

Chapter 10, 'Women's writing as evidence for linguistic continuity and change in Early Modern English', by Terttu Nevalainen, explores the differences observed in personal correspondence by male and female writers, and the relationship existing between women's language and the development of alternative styles of English.

Andreas H. Jucker deals with the development of 'Discourse markers in Early Modern English' (chapter 11), focussing on the written forms representing spoken language in plays; in particular, he highlights uses marking communicative interaction between speakers.

The epilogue written by David Crystal, 'Broadcasting the non-standard message', offers a critical analysis not only of all the papers, but also of the linguistic stereotypes and realities forming the socio-political background of writers dealing with the history of the English language. His stated hope is that this book can be the first step towards raising awareness of the existence of many 'Englishes' – the only possibility to overcome and erase those stereotypes.

The bibliography is very rich and includes texts dating from 1695 to 2000, thus offering a really helpful database for anyone interested in the overall history of English.

Although perhaps the tones in the introduction are somewhat too sharp in criticizing the traditional view by means of which English has been diachronically analysed for decades – tones which, incidentally, are mitigated by James Milroy's prologue – the book (with just one typo in page 154) is well worth reading for its full and rich picture of the complexity of the history of the English language.

[Stefania Maria Maci]

VAN LEEUWEN, Charles / WILKINSON, Robert (eds.), *Multilingual Approaches in University Education. Challenges and Practices*, Uitgeverij Valkhof Pers - Universiteit Maastricht, Maastricht 2003, pp. 190, ISBN 90-5625-160-0 [price quoted on demand].

This volume is an important contribution to and a suggestion on how European universities could deal with the multilingual and multicultural societies in which they operate. By offering and describing the example of Maastricht and other 'Northern' universities, the editors outline a path towards a University of Europe. Albeit the building of a University of Europe may appear as a difficult challenge, the papers collected in this book offer a 'practical' report on how the academic world can meet Europe's international requirements.

The rich and interesting opening contributions are followed by eight papers which are the result of both individual investigations and methodological

applications first presented at the ‘*Multilingual University Seminar*’ held at Maastricht University on 2 February 2001.

The crucial issue of English-medium language teaching is well depicted both in the preface and in the introduction. In the preface, Prof. Dr. Arie Nieuwenhuijzen Kruseman (Rector Magnificus, Universiteit Maastricht) claims that the real success of Maastricht University is based on the adoption of English as one of the working languages, which strengthens the university international profile, grants access to foreign students, and builds an international focus on education. The editors’ introduction also stresses the fact that the international character of a university cannot be achieved with Erasmus students only, but also requires the implementation of new programs and staff training, in addition to educational research in instructional design, assessment and evaluation.

The first contribution, by Charles Van Leeuwen, discusses ‘Feasibility of policy in university language teaching today’ and highlights the role the language centre can play in bilingual and multilingual universities after the Erasmus tradition (this term referring both to *Desiderium Erasmus*’ tradition and to the Erasmus Programs). In a multicultural Europe, students must be equipped with adequate linguistic and intercultural skills to effectively function in an international labour market. Therefore, language teaching must have a proper position at university both as L2 (following the Common European Framework standards) as well as a medium-language. Problems that may arise in the elaboration of English-medium educational projects such as time, credits, funds, logistic organization, and staff (salary and status) can be solved by elaborating a suitable university policy that responds to market developments. An example is offered by Maastricht University, which has experienced an increasing number of students attending language courses integrated with content programs.

Micheal Langner’s paper, ‘*Fachsprachen als Fremdsprachen: Organisatorische und didaktische Herausforderungen zweisprachigen Studierens*’, describes the organization of Freiburg University, which has had a bilingual structure since its establishment in 1889. Here German, French, and English (Business and Commerce Faculty), and French (Law Faculty; Philosophy Faculty) are the medium languages: subjects are taught either in one or another language and students can graduate with special bilingual accreditation.

The third contribution, by Glenn Ole Hellekjær and Marit R. Westergaard, offers ‘An exploratory survey of content learning through English at Nordic universities’. It is the result of a survey the authors conducted in 2000-2001 in Norway, Denmark, Sweden and Finland academic institutions about English programs at under- and post-graduate levels, originally implemented to recruit international students, and to develop international exchanges and programs of cooperation. The writers have found that English-medium educational projects are quite successful when organized at small-scale level; however, problems related to

language, culture and methodology can arise when courses are larger and aimed at undergraduate levels.

The fourth paper, 'Trends in content learning through English at universities: a critical reflection', analyzes a student-centred approach proposed by Glenn Ole Hellekjær and Robert Wilkinson. Here the authors discuss how an integrated course of language and content can effectively be successful if linguistic support is closely tailored to the content goals of the discipline. Like at Maastricht University, the more integrated the content and language goals are, the greater the success that can be expected for the educational project. According to their findings, in such programmes students invest more time in self-study and have the feeling of learning more than their colleagues who follow the same course in their native language. What lacks, however, is the development of a core course including the acquisition of academic writing competence which may grant access to the academic profession.

Case studies are offered by the last four papers. The first of these, 'Teaching through English: a university case study', is presented by Tuula Lehtonen, Pearl Lönnfors and Anu Virkkunen-Fullenwider. The authors describe two projects on TTE (Teaching Through English) at the University of Helsinki. The results are basically two: as to the use of English as a medium language, Finnish instructors feel confident, but they are more critical than non-Finnish instructors; as to methodology, problems can arise when trying to cope with too many different cultures or teaching and learning styles. Since in a TTE course it is difficult to separate language from any cultural and pedagogical aspects, and since the cultural question appears to be the most important one, the only possible solution seems to create a cultural-awareness-training project.

The second case study, 'English-medium degree programmes in higher education: from implementation to quality assurance', is presented by Renate Klaassen, who discusses the ongoing process of internationalization in education and its influence on the realization of English-medium programmes at Delft University of Technology. According to the author, the successful implementation of English-medium / English-taught degree programmes depends on contextual variables at macro-, meso- and micro-levels, which can be 'translated' into the need for internationalization expressed by EU Treaties and into the tendency to support such internationalization both at national and institutional levels.

The necessity of additional training for academic staff, so that English-medium educational projects can be implemented, is further emphasized in Zsuzsa Kurtán's paper, 'Teacher training for English-medium instruction'. The author claims that additional training is helpful in overcoming such problems as those related to language, communication, didactics, multilingualism and multicultural issues. Her case study, while discussing academic staff training at the University of Veszprém, offers a systematic approach to any staff training in preparation for English-

medium education; this is expected to be successful if focus is set on the analysis of the following: target situations (language and content discipline targets); teaching modes and purposes; teachers' awareness of how to behave in the new role of English-medium teachers and how to influence students' behaviour; task-based, problem-solving, student-centred methodology; communicative behaviour and implicit implications.

The last paper, 'Domain-specific writing: acquiring expertise in psychology writing', by Robert Wilkinson, looks at how the acquisition of English writing proficiency in psychology may be promoted and accelerated with adequate exposure to sample material together with a writing guidance offered by domain specialists and English-writing specialists.

By sharing some of the challenges that individual universities in Denmark, Finland, Hungary, the Netherlands, Norway, Sweden and Switzerland have had to overcome, or are still coping with in the implementation of multilingual education, the editors offer a valuable and useful guidebook for anyone interested in English-medium education. Rich bibliographical references are provided at the end of individual chapters.

[Stefania Maria Maci]

GARZONE, Giuliana / VIEZZI, Maurizio (eds.), *Interpreting in the 21st Century - Challenges and Opportunities*, Benjamins, Amsterdam 2003, pp. 335, ISBN 90-272-1649-5, € 117.00.

Questo volume presenta una selezione di interventi presentati al convegno sull'interpretariato svoltosi a Forlì dal 9 all'11 novembre 2000. Sia l'interpretariato che la traduzione sono oggi discipline accademiche autonome e, con il sempre maggiore sviluppo dell'Europa unita, l'esigenza di interpretariato a riunioni e congressi, dalle e nelle lingue ufficiali dei paesi membri della U.E., sarà sempre più necessaria. Non solo, ma in futuro sempre più lingue madri diverse dalle lingue ufficiali della U.E. ne avranno necessità, poiché cittadini di lingua madre araba, od orientale, immigrati nella U.E. si ritroveranno ad avere bisogno di assistenza interpretativa per poter usufruire dei loro diritti civili anche nelle corti di giustizia, in ospedali, nei loro rapporti con lo Stato.

Lo scopo del convegno di Forlì è stato di esaminare l'interpretariato, sia come disciplina sia come professione e attività di ricerca, nella situazione attuale e nelle sue prospettive future. Sono quindi stati esaminati paradigmi di ricerca e metodologie, l'addestramento all'interpretariato e la qualità dello stesso. Poiché il fenomeno studiato è di natura estremamente complessa, si sono dovuti prendere a prestito strumenti di analisi da altre discipline, quali la psicolinguistica, la neurolinguistica e studi di traduzione, come esaminato da Alessandra Riccardi nel suo intervento.