

far more involved in translation, whether specialised or not, than a simple reproduction of a set of relationships between linguistic forms and predetermined denotations. Mall Stålhammar deals with the topic of translating grammatical metaphor, which is an intricate part of any translation. Instructions for use and their translation are the theme of the chapter by Anastasia Parianou and Panayotys I Kelandrias. Such instructions are part of our everyday life, yet, since each company has its own corporate culture, image and identity, the result is a variety of corporate terminologies for the same function or technical part. Helpful suggestions are offered by the authors to get a successful understanding of the instructions, which should be presented in a clear, simple and concise way. Anne Kari Bjørge, using an LSP text in Norwegian as material of her study, concludes that even though technical translation is generally regarded as non-cultural, whenever the dictionaries fail to give the equivalent of a term or give a number of alternatives without clear guidelines, the translator will have to fall back on the same translation strategies as those used for other types of text. Marella Magris and Lorenza Rega present some observations on the use of specialised Italian–German dictionaries in the age of the Internet. The majority of the 51 people who answered their questionnaire think that specialised dictionaries are useful or (16 out of 51) very useful. Specialised dictionaries on paper can still have a future side by side to the electronic resources as very few translators are ready to renounce to them. Ioannis E. Saridakis and Georgia Kostopoulou's chapter addresses different aspects of the pedagogy of specialised translation. They observe that trainees consider the general parts of a specialised text to be almost unimportant and easy to translate, neglecting essential aspects like style and register appropriateness in the target language.

As these summaries show, the volume clearly indicates the importance of interpreting evidence in different applications, languages and cultural environments. Thanks to the varied and highly interesting results presented, it can be recommended to both scholars and practitioners, who will find it a valuable tool to get a deep insight into a wide range of approaches to the different kinds of evidence which LSP studies embrace.

[Maria de Sario]

ENGBERG, Jan / GROVE DITLEVSEN, Marianne / KASTBERG, Peter / STEGU, Martin (eds.), *New Directions in LSP Teaching*, Peter Lang, Bern 2007 [Linguistic Insights. Studies in Language and Communication 55], pp. 331, ISBN 978-3-03911-433-7, £ 36.00, \$71.95, € 55.40.

The volume consists of a selection of the contributions presented at the 15th European LSP Symposium (Bergamo, Aug 29th-Sep 2nd, 2005), and highlights such central issues as the relationship between specialized knowledge, communication in

specialized discourse, and their impact on the way LSP teaching is carried out at university level. To better represent these perspectives, the chapters are grouped in three sections: *LSP Teaching and Specialized Knowledge*; *LSP Teaching and the Process of Understanding*; *LSP Teaching and Curriculum Design*.

The studies in the *LSP Teaching and Specialized Knowledge* section are the result of a special workshop held at the Symposium on the role of specialized knowledge in LSP teaching. The first three contributions are focused on teachers' perspectives. Martin Stegu ("Der/Die 'ideale' Fachsprachenlehrende") identifies the ideal LSP teacher as the one who interrelates the concepts of 'teaching', 'expertise' (a continuing process which can never be fully completed), and 'problem-solving situations'. Stefania Cavagnoli ("Per un approccio generalistico nell'insegnamento interculturale specialistico") focuses on LSP teaching as a process where the interaction between subject, specialized language and language teaching takes place; all these features should be contemplated in LSP teaching planning. Suzanne Mühlhaus and Jan Engberg ("Sollen Fachübersetzungslehrer eine Doppelqualifikation haben?") concentrate on expertise requirements for translation teachers. The findings of their research suggest that both language and discipline expertise are irrelevant without any pedagogic competence. The paper by Peter Kastberg and Marianne Grove Ditlevsen ("Persönliches Wissensmanagement – Ein Plädoyer für Fachkompetenz als problemlösende Wissen-Wie-Kompetenz") illustrates how the authors' 'Personal Knowledge Management' method allows students to further their know-how competences, thus helping them to expand their knowledge and store it in formats compatible with their needs. In the last paper of this section ("L'adattamento dei riferimenti enciclopedici nella traduzione di testi storici"), Francesca Maganzi Gioeni D'Angiò discusses how the translators' adaptation competence works in contextualizing mediated popular scientific texts: whenever a cultural gap exists between the original text and the mediated one, background information of the original text is screened and selected by the translator in order to bridge the gap between the two cultures involved.

The contributions on *LSP Teaching and the Process of Understanding* pivot around textual and cognitive factors and their impact on LSP didactics. Paul W. Miller ("Reading Comprehension, Vocabulary and Background Knowledge: A Case Study") recognizes the necessity to establish a tight theoretical framework for the analysis of reading comprehension skills, which at the same time monitors vocabulary knowledge and background knowledge: his results indicate that background knowledge, strongly related to metacognition and comprehension factors, exerts a greater influence than vocabulary knowledge. Andrea Abel ("Aspekte der Verständlichkeit in der elektronischen Lernerlexikographie") investigates the way in which e-dictionaries may be used in LSP teaching and suggests the need for a dictionary-related didactic approach. Franca Poppi ("The author's supporting Textbook-mediated Learning: Focus on Economics and Marketing Textbooks") examines the way in which authors structure economics and marketing textbooks in order to help readers to draw

information about these disciplines. According to the author, information acquires (new) meaning in the reading process thanks to the constant interaction between bottom-up and bottom-down knowledge schemata which readers possess and which authors evoke through their linguistic and strategic choices.

The third section of the volume, *LSP teaching and Curriculum Design* is more specifically concerned with pedagogical issues. The chapter by Richard J. Alexander (“‘Mortgage Repayment’ is More than a Phrase: The Cultural Content of Business English Phraseology”) emphasises culturally-loaded aspects related to business concepts: phraseology teaching can be seen as a means for teaching intercultural differences. Živa Čeh (“Efficient ESP Learning: Systematic Teaching of Word Combinations”) analyses the important effects phraseology and collocation patterns have and the necessity of their systematic teaching in LSP. Carmen Argondizzo (“The *I care* Language: A Lexicon Analysis of the Discourse of Peace”) highlights the potential a language classroom can have in spreading social cohesion and positive intercultural energy when students are involved in the planning of a course. Marianne Nordman’s contribution (“Concluding Sections of Dissertations”) deals with the rhetorical features of dissertation concluding sections across disciplines (i.e. linguistics, pedagogy, philosophy, and history). The author finds some differences: pedagogues carefully shape the beginning and end of their concluding sections; historians and philosophers tend to smoothly end the concluding section; linguists formally emphasise their aim at the beginning of their concluding section. Such differences are regarded as valuable from a pedagogic angle because if they are carefully taken into consideration when planning writing skill courses at post-graduate level, they will enhance the research students’ awareness of good practice within academic discourse. Violeta Jurkovič (“The Effect of Language Learning Strategy Instruction on ESP Learning. A Project Presentation”) aims at determining the importance that language learning strategy instruction has in enhancing the acquisition of both general and subject-specific language knowledge. The last chapter of the volume by Tünde Bajzát (“LSP Research: the correlation of University English Courses with the Needs of Engineering Practice”) focuses on the results of a study, carried out at the University of Miskolc in Hungary, based on the analysis of the English language and the work-related needs that students have; such results call for changes in LSP course design at tertiary level.

Overall, the volume offers an in-depth analysis of the latest research carried out on specialized knowledge and LSP teaching, and provides scholars, teachers and advanced students with valuable insights into relevant issues concerning specific learning objectives and specialist course design.

[Stefania Maria Maci]