analysis. More specifically, the author explains the possible relationships between source and target text by defining the role played by "fidelity", "liberty", and "equivalence", intertextual coherence, intercultural cooperation, and functionality combined with loyalty in translation.

Chapter Three presents a detailed study of the extratextual and intratextual factors and their interaction in the text. Briefly, extratextual factors are analyzed by enquiring about the author or sender of the text (**who?**), the sender's intention (**what for?**), the addressee or recipient the text is directed to (**to whom?**), the medium or channel the text is communicated by (**by which medium?**), the place (**where?**) and time (**when?**) of text production and text reception, and the motive (**why?**) for communication. Intratextual

factors are analyzed by enquiring about the subject matter the text deals with along the following set of "WH-questions": **what? in what order? using which non-verbal elements? in which words? in what kind of sentences? in which tone? and to what effect?**

Chapter Four discusses the didactic applications of the model and offers highly valuable information, such as which type of texts to use, how to grade the difficulty of translation tasks as well as translation texts, and how to assess translation quality.

Finally, Chapter Five concludes the work with the practical analysis of a number of texts and their translations, taking into account various text types and several languages. More specifically, the sample texts cover 1) the relationship between intention and function — Alejo Carpentier: "*Acerca de la historicidad de Víctor Hugues*"; 2) the relationship between subject matter, text structure and effect — Miguel de Unamuno: "*Niebla*"; and finally, 3) the relationship between text function and recipient orientation — Tourist information text "*Spezialitaten*".

Both students and teachers, not to mention language teachers and translators will certainly benefit from this book. As a translation and interpretation teacher, I find the combination of both theoretical and vocational aspects of translation most welcome, as this represents a sorely needed step in the right direction to breach the gap between theoretical approaches to translation teaching and purely vocational ones.

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