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électroniques par les traducteurs. Ce sujet, très intéressant pour les lecteurs de cette revue, est malheureusement plutôt une liste de souhaits souvent partiellement réalisés par certains dictionnaires ou systèmes présentés dans le livre. L'auteur n'aborde malheureusement pas le problème plus fondamental de leur intégration dans un poste de travail qui permettrait d'améliorer la productivité d'un traducteur.

Dans l'ensemble, j'ai beaucoup apprécié ce livre qui apporte plusieurs éclairages nouveaux et des points de vue différents, parfois contradictoires entre les articles. Ces réflexions forcent à remettre en question certains aspects du métier des lexicographes qui, comme tous les travailleurs du savoir, doivent s'adapter à l'arrivée de l'informatique en revoyant les façons de faire traditionnelles. Les dictionnaires électroniques changent aussi pour les utilisateurs la manière de consulter les dictionnaires.

Même si les éditeurs sont francophones et travaillent à l'Université Catholique de Louvain comme professeurs d'anglais langue étrangère, on ne trouve aucun article rédigé par un éditeur de dictionnaire français, peut-être parce que comme le souligne Patrick Hanks (p. 62):

For some languages, e.g. French, there is no major corpus-based dictionary at all. In other languages, the situation is rather different: for example, major corpus-based dictionaries of languages as different as Danish, Modern Greek, and Malay have been published.

Pourtant plusieurs dictionnaires électroniques existent pour le français comme en témoignent les actes, seulement électroniques, eux, de la 4^e Journée québécoise des dictionnaires (Cormier 2012).

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NOTES

1. Ce document est également disponible auprès d'Oxford Scholarship Online: www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199654864.001.0001/acprof-9780199654864
2. L'auteur de ce compte-rendu est un collègue des auteurs de cet article et il a déjà collaboré à ce projet.

RÉFÉRENCE

CORMIER, Monique (2012): 4^e Journée québécoise des dictionnaires - Actes du Colloque international: Du papier au numérique: la mutation des dictionnaires: <http://moniquecormier.ca/4e-journee-quebe-coise-des-dictionnaires/actes/>

OROZCO-JUTORÁN, Mariana (2012): *Metodología de la Traducción Directa del Inglés al Español. Materiales didácticos para traducción general y especializada*. Granada: Editorial Comares, 1-293.

This book is for translator trainees to develop general and specialised competences for translation from English (L2) to Spanish (L1). A literal translation of the title is 'A Methodology of Direct Translation from English to Spanish' and its purpose is to give students a method with which to approach any kind of translation brief. Translator trainers working from English into other languages may also find inspiration for programming courses, teaching units and tasks, as well as a wide variety of source texts covering genres in different fields and modalities of translation. Published in 2012, it is already being used in several translation academic faculties in Spain and has been tested for several years at the Universitat Autònoma de Barcelona (UAB) where the author, Mariana Orozco-Jutorán has been teaching translation since 1996. In the introduction she acknowledges special debt to Amparo Hurtado Albir for introducing her to translator training and a translation-task-based approach.

This is a practical manual in which translation theory is taught implicitly. Students can come to their own conclusions about translation, learning inductively through a series of tasks that make them think and reach systematic solutions. Emphasis is put on the translation process, identifying problems and strategies for solving them within a specific translation brief. There are no ready-made solutions as students are encouraged to develop their own potential and processes in accordance with their own experience, knowledge and skills. Although the book is solidly based on recent theoretical approaches in translation studies, linguistics, information and communication technologies, documentation and terminology, these approaches are implicit in the different teaching units and specific theories and authors are not mentioned.

The teaching methodology follows the guidelines recommended by the European Higher Education Area to develop transversal and specific competencies. A task-based approach is used to promote the acquisition of translation competence, including all the different sub-competences. Once again, this underlying structure is implicit and the author avoids using the jargon that so often makes these guidelines so opaque to outsiders. However, each teaching unit also has a final section called 'Reflections' that summarises the main concepts addressed in the unit.

The seventeen teaching units are organised in two main sections: non-specialised translation (Units 1-13) and introduction to specialised translation (Units 14-17). The first section starts with a diagnostic evaluation task in Unit 1 and ends with a self-evaluation task in Unit 17. The author's approach to translator training and evaluation is based on her research to develop measuring instruments for translation competence acquisition: "(i) to measure notions about translation, (ii) to measure students' behaviour when faced with translation problems, and (iii) to measure errors" (Orozco and Hurtado-Albir 2002). The diagnostic tool used in Unit 1 was extensively tested by the author and validated by teachers in other translation faculties. The test is made up of three parts: (i) a questionnaire on general translation concepts; (ii) a translation; (iii) a questionnaire on the translation in the format of a guided retrospective TAP. The self-evaluation task in the last unit is one of many formative evaluation activities in the book. In Unit 17, students are asked to revisit and reflect on their answers to the first part of the diagnostic questionnaire.

The objective of the tasks in Units 2 to 4 is to start students thinking about some basic translation concepts, such as translation as a communication act, as a cognitive process, equivalence, the translation unit. Teachers often avoid using textbooks in translation classes because the texts are out-of-date. In this book, the texts are well selected to illustrate the objectives of each task, provoke debate and reflect the realities of the translation profession, but they are also selected to age well. Even the two texts on machine translation and human translation, dated 2003 and 2010 (p.15-19), remain relevant in 2013 and can easily be followed up or replaced by a more recent text of the same genre.

The tasks in Unit 5 take the students through all the steps in the translation process, from the translation initiator to the revision of the target text. It includes useful models or checklists: to analyse source and target texts; to identify problems at different stages of the process; to discover strategies for solving translation problems; to revise the translation. The following units (6-12) focus on different aspects of the process: comprehension, documentation, contrastive rhetoric, the language of the translation, translation methods, cultural contrasts, new technologies, etc.

The next three units (14-16) provide an introduction to specialised translation: the process, planning documentation, techniques for specialised terminology. The twelve specialised texts worked on in these units include localisation, economic, technical, medical and legal genres. These texts and tasks show the author's experi-

ence as a professional translator in these fields. The tasks related to legal translation reflect the author's research in this field and, in particular, documentation for legal translators (Orozco and Sánchez-Gijón, 2011).

This is a book with solid foundations in teaching and research experience, enlivened by the author's creativity and capacity to put herself in the shoes of the learner.

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- OROZCO, Mariana et SÁNCHEZ-GIJÓN, Pilar (2011): New Resources for Legal Translators. *Perspectives*. 19(1):25-44.
- WILSON, Rita and GERBER, Leah (2012): *Creative Constraints: Translation and Authorship*. Clayton, Victoria (Australia): Monash University Press, 166 p.
- Creative Constraints: Translation and Authorship*, edited by Rita Wilson and Leah Gerber is structured in three parts: Transcreation and Self-translation, Creative Practice, and Translations. The first part is in turn divided into five theoretical chapters, while the second offers three practical ones, and finally the third comprises three translations. As the editors write in the introduction, "this collection of essays aims to illustrate the parallel and overlapping discourses within the cognate areas of literary studies, creative writing and translation studies." They also state that some of the contributions in this volume were written by participants of *Translated!*, the inaugural Literary Translation Summer School, run by Monash University in collaboration with the British Centre for Literary Translation in February 2011.

The first chapter notes that refraction is a useful concept in examining how texts can veer off in different directions from the original, how they adapt to new forms and meanings, and how English speakers can read something different from the novelistic canon in the West. The explanations are generally quite intuitive and reasonable, especially in the section Optical Illusions, devoted to translation as refraction of literary works. Valerie Henitiuk uses the metaphor of the telescope to explain how translation allows us to observe a brighter and clearer image of the literary work by means of refraction.