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Review of: A Student Grammar of Euskara

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ter, by RAYMOND GIBBS ('Embodied standing and the psychological semantics of *stand*'), summarizes experimental findings regarding the cognitive motivation for the figurative uses of *stand* in English. [K. AARON SMITH, *Illinois State University*.]

Contexts in translating. By EUGENE A. NIDA. Amsterdam: John Benjamins, 2001. Pp. x, 125. ISBN 158811113X. \$70 (Hb).

This volume is part of the 'Benjamins translation library' series. Nida's book serves two purposes. First, he deals with the role of contexts in the process of translation. He gives several examples of translations into English from French, Spanish, and German. Second, he introduces translation issues that a new translator would face. This highly readable book is a good entry-level venture into the field of translation studies.

Ch. 1, 'What is translating?' (1–11), sets the course for the next four chapters. It seeks to answer the main question of the book, namely, what is involved in translation? Ch. 2, 'Language and culture' (13–28), describes the interrelation of language and culture and its implications for the translator. N makes the point that the translator must always take into account the cultures of both the source and receptor languages. Ch. 3, 'Words in context' (29–51), stresses that words must be translated within their context, not in isolation. The context of the audience and the context of the source text affect word choice in translation. N includes a section describing the range of vocabulary necessary for a translator. He illustrates word choice in context with passages in Spanish and German.

Ch. 4, 'Relations between words' (53–66), explains that a translator must take into account the relationship between words within their linguistic structure. The interrelationship of words within their grammatical context is crucial to their meaning. According to N, knowledge of linguistics helps translators analyze the grammatical structure of the source and receptor languages. Ch. 5, 'Translating texts' (67–85), is the final chapter dealing with context and translation. N shows how discourse features such as time, space, and class influence the translation process. The goal of a translator is to capture the meaning of the text, not just to translate words.

Ch. 6, 'Representative treatments of translating' (87–105), is a helpful chapter for beginning students of translation theory. N comments on many critical books on translation that have been written during the last half of the twentieth century. In Ch. 7, 'Three major types of translation theories' (107–14), major types of translation theories are briefly discussed. N writes that translation theories can be divided into

categories based on philological insights, linguistic insights, or sociosemiotics.

In this book, N accomplishes his goal of explaining the role of contexts in translation. He uses clear language and concrete examples, including illustrations from a variety of languages. The book's only drawback is that, because of its brevity, it does not allow for more than a surface rendering of the material. This book is recommended reading for all students of translation theory. [MICHAEL PASQUALE, *Cornerstone University*.]

A student grammar of Euskara. By JON D. PATRICK and ILARI ZUBIRI IBARONDO. (LINCOM student grammars 1.) Munich: LINCOM Europa, 2001. Pp. xxiii, 435. ISBN 3895864447. \$72.10.

Devotees of Basque (Euskara) have been enjoying a steady increase in the number of user-friendly introductions to the complexities of this fascinating language. There already exist beginner courses accompanied by cassette tapes (e.g. Alan R. King and Begotxu Olaizola Elordi, *Colloquial Basque*, London: Routledge, 1996), something that not long ago was mainly a luxury of the more frequently studied languages. This book adds the first full-length English-language description of Euskara grammar written for pedagogical purposes. Conceived as a practical handbook, it is intended for university students enrolled in an undergraduate program. The approach is somewhat prescriptive rather than purely descriptive in its focus on the so-called 'Batua', or Unified Euskara, rather than one of the traditionally spoken dialects. (Batua is an amalgam based on local spoken forms that began to take shape in 1968 under the guidance of the Academy of the Basque Language.) Consequently, the authors warn the user to be aware 'that in Euskara there are some points that cannot be given a single rule' (xx), though they do choose a single norm in most cases, usually favoring southern over northern Euskara varieties (xx).

Despite being a reference grammar of sorts, this book generally avoids complex grammatical descriptions, relying instead upon a wealth of clearly analyzed example sentences, so that it will serve either the absolute beginner or the more advanced student. Overall, there are more than 2,300 example sentences, each with an English translation that highlights the points under discussion through the use of bold type or other graphic devices that permit the omission of morpheme glosses. Individual chapters cover the main aspects of the phonology, morphology, and syntax in a clear, informative style. As ex-

pected, much space is devoted to case suffixes (50–103) and postpositions (129–43). Attention is also paid to current orthographic tradition (3–12), a worthy topic since extant examples of written Basque actually date back more than a millennium, and the first book published in the language appeared in 1545. More vexed is the brief discussion of word accent (13–16), a feature that varies greatly among the dialects and has yet to be codified to any extent in Batua itself. There is a concise but informative discussion of focus and topic/comment structures (28–29), which appears in the morphology chapter directly after the discussion of demonstrative pronouns (used as focus markers) rather than as part of the explanation of word order (261–70), where it might have been placed. Somewhat unexpected but extremely useful is the chapter entitled ‘Notions and elements’ (331–94), which is divided into semantic subsections dealing with time, dates, weather, feelings and sensations, courtesy expressions, numbers, and measurements. Also of great value to the learner are several appendices (396–420) stocked with conjugation tables showing auxiliary verbs, imperative verbs, and synthetic verbs, as well as declensional paradigms and a list of compound verbs.

All in all, this timely book should enhance the study of Euskara by non-speakers, as well as contribute to the acceptance of Batua as a linguistic standard. [EDWARD J. VAJDA, *Western Washington University.*]

Appraising research in second language learning: A practical approach to critical analysis of quantitative research. By GRAEME KEITH PORTE. (Language learning and language teaching.) Amsterdam: John Benjamins, 2002. Pp. xx, 267. ISBN 1588112535. \$87 (Hb).

Porte’s volume teaches graduate students and novice researchers how to develop critical reading skills through ‘awareness-raising’ techniques (xii) that help them become better consumers of second language (L2) quantitative research. These techniques prepare young researchers to evaluate current research critically and to present their own research results effectively.

The book is a combination textbook-workbook-reference guide. The textbook takes readers through a close reading of an article. Chapters on the introduction, method and procedures, results, and discussion and conclusions sections are presented. The workbook follows the textbook closely. A glossary, appendices, suggestions for further reading, and a thorough index finish out the volume.

Not satisfied with an analysis of an article that

leaves critical examination until the end, P advocates the use of recursive appraisal throughout the reading of the text. He draws readers through a series of detailed questions that prompt them to stop and critically reflect as they read. The questions go beyond the printed text to develop an understanding of the research process: the types of decisions the researcher made in the process of selecting a topic for analysis, developing a plan for the study, collecting and analyzing the data, and so forth. P often encourages the reader to stop reading to consider if information is lacking, if the decisions made up to that point are justified, and if the goals of the study are concurrent with the methodology chosen.

Of particular interest are two techniques to help readers understand research designs and data collection procedures. P suggests that readers render the design of the study pictorially in a ‘box’, that is, to group the subjects and procedures together in a simplified manner that is quickly visually accessible (65–71). His second technique, useful for representing data collection procedures, is a notation system that readers use to clarify how many participant groups were involved and which treatments each was subjected to and in what order (71–83).

P also provides information on how to present research findings. He describes five commonly used statistical analyses: correlation, regression, *t*-tests, ANOVA, and chi-square. He explains when each test should be used and how to interpret the results. For each statistical procedure, sample charts are presented and analyzed.

The workbook enables users to analyze an article using P’s recursive methods. Each section of a paper is presented separately in two forms: the worked sample appraisal and the guided appraisal. The worked sample appraisal contains P’s own analysis of the article section, using the questions from the text as a guide. The guided appraisal presents a second section similar to the first, for which he provides a series of questions that raise critical awareness as readers work through them.

This book is an excellent guide for graduate students and novice consumers of research. It is well organized and clearly written, and it contains sufficient examples to aid in the application of difficult concepts. His explanations of difficult concepts—especially of statistical procedures—are accessible to those not well versed in statistics. The glossary is detailed, with graphs and other visual aids provided when needed. This book would be an excellent addition to any introductory graduate research seminar and could be used on its own or in conjunction with other texts. Students who use this book will come away with a heightened sense of how to read and write up research. [LISA DEWAARD DYKSTRA, *University of Iowa.*]