

Sánchez Ramos, M. M. (2020) *Documentación digital y léxico en la traducción e interpretación en los servicios públicos (TISP): Fundamentos teóricos y prácticos* [Digital and Lexical Documentation in Public Service Interpreting and Translation (PSIT): Theoretical and Practical Foundations]. Berlin: Peter Lang. 184 pp. ISBN 9783631808498

Review

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Multilingual communication has dramatically changed the need for professionals who can guarantee successful communication between service providers and public users. Public service interpreting and translation (PSIT) responds to the needs and challenges posed by situations where language and culture can be considered barriers. In this book, Sánchez Ramos investigates digital documentation and lexical acquisition by PSIT professionals, arguing that lexis plays a key role in both comprehension of the source text and delivery of the target text. The book masterfully draws together Sánchez Ramos' main lines of research (translation technology, corpus linguistics, translation didactics, and PSIT practice) to offer updated yet concise insights regarding PSIT.

PSIT is currently experiencing huge demand, as reported by Valero-Garcés (2019), with the growing need for PSIT providers generating great interest among academics. The same author also highlights the urgent need for more research that would position PSIT as a subfield within translation studies. Sánchez Ramos' book on PSIT responds to this need, and, from a pedagogical

point of view, she is fully cognisant of how PSIT training programmes have been evolving to adapt to advances in technology. Her book, as well as discussing theoretical foundations, also has practical content, e.g. corpus management and machine translation and post-editing (MT/PE) are resources that have a prominent place within the book.

Leaving aside the introduction, the book is divided into four chapters, broken down into different subsections. Chapter 1 provides context for PSIT, describes how it has evolved and highlights its key role in present day society, recently exemplified by situations posing linguistic and cultural challenges, such as the continuous flux of migrants. Despite the unquestionable relevance of PSIT at the cultural and social levels, it is still in a very early stage of development, as has been documented by Valero-Garcés (2019) and Cedillo Corrochano (2021). Sánchez Ramos suggests that training is of paramount importance for the advancement of PSIT within translation studies, and, in line with this view, different PSIT pedagogies have been proposed (Valero-Garcés, 2013). Taking as a model the Master's Degree in Intercultural Communication and Public Service Interpreting and Translation offered by the University of Alcalá in Madrid (Spain), Sánchez Ramos calls for competence-based PSIT training that focuses on concrete linguistic, cultural, textual and instrumental professional needs. A particularly vital translator competence, according to Sanchez Ramos, is lexis, the subject of her second chapter.

Chapter 2 lays the theoretical foundations for lexis in PSIT and discusses different translator competence models, with special attention paid to communicative approaches and with the most up-to-date model focusing on technology as a core element. The most recent approach to translator competence referred to in this book is the European Master's in Translation expert group's competences framework (EMT, 2017), a profession-oriented model that underlines the central importance of linguistic and cultural competences and technical knowledge. The technical dimension encompasses key lexis acquisition skills related to the use of corpora, computer-assisted translation (CAT) tools, MT, etc. In line with the EMT (2017), Sánchez Ramos also highlights the importance of applying the latest advances in technology (e.g. MT) in PSIT training programmes, so as to minimise the linguistic and cultural barriers faced by migrant populations.

Moving on from the theoretical foundations for the importance of lexis in translation, Chapter 3 focuses on the place of lexis in translator training, in particular, discussing a novel and innovative lexical competence proposal

applied to PSIT pedagogy, based on various crucial elements related to form, meaning and usage of lexical units required for successful accomplishment of translation tasks in PSIT.

Finally, in Chapter 4, three type of digital resources are presented as basic tools for the acquisition of lexical nets by PSIT professionals: lexicographical e-resources, corpus management tools, and MT/PE. In PSIT, documentation is especially important because of the social component, as a high degree of terminological precision is required of the professional dealing with delicate situations, while access to information is more limited. As highlighted in previous research by Sánchez Ramos (2017), documentation is, indeed, a cornerstone in translator training and “is even more important in the case of specialised translation, since the communicative contexts tend to be very specific and complete access to information is often difficult to achieve.” (p. 173).

Regarding the digital resources, with lexicographical e-resources for PSIT, the author distinguishes between terminological sources (e.g. TERMIUM Plus), electronic dictionaries and specialised information sources (e.g. gateways and academic journals). Corpus analysis is another valuable tool for solving lexical problems, given the core discourse specialisms of medical, judicial and administrative public services, etc. Corpora are especially useful when elaborated ad hoc. When exploited using concordance software, corpora in PSIT can be used to extract terminology, create glossaries, determine collocations, analyse grammar and browse words in context, and can also provide conceptual information when seeking definitional patterns. Finally, the application of MT/PE to PSIT is seen as concomitant to technical advances in translation and interpreting. As a training example, Sánchez Ramos proposes the application of quality metrics to automatically translated texts from the PSIT sphere with a view to comparing the outputs of different MT systems in terms of accuracy, fluency and terminology errors.

Chapter 4 is arguably the most valuable part of the book from the perspective of translator training, as it describes a wide range of specific state-of-the-art resources, using screenshots and examples to illustrate lexicographical e-resources, corpus management tools and MT/PE. The variety and nature of outputs for the described resources (visual, linguistic, conceptual, etc) open up a world of possibilities, and not only for the PSIT classroom, but also for other related specialisations, as activities built around those resources – with

technical competence as a transversal element – are especially valuable in training specialised translators.

This book is a timely and relevant contribution to PSIT, an area that needs to be nourished by theoretical and practical research to achieve its consolidation as a translation subfield. PSIT is gaining in popularity and has been attracting the interest of researchers and pedagogists in recent years. Indeed, it is the combination of practice and theory in Sánchez Ramos' book which renders it both innovative in the PSIT area and suitable for both researchers and translation trainees. It reflects on the importance of lexis in PSIT and describes a suitable technical context in which to fully develop lexical skills. It also serves as a starting point for future research, e.g. in MT/PE applied to PSIT.

In conclusion, this book is a valuable PSIT resource, encompassing as it does both theory and practice, and serving as an important reference for PSIT trainees and for professionals who wish to explore new paths in this emerging translation subfield.

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