

Calduch, C., Carreres, Á., and Noriega-Sánchez, M.:
*Mundos en Palabras. Learning Advanced Spanish Through
Translation*. London, New York: Routledge, 2018, 408 pp.,
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Review

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Recent years have seen translation teachers and professionals acknowledge the role of translation as an irreplaceable pedagogical vehicle. In today's increasingly globalised world, translation plays a double role – not only as a useful tool for foreign language learning, but also as a valuable communicative skill which is key in intercultural mediation. *Mundos en Palabras. Learning Advanced Spanish Through Translation* is a pioneering work which provides its readers with a current approach to the question of how to use translation in class thanks to an innovative bridge between Translation Studies and Additional Language Learning.

The interests of authors Ángeles Carreres (University of Cambridge), María Noriega-Sánchez (University of Cambridge), and Carme Calduch (Queen Mary University of London) lie in the fields of translation and language learning. As experienced practitioners and researchers, they have designed a very practical course that can be used by both groups and individual learners. Although activities can be tailored to different levels and learning contexts, and even to different languages, their book is mainly directed at advanced students of English into Spanish translation. Their challenging yet well-organised and accessible guide will introduce students to the main translation theories and concepts, whilst allowing them to fine-tune their language skills.

The authors consider the role of translation in language teaching to be two-fold: as a means – in as much as it contributes to the improvement of the command of the language – and as an end – in as much as it constitutes a skill

per se. It should be noted that this latter notion of translation as an end is not limited to the professional arena, for it is also intrinsically connected to the development of students' interlinguistic and intercultural capabilities.

Carreres, Noriega-Sánchez and Calduch's approach is influenced by this concept of mediation as one of the skills that language learners are expected to develop, and this is evidenced by the emphasis the book puts on translation as communication and collaborative learning. Students are prompted to reflect on translation theories and techniques, discuss and negotiate the different challenges arising from a variety of practical, genre-based tasks, and to think creatively to contribute the most appropriate solutions.

The course is divided into 12 chapters. Whilst chapters 1-3 are of a theoretical nature, chapter 4 prepares learners to tackle the wide variety of text types and genres that are explored in chapters 5-12, complete with grammar and vocabulary activities and translation tasks.

Chapter 1 prompts students to reflect on the nature of translation and to ponder its key role in language learning. Chapter 2 provides a concise and useful introduction to the main aims, techniques, strategies and frequent errors. Chapter 3 deals with dictionary and documentation skills, teaching students how to efficiently use reliable sources including appropriate online resources. Chapter 4 introduces students to the notions of textual type and genre and highlights the importance of respecting textual, linguistic and stylistic conventions as well as making the right lexical choices. Chapters 5-11 are dedicated to bringing awareness of the different text-typological conventions and main translation challenges found in expository/argumentative texts, literary texts, poetry, comics, theatre plays, persuasive texts and audiovisual translation. Finally, chapter 12 focuses on linguistic varieties and on the development of strategies to successfully tackle the translation of different registers, regional variation and variation in time.

With the aim of guaranteeing a primarily practical approach while at the same time enhancing the development of translation as an end, theoretical discussions are often combined with – and are applicable to – a wide range of activities and tasks. Indeed, theoretical explanations are concise and to the point, and are presented in a way which is relevant to both the completion of shorter exercises on a specific issue and to the successful translation of the more extensive “professional” assignments at the end of most chapters. A great number of activities can be tailored to encourage team work as they can be done in small groups; however, individual and autonomous learners will also

be able to do them individually. Highly useful to both students and teachers, the companion website provides an answer key with suggested solutions, together with additional material and Teacher's Notes.

This book is a much-welcome contribution to the world of teaching Spanish as a foreign language. It unlocks the rich potential that translation as a pedagogical tool has to offer and provides teachers with a step-by-step guide to its implementation in the classroom, besides supporting them with a variety of additional resources and suggestions. Both teachers and students will greatly benefit from the different theoretical debates and activities since the materials can easily be adapted to different learning contexts, levels and groups, and exercises can be done both in groups – encouraging communication and collaborative learning – and individually.

Mundos en Palabras is a fascinating and refreshing course that excels at combining important yet succinct theory with useful and reasonable practice, whilst introducing students to an interesting choice of textual types and genres and helping them develop not only their command of Spanish, but also their translation and mediation skills.

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