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Current translator training faces challenges from technological advances, such as updated neuro-machine translation tools and the emergence of AI technology (e.g., ChatGPT). Although these technologies can be easily accessed and aid a translator's sub-competence repertoires, they cannot replace human beings' metacognition, i.e., "reflexive consciousness" (p. 90). Metacognitive skills are regarded as the locus of a translator's "robust design" skill set (Whyatt and Naranowicz 2020: 2) because they provide the strategic competence required to orchestrate other translation sub-competences (PACTE 2003) consciously. Metacognition is also positively correlated with expertise (Shreve 2006; Angelone 2010) and translation quality (Pietrzak 2018). Compared with professional translators, student translators have an undeveloped or underdeveloped metacognitive ability regarding uncertainty management (Angelone 2010). Therefore, translation trainers' core task is to help students develop the metacognitive abilities to adapt to emerging learning and job-hunting contingencies.

The necessity and importance of metacognition in translator training is addressed in *Metacognitive Translator Training: Focus on Personal Resources* (from now on, *MTTFPR*), a book by Paulina Pietrzak published in 2022. The book is based on Pietrzak's prior decade of translator training experiences and research. As the first monograph to systematically address metacognition in translation studies, *MTTFPR* advocates for metacognitive translator training. Such training aims to develop students' metacognition by activating and promoting their resources, manifesting from their psychological selves (i.e., self-concept, self-efficacy, self-confidence, and agency) via self-feedback as a self-assessment and self-reflection practice in translation.

*MTTFPR* is comprised of nine chapters. Chapter 1 introduces the aim of the book, informing readers of the overall rationale, conceptual framework, and main content of each following chapter. Chapter 2 presents a general background for metacognitive translator training and justifies its necessity by describing the current market demands for translator competence(s). This chapter emphasizes the rapidly changing job market to which translator education must adjust. After reviewing the different existing models of translator competence, Chapter 2

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highlights strategic sub-competence and the psychological dimensions of these models, in which “metacognitive translator competence” is defined as “the ability to self-regulate cognitive processes involved in translation, based on a set of personal resources that make up the psychological capital of the translator” (p. 16). This chapter also differentiates education from training and explains that “metacognitive translator training” is intended to “[reflect] the practical aspect of acquiring metacognitive translator competence” (p. 18).

Following this discussion of education, Chapter 3 justifies the necessity of metacognitive translator training from an educational perspective by discussing the areas, methods, patterns, and aims of translator education. Drawing on social constructivist, emergentist, and holistic approaches to translator education, the chapter highlights that both holistic and professional development are crucial for translation trainees and that the “transfer of responsibility from teachers to learners lays the foundation for metacognitive training” (p. 29). In addition, the diverse patterns of a translation program require translation students to become self-regulated lifelong learners of domain knowledge, foreign languages, and technological skills, as these support their employability and career development after graduation.

Together with Chapter 3, Chapters 4 and 5 provide theoretical frameworks for later chapters. Chapter 4 illustrates the multidimensional aspects of metacognition, including its nature and components, and attempts to differentiate overlapping term pairs such as metacognition and self-regulation, metacognitive awareness and skills. This chapter argues that metacognitive skills have domain specificity; in translation studies, they are synonymous with regulatory skills because they prioritize the regulatory components of a translation process. This chapter also compares the methods of measuring metacognition and justifies the use of self-report surveys for data collection, further described in Chapter 7, due to their ease of use and reliability. Chapter 4 also reports a small-scale study demonstrating the positive correlation of self-regulation with students’ translation quality, which motivates the research on the relationship between self-regulation and career development, laid out in Chapter 7. Chapter 4 further elaborates on the mechanism linking other-regulation to self-regulation, the metacognitive strategies used in the three phases of translation, and the facilitative role of metacognitive translation trainers, thus laying a foundation for the discussion of pedagogical metacognitive support in Chapter 8.

Chapter 5 focuses on another key concept closely related to metacognition, namely “personal resources”, which are defined as “aspects of the self that refer to the sense of ability to successfully meet demands, which together make up the psychological capital of the translator” (p. 87). Beginning with a discussion of translation psychology, the author argues that in the field of translation, metacognitive psychology is a more appropriate inclusive term than non-cognitive psychology because it avoids the partiality that can arise from the dichotomous cognitive and non-cognitive distinction. Next, she connects personal resources with metacognition by highlighting learners’ agency, further elucidated by essential self-constructs such as self-concept, self-efficacy, self-confidence, and self-esteem. The linguistic differences in the verbal expressions of these self-constructs are also explained to shed light on the self-report methodology described in Chapter 7, wherein metacognitive awareness, self-concept, and self-efficacy are chosen as the most relevant variables in the exploratory study.

The relationships of these three variables with academic achievement, career choice motivations, career development, overall job satisfaction, and self-perceived success are examined in Chapter 7 using quantitative correlational analysis. The self-report data of 154 graduates of the BA translation program at the University of Łódź were collected and analyzed, revealing that the higher their level of self-concept was, the more successful and satisfactory their careers were and that their metacognitive awareness was significantly positively correlated with their overall job satisfaction. Therefore, Pietrzak claims that it is vital to promote metacognition in translator training. The question remains how to achieve this in authentic teaching and learning situations. Chapters 6 and 8 provide the answers.

In Chapter 6, the author claims that self-feedback based on, and as a form of, self-reflection is an effective strategy to enhance metacognitive skills. This chapter introduces experiential learning and transformative approach to education as the rationale for self-reflection in the processes of translation and learning translation. The author elaborates on the mechanisms of self-feedback to facilitate connections with metacognition and self-assessment, which are expected to enable communication with translator trainers. Based on the concepts presented in Chapter 6, Chapter 8 puts forward a model of metacognitive support, which includes a metacognitive brief before translation, using questions to guide students during translation, and encouraging students to give self-feedback after translation. These metacognitive

activities are intended to foster learners' agency and autonomy and enable them to adapt to future job challenges.

Finally, Chapter 9 concludes the book by directing readers' attention to metacognitive development in translator training and to "the nature of metacognitive mechanisms underpinning the self-constructs" (p. 200) in future research.

Overall, *MTTFPR* is significant because it fills a gap in the literature on metacognition in translator training, a topic that has been scarcely addressed in translation studies (Angelone 2010; Pietrzak 2018, 2019). Although metacognition in translation was examined and highlighted (e.g., Angelone 2010; Mellinger 2019; Hu et al. 2021), these studies, examine micro problem-solving processes. *MTTFPR* highlights macro processes related to personal resources, which are more psychologically oriented. *MTTFPR* additionally makes projections about the translation graduates' career development by corroborating the long-term effectiveness of metacognitive translator training.

More importantly, *MTTFPR* proposes a model of metacognitive scaffold for the practical operations and tools used by translation trainers, such as the metacognitive translator checklist, content-based and outcome-based questions, and reflective and evaluative questions, which can be adopted or adapted for teaching to stimulate and promote students' metacognitive awareness and skills. Furthermore, the book delineates and clarifies overlapping concepts such as metacognition, self-regulation, personal resources, personal agency, self-concept, and self-efficacy in translator training context. It also proposes that self-regulation or metacognition in translator training encompasses "controlling the translation process and controlling the translation learning process" (p. 68), thus facilitating future investigations.

Although the research presented in *MTTFPR* is ground-breaking, it has some limitations. First, the language concerning overlapping concepts could have been handled in a more consistent way. For example, the statement "The key ideas of personal resources and self-concept are discussed ..." (p. 59) indicates that personal resources and self-concept are parallel constructs; however, the author's elaboration in Chapter 5 suggests that the former encompasses the latter. A chart depicting the relationships between these concepts might have conveyed this

information more clearly. Second, regarding structure, this book might have been more comprehensible to readers if the content of Chapter 6 followed the content of Chapter 7 because the content in Chapter 6 is related to the pedagogical metacognitive support described in Chapter 8, whereas the exploratory study presented in Chapter 7 is more closely connected with the frameworks in Chapters 4 and 5. Finally, the text includes several typos.

Nevertheless, the limitations do not weaken the significance of the book. The study highlights the importance of metacognition for translator trainers and trainees, which is at the core of translator training when confronted with the challenges of emerging AI tools. The systematic study of metacognition may also benefit researchers in translation studies by paving the way for future investigations concerning its conceptual frameworks, mechanisms, and effects in the translation process and translation learning process.

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