

A review of *A Coursebook on Translation. A Task-Based Approach to the Art & Craft of Translation*

by Klaudia Bednárová-Gibová and Miroslava Gavurová

Associate Professor Klaudia Bednárová-Gibová, PhD. is known for her activities and achievements in translation studies not only in Slovakia but also abroad. Addressing both theoretical as well as practical aspects of translation with erudition, drawing on her expertise and experience of many years, she has teamed up with Miroslava Gavurová, a linguist and literary translator, to prepare another inspiring, and I believe, didactically impressive teaching book. Its main aspects are reviewed below.

Aim & purpose:

The teaching book has been prepared within the KEGA 004PU-4/2023 grant scheme entitled *Innovative Translation Theory and Practice Based on Blended Learning*, and is aimed, in the first place, at students of the English language and Anglophone cultures study programme at Presov university taking an introductory course in translation theory and practice. Based on the conception of the teaching book and the nature of its questions and tasks, however, it can reach out to a much wider audience, so its impact is not only local. The main aims of the coursebook – to serve as a collection of contemporary authentic texts for translation, and to reflect on the latest trends not only in the translation industry but also teaching process through developing revision and post-editing competences – have been successfully accomplished based on the prepared tasks. The innovations addressed concern particularly the following: overcoming the mechanic split between the literary and non-literary worlds; inclusion of machine translation and the mentioned revision and post-editing tasks; work with authentic student translations in terms of error analysis; and a digital transformation of the textbook into the Moodle platform.

Methods:

The teaching book draws on the methods of non-literary, literary and borderline texts, which have been progressively brought under one roof, not losing sight of individual specifics per text types. This was sensitively reflected in the nature of exercises and tasks for the collected texts. I praise the use of glossary in the whole textbook design since it has been empirically confirmed that it helps consolidate expressions and phrases, be they literary or non-literary. In line with fostering students' learner autonomies, I consider the Key didactically inevitable and informative enough to serve its intended purpose.

Structure:

The book under review consists of twenty text samples for translation (twelve specialised and/or commercial, eight literary texts) whose presence within a single book has been well argued by the authors in the Foreword. In agreement with the authors, such a structural composition only increases the universal perspective of the book, which means that it can then be adjusted to the specificities of the teaching process more effectively. The non-literary part of the coursebook, on the one hand, aptly focuses on the translation of marketing, journalistic, legal texts, EU reports, academic, medical, tourist and IT texts, both from and into English. On the other hand, the literary part of the book contains, presumably for native language culture reasons, only English texts comprising mostly children's literature, and selected literary genres (e.g. native American literature, Irish myths and magic realism).

Sources:

The primary sources, which create the textual portfolio of the coursebook, are acknowledged and correctly cited. I personally consider the selection of specialised and commercial texts most fresh and vivid, possessing the potential to appeal as well as reflect the varied realities of the non-literary translation sphere. The literary section of the teaching book is, to a significant extent, based on children's and young adult literature and the selected literary text excerpts, which reflects the authentic translation experience of one of the authors, as acknowledged in the Foreword. In this way, empiricism has been used as a springboard for didactic reflections in translation, which always brings certain advantages. Needless to say, there are also many interesting and important secondary sources, which provide students with a possibility of further study, listed in the bibliography section.

Language aspects:

The teaching book is written in highly professional academic English which also makes use of translational jargon proper. The tasks which test translation skills and competences into Slovak are, as far as I can judge, suitable and linguistically carefully worded, too.

Practical use:

The coursebook is of a highly practical nature, in compliance with the character of the project under which it has been prepared. Moreover, the practical orientation perfectly supports the transdisciplinary turn in translation studies, which has been rocking the


contemporary world of academia. What is also commendable is the creation of a flowing connection between theory and practice, achieved through the consistent use of the application stage by the authors.

Final assessment and impact:

The teaching book as a whole, as it stands, represents a **mature, highly professional and up-to-date didactic material** through which translation trainees can foster their translation skills and competences both in the fields of specialised as well as literary translation. The coursebook has been prepared in compliance with the current trends in the theory and practice of especially non-literary translation (large language models, machine translation, post-editing, digital competences etc.). The authors' erudition as well as practical knowledge of the art and craft of translation shine through the entire coursebook layout. A strong potential of the coursebook lies in its composition of the questions and tasks which are aimed not only at improving their single lexical, terminological, stylistic, syntactic and technological skills and competences, but also serve to enhance students' complex thinking about the phenomenon of translation. Based on the given facts, **I highly recommend** the teaching book under review **for publishing in its current form**. I strongly believe that the coursebook will serve as an effective didactic tool in the translation teaching process in higher education at Slovak universities, setting an example worthy of being followed for other non-Slovak institutions of education, too. Moreover, I think that contemporary generations of students will surely benefit from this project for a number of years based on its clear pedagogical merits.

Rzeszow, 11th of October 2023

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