**Gregorio Cano, Ana. 2022. INVESTIGAR EN LA DIDÁCTICA DE LA TRADUCCIÓN. VÍAS METODOLÓGICAS E IMPLEMENTACIÓN DE RESULTADOS EN EL CONTEXTO DE LA FORMACIÓN DE TRADUCTORES EN ESPAÑA [eng.: Research in Translation Didactics. Methodological approaches and implementation of results in the context of translator training in Spain]. Granada: Editorial Comares.**

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While there are many existing publications in the Translation industry, *Investigar en la didáctica de la traducción* presents itself as a must-read for researchers and translation professionals looking for a comprehensive and detailed insight into the infinite possibilities of translator training and Translation Didactics. In this regard, Gregorio Cano's work revolves around two main strands: on the one hand, translator training at an undergraduate level and, on the other hand, the acquisition of the so-called Translator Competence throughout their degree studies.

The book takes as its starting point an exploratory-quantitative-interpretative study that aims to analyze and understand the impact of Translation undergraduate courses on the development of strategic competence and, particularly, on the student's ability to identify and describe translation problems. Although the study has been carried out at five different universities in Spain, we firmly believe that, contrary to being a limitation for the non-Spanish speaking translation professionals, this could be a unique opportunity to open new research fields beyond our borders.

Gregorio Cano's book is composed of an initial prologue, followed by four chapters. Throughout this didactic journey, the information is presented in an organized and easy-to-read manner so that the reader can smoothly follow the thread of the contents. In this sense, the book is divided as follows: a) origin of the research; b) methodology and design of the research; c) analysis of results; and d) conclusions.

Chapter 1 aims at outlining the steps that should be followed to conduct research in Translation Didactics. At the very beginning of this first chapter, the author states that this book is made possible with the support of the AVANTI[1] research group, of which she is a member. Since one of the main lines of research of the AVANTI group is precisely Translation Didactics, the study presented in this book is thus framed within the area of Translation and Interpreting studies and, more specifically, within the field of Translation Didactics.

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[1] Avances en Traducción e Interpretación [*Advances in Translation and Interpreting*], HUM-763: https://www.ugr.es/~avanti/#.

In Chapter 2—the longest of all four chapters—Gregorio Cano provides a complete description of the tool used in the study as well as the process followed, from data collection to the transcription of the information obtained and the categorization of translation problems. At this point, we would also like to highlight the work done by the author, not only in capturing each phase of the research in such detail but also in supporting each of these steps with figures, tables, and even QR codes that the reader has at their disposal throughout the pages of this volume.

Chapter 3, on the other hand, focuses on the data, figures, and results of the study, that is, on analyzing and interpreting the information obtained. While we do not wish to make spoilers by revealing the substantial information of the study, we do deem it appropriate to point out that this empirical research studies more than 1,000 undergraduate students of Translation. Therefore, we are certainly witnessing a macro-study that, combining quantitative and qualitative methodologies, aims to answer the question of how Translator Competence is acquired throughout translator training. To this end, the study is conducted on the basis of two different population groups: first-year undergraduates and last-year undergraduates.

Finally, Chapter 4 presents the conclusions of the results drawn from the study. With a final balance that raises many questions and, if we may say so, a few concerns regarding the methods used to train translators, Gregorio Cano emphasizes to remind the reader that the conclusions presented are not intended to be extrapolated to the entire population. However, certain trends in the development of translator competence do emerge, and it would indeed be interesting to consider the results of a similar study carried out at universities from other parts of the world.

This is a book with solid foundations in teaching and research experience, enlivened by the author's capacity to put herself in the shoes of the learner. After all, university curricula are expected to be up to date in terms of training and competencies to make sure that future translators are prepared for the market demand. If this is not the case, we certainly need to do further research and come up with new ideas for translator training. All that is left to say is to thank the author for shedding light on such a critical topic and for making us reconsider whether the way translation studies are structured really works.