

***Investigar en didáctica de la traducción. Vías metodológicas e implementación de resultados en el contexto de la formación de traductores en España*, 1st edition; Ana Gregorio Cano, Granada, Editorial Comares, 2022, 101 pp.**

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Known for her work on translation competence development and teaching methodologies applied to translator training, Ana Gregorio Cano is a respected researcher in the field of translation pedagogy. Her research focuses on identifying and addressing translation-related problems and implementing strategies to improve the teaching-learning process of the sub-competences necessary for translation work. These are precisely the issues she explores in her book *Investigar en didáctica de la traducción. Vías metodológicas e implementación de resultados en el contexto de la formación de traductores en España* (lit. “Research in translation didactics. Methodological paths and implementation of results in the context of translator training in Spain”).

Although the author begins the book by clarifying that it is not intended to provide a “magic formula” for designing and conducting empirical research (p. 1), the detailed explanation of the research process offers a clear and practical guide for conducting studies in this field. The book, as introduced in chapter one (“¿Cómo se pone en marcha una investigación en didáctica de la traducción?” lit. “How is research in translation pedagogy set in motion?” [pp. 3–12]), presents the key elements of a research project carried out within the AVANTI (Avances en Traducción e Interpretación) research group. This group aims to assess the influence that university studies in Translation and Interpreting (T&I) in Spain have on the development of translation competence.

The book focuses specifically on students’ ability to identify and solve linguistic, textual, cultural, functional/intention-based, and pragmatic trans-

lation problems, based on the model proposed by Hurtado Albir (2001). However, as Gregorio Cano emphasises, the focus of the study is not on evaluating the translations themselves, but rather on examining the process and the students' ability to identify different types of translation problems within a text (p. 29).

In chapter two ("Metodología y diseño de la investigación: asumir el reto," *lit.* "Methodology and research design: rising to the challenge" [pp. 13–54]), the author outlines the tool used to evaluate students and the steps taken to design and refine it. This paper-based tool, intended for classroom use, is grounded in the methodology proposed by Oppenheim (2000). As part of the design process, the research team conducted a series of exploratory group interviews with students, focusing on their views about the translation profession and their academic preparation. These insights were used to refine the tool's design.

The outcome is a robust, two-phase tool that yields both qualitative and quantitative data. The first phase is a pre-translation exercise with open-ended questions. Students are presented with a Spanish-language text containing a range of translation challenges and direct and indirect references to Spanish culture (p. 18), selected based on the interviews. The second phase is a closed-question survey that collects quantitative data on students' views about various aspects of professional translation and interpreting, as well as respondent profiles.

The rigour with which the tool was developed is worth highlighting. Before its wider application, it was reviewed by a panel of expert judges and tested in a pilot study involving a small group of students at the University of Málaga in May 2007 (p. 22). This process not only ensured the tool's reliability and validity but also demonstrated the author's strong commitment to research quality, which is critical for studies of this nature.

The research design is particularly well thought out. It distinguishes between first-year and transition students beginning their T&I studies, and final-year students nearing graduation, allowing for a focused analysis of how translation competence evolves throughout a degree programme. To enhance the study's impact, data were collected at two distinct times: early in the academic year for new students, and towards the end for fourth-year students. A total of 1,046 students from five Spanish universities —University

of Granada, University of Salamanca, Jaume I University, Comillas Pontifical University, and Pablo de Olavide University— participated over several academic years. This sizable and representative sample lends significant weight to the findings.

Once the data were gathered, the author stresses the importance of quantifying qualitative responses. To this end, key terms used by students in their answers were identified, which enabled data analysis using SPSS Statistics (IBM, n.d.).

Chapter three (“Datos, números y resultados: analizar e interpretar la información obtenida,” *lit.* “Data, numbers and results: analysing and interpreting the information obtained” [pp. 55–87]) presents the analysis and interpretation of the results. Gregorio Cano discusses both the open-ended responses and the questionnaire findings. It should be noted that the publication only includes part of the questionnaire data. Specifically, it includes sociodemographic characteristics and information on participants’ B and C languages. However, the author provides a QR code (p. 55) for readers to access the complete results.

The analysis is presented item by item, comparing incoming students with those nearing graduation. Each decision made throughout the study is clearly explained, along with its implications for the findings. For instance, although participation levels varied across the five universities, the decision was made not to reduce sample sizes proportionally, since this would have led to an unnecessary loss of data, especially given the descriptive nature of the study (p. 57).

Interestingly, both first-year and fourth-year students display a relatively homogeneous profile in terms of language combination, international experience, and sociodemographic traits (p. 93). This continuity is a noteworthy finding, as it highlights consistency in student profiles throughout their academic journey.

One of the most revealing findings on translation competence is the significant increase in the recognition of pragmatic problems from the first to the fourth year. This indicates not only an improvement in students’ analytical skills but also underscores the importance of explicitly addressing such issues in translator training.

Finally, in chapter four (“Conclusiones y nuevos retos de investigación futuros,” *lit.* “Conclusions and new future research challenges” [pp. 89–96]), the author reflects on the findings and their implications for translation pedagogy. Gregorio Cano observes that no substantial change was detected between the groups in identifying specific types of translation errors, although small differences were noted across all categories. These align with the students’ stage of training (p. 91). She suggests that the current training model may not be equally effective for all students (p. 94), and, since there were no significant differences in other factors, such as linguistic combination, international experiences, or sociodemographic traits (p. 93), she attributes the variability in outcomes to differences in learning styles (p. 94).

She also proposes new research directions to build on and expand these findings. This final chapter not only summarises the study’s key contributions but also invites readers to further explore the potential of this field, with an open and constructive outlook.

Investigar en didáctica de la traducción. Vías metodológicas e implementación de resultados en el contexto de la formación de traductores en España is a well-structured book that effectively meets its objective: offering a detailed and wide-ranging view of how T&I studies in Spain influence translation competence. The methodological rigour stands out throughout, presented clearly and thoroughly. This book invites reflection on how students acquire translation competence and provides a strong foundation for further work in the field. One intriguing question it raises is whether students develop an implicit problem-solving ability that shows in their translation outcomes, even if they cannot always articulate the reasoning behind their decisions. As such, this book is a valuable resource for teachers and researchers in T&I who seek to deepen their understanding of translator training.

References

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