also worthy of being explored in terms of global and specific self-esteem – for which individual case studies could provide a useful qualitative approach. Since the translator's "black box" is socially situated, it should be interesting to explore how "hardwired" cognition intersects with variables pertaining to individual attitudes, emotions, and beliefs. Such psychosocial aspects are of considerable consequence for a facilitating pedagogical approach aiming to assist in the apprentice translator's internal regulation of goals as well as the development of positive feelings of adjustment to such goals.

The second one relates to the treatment of meaning, which could usefully highlight, particularly for the exploitation of cues, not only a context-dependent view but also a more explicitly constitutive framework wherein text also affects and modifies context or text and talk are reciprocally affected. This is all the more significant with translation activities such as dubbing, translation of scripts, or translation/transposition connected with multimedia presentations, which are not specifically treated in the book.

The European Commission is promoting "best practice" projects for translation and interpreting (GUCE C 381/29 of 16.12.1997). *Cognitive Processes in Translation and Interpreting* defines the interconnections of practice, theory, and pedagogy which form and inform serious professional activity and thus is a seminal contribution to the field.

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Writing development: An interdisciplinary view. Clotilde Pontecorvo (Ed.). Amsterdam: John Benjamins, 1997. Pp. 367.

The present book, sponsored by the European Science Foundation, Strasbourg, is the result of several workshops that have taken place since 1992 on the problems specific to literacy acquisition, especially in young children. The editor, Clotilde Pontecorvo of the University of Rome, has a worldwide reputation as an educational psychologist who has dealt with pivotal problems of school learning and especially with the totality of literacy in its basic reading and writing constituents.

She has guided the discussion on the social and scientific relevance of the problems concerning written language and literacy with a group of scholars from different countries who were conscious of the need to explore the cultural and psychological processes involved in the development, acquisition, and use of written language from a wide range of disciplines, including the anthropology of writing, the history of culture, and the diffusion and teaching of writing in modern Europe starting from very ancient times.

Four main points were identified regarding current research:

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1. Historical and sociocultural approaches to writing systems and written practices contribute to an understanding of the role of social and historical factors in societies and educational institutions.
2. Descriptive linguistic studies are related to the identification of linguistic aspects that are sensitive to differences and similarities of linguistic structures in oral and written texts.
3. Developmental psycholinguistic research concerning children's constructions of different writing systems and of written language has been strongly influenced by theories about the psychogenesis and sociogenesis of written language.
4. Studies from a cognitive psychology perspective are focused on the study of cognitive processing involved in the acts of reading and writing and are aimed at identifying different aspects of the process.

The three workshops gave rise to interesting contributions, from which the chapters included in the present volume were selected. The first were devoted to "Orality and Literacy: Concepts, Methods, and Data" (edited by C. Pontecorvo and C. Blanche-Benveniste). The second (edited by A. Teberosky and L. Verhoeven) were devoted to "Understanding Early Literacy in a Developmental and Cross-Linguistic Approach." The third (edited by U. Frith, G. Lüdi, M. Egli, and C. A. Zuber) focused on the influence of contexts or environmental factors on children's understanding and production of written language; literate practices in monolingual and multilingual situations; features of the social, family, and school literacy contexts; and the contribution of neurolinguistic studies to a better understanding of the normal psychological processes involved in literacy.

There are some novel perspectives in these discussions and analyses: namely, the broadening of our view of writing into a multidisciplinary approach (with the contributions of several disciplines: linguistics, psycholinguistics, sociolinguistics, history of culture and school learning, neurolinguistics, etc.).

"In conclusion, writing and literacy are interdisciplinary objects requiring not only the contribution of different perspectives, but also the interdisciplinary use of critical texts and results from related disciplines" (p. xxiv).

Personally, I consider as traits of the conspicuous originality of this book the consideration of the cultural history of literacy, the interdisciplinary view of its complexity, and the introduction of a neurolinguistic analysis of the processes of acquisition and use of reading and writing.

The 19 scholars who have contributed to the present work with their research and essays represent not only different scientific starting points, but also different social, anthropological, and linguistic contexts (from Europe to the Americas). This book, therefore, deserves worldwide dissemination and serious consideration on the part of competent scholars.

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