



## Book Review

**Craig, I., & Sánchez, J. (2007). *A translation manual for the Caribbean (English-Spanish) Un manual de traducción para el Caribe (Inglés-Español)*. Jamaica, Barbados, Trinidad and Tobago: University of the West Indies Press.**

[www.caribbeantranslationmanual.com](http://www.caribbeantranslationmanual.com)

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An innovative, pedagogic, and completely bilingual translation manual has recently emerged from the West Indies. Based on material from the Caribbean only, it will especially appeal to translation teachers within the region. However, the many qualities of Craig and Sánchez's book makes it valuable for instructors from other areas as well.

Translation manuals generally focus on translation procedures or the contrastive analysis of grammatical structures (cf. Vinay & Darbelnet, 1958; Newmark, 1988; Hervey and Higgins, 1995; and Beeby Lonsdale, 1996) and place text examples at the end of the book, for example Vinay and Darbelnet (1958) and Newmark (1988). Craig and Sánchez, however, have chosen to organise their book so that students are introduced to translation terminology and strategies via something that they are already familiar with, in this case, different kinds of text types. The regional character of the manual, which may restrict its usage outside the Caribbean, is also explained by didactic reasons: the two translation teachers experienced that students' motivation rose when working with local material, which is unavailable in pre-existing manuals oriented for the North-American or European market. The structure also reflects the authors' intention of contributing "towards a greater mutual knowledge and understanding between the Anglophone and Hispanic territories" (p.3) in a region which is still strongly divided according to language, and where people do not know much of the customs and culture of their allophone neighbours.

The manual is divided according to different genres, with each chapter treating a text type that is relevant for the future translator within the Caribbean region: Tourism, Commerce, Journalism, the Creative Arts (consisting of two chapters – Literature and Film), Law, and Environment. These seven chapters are preceded by an informative general introduction to the topic "Translation in the Caribbean", which offers an insight into the pedagogy and the practice of translation within the English and Spanish speaking areas. Each chapter is divided in three sections, preceded by an introduction in both languages, first in English and then in Spanish, where the authors explain the special characteristics of the genre in general, and with regards to the Caribbean and translation more specifically. The first two sections give examples and commentaries on existing translations, starting with Spanish texts translated into English, followed by English texts translated into Spanish. This disposition is similar to the chapter on Translation Criticism in Peter Newmark's classic, *A Textbook on Translation*, where examples are organized in two columns (the Source Text to the left and the Target Text to the right), followed by a commentary on some highlighted items in the target text. In the third and concluding section, Craig and Sánchez provide a variety of translation exercises in both language

directions. The sections with examples or exercises where English is the target language are discussed in English, whereas the sections with Spanish as the target language is written in Spanish. The examples and exercises always use authentic texts and the sources are often provided with a link to an external web page. The English sections numbered two and three are therefore not to be mistaken as translations of the Spanish and vice versa. A glossary with definitions of technical terms is provided in the end of the book.

The website that accompanies the manual is easy to navigate, but one is left with the feeling that the medium has not been fully explored. It is, above all, used to facilitate access to online reference material and to store alternative renderings of translations offered in the manual. It is certainly useful to offer complementary material on a website which could not be included in the printed version due to space restrictions. However, the website could have been of even more interest had it contained activities which are especially suitable for digital media. One basic example is the multiple-choice questions offered in the third chapter where students are asked to choose a word or a phrase out of a given set in order to complete a sentence. The online computer screen has the advantage of giving students the opportunity to view and try out the different versions of the sentence in context. One could also wish for software that would make it possible for students to practice subtitling, or word searches through more controlled corpora, instead of having to rely on search engines like Google or Yahoo.

The manual would also have benefitted from an index, and more and exacter cross-references. The word *chino/a* is, for example, explained twice without cross-reference and when a cross-reference is provided no page is indicated. Without an index it is difficult for the teacher or a diligent student to locate examples of a certain translation strategy, technical term or grammatical structure within the manual. Moreover, even though the authors rightly insist on the importance of considering the *skopos* or purpose of a translation, it is sometimes difficult to determine the function of the target text as many text examples are not sufficiently introduced. When reading a critical analysis, the student is therefore not always aware of why a text was translated or for whom the translation was intended.

One of the many strengths of this manual is that the authors have included recent findings from the discipline of translation studies, most importantly on how the ideology of the individual translator or the society he or she is part of influences the translation product. Also worth mentioning are the detailed analyses in the two chapters devoted to the Creative Arts, which are based on the authors' own research. Another merit of the manual is that the authors are seldom judgemental when discussing the quality of a target text or suggesting alternative renderings. Craig and Sánchez are well aware of the "local pressures on both the translation industry and the individual translator" (p.30), and therefore stress the importance of bearing these constraints in mind, especially when a published unidiomatic translation is discussed in the classroom. The authors should finally be praised for their social and environmental commitment not least for their willingness to increase students' consciousness about a sustainable development.

This laudable handbook is a fresh contribution to the important area of translation didactics. Hopefully, this manual will inspire teachers outside the Caribbean to develop localized versions so that more students can be relieved from the hassle of keeping track of a never-ending stream of hand-outs, a characteristic of too many translation courses.

## References

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