

Collaborative translation in translator training

Marcel Thelen

Maastricht School of Translation and Interpreting, The Netherlands

marcel.thelen-mtr@outlook.com

Abstract

Collaboration is generally understood as a form of working together between people,¹ specifically in order to produce something, the latter distinguishing it from *cooperation*. Collaboration may take place in many domains. In translation-related domains, it may occur as, for example, *collaborative translation*, *collaborative learning*, or *collaborative evaluation*. In this article, I will focus on collaborative translation. The concept of “collaboration in translation” in the form of collaborative translation is highly relevant for translator training and fits well in Kiraly’s (2000, 2004, 2016) socio-constructivist approach to translator training with its emergentist perspective on learning. The term is not clear-cut in Translation Studies and may refer to “collaboration” but also to “cooperation”. In this article, I will look into the various definitions of *collaboration* and *collaborative translation* given in Translation Studies as well as in general usage and education, and distil a set of defining features for both terms. Finally, I will discuss a number of options for implementing collaborative translation in translator training.

Keywords: collaboration; collaborative learning; collaborative translation; cooperation socio-constructivist approach to translator training; translator training

¹ With *collaboration* I do not mean “traitorous cooperation with an enemy” (*New Oxford dictionary of English*, 1998).

1. Introduction

*Collaboration*² has, in one form or other, become part of today's society and pervades all sectors of life. This is also true of translation, where it may apply to translator training and translation practice (both professional and non-professional). In this article, I will limit myself to collaboration in translator training, and focus on producing a translation.³ The most prominent representation of collaboration in producing a translation is, of course, collaborative translation. Collaboration is a key element in one of the most recent approaches to translator training, notably Kiraly's (2000, 2004, 2016) socio-constructivist approach with its emergentist perspective on learning. In his approach, "collaboration" figures as *collaborative learning*. This term refers to collaboration on any activity between students in communities, i.e., possibly even whole classes, while *collaborative translation* refers only to the activity of producing a translation, which can be done in groups of students as small as two students, but also in whole classes. *Collaborative translation* can be considered an instantiation of *collaborative learning*.

In this article, I will first identify the defining or prototypical features of *collaboration* and compare these with the definitions of *collaborative translation* in Translation Studies, general usage and education, in an attempt to define *collaborative translation* further and to determine what makes *collaborative translation* "collaborative", or, in other words, how "collaboration" figures in *collaborative translation*. This will be followed by a discussion of a number of options for implementing collaborative translation in translator training. One of these is the in-house simulated translation bureau (called *skills lab*) at the Maastricht School of Translation and Interpreting of Zuyd University of Applied Sciences (the Netherlands). In particular this option turns out to fit very well in Kiraly's socio-constructivist approach.

2. Collaboration in translation: Collaborative translation

This article is about collaboration in translation. When one speaks of collaboration in translation, the most obvious term that comes to mind is *collaborative translation*. But the question is what *collaborative translation* is, what makes this type of translation "collaborative". The most obvious place to look for an answer should, of course, be Translation Studies.

² In this article, I will use three ways of spelling for such phenomena as collaboration, collaborative learning, collaborative translation, etc. Italics are used when referring to them as terms, quotation marks are used when referring to them as concepts, and regular spelling when used to refer to them as phenomena.

³ I will not go into interpreting where "collaboration" may involve quite different activities and modi operandi.

2.1. Translation Studies

The term *collaborative translation* is not new in Translation Studies and is described/defined more recently by a number of authors. The most direct and straightforward description is given by O'Brien (2013): "A general definition of collaborative translation (...) is when two or more agents cooperate in some way to produce a translation. Collaborative translation can also have a more narrow meaning, referring to the situation where two or more translators work together to produce one translated product" (p. 17). *Collaborative* clearly refers to "working together" (i.e., an activity⁴) and this can be done between any agents (human-human, human-machine in the first part of the description) and between humans (in the second part of the description). The general description seems – because of "in some way" – to apply, moreover, to working together by means of *cooperation*, including non-translation tasks (client contact, negotiating with client, administrative preparation, checking, "aftercare", etc., in other words, the whole service provision cycle recommended and described in EN 15038/ISO 17100), but also translation tasks without necessarily jointly producing a translation. The more narrow description seems – because of "one translation", which implies one and the same – to apply to working together by means of collaboration, that is actually translating together and jointly producing one translation. In other words, this total description is a combination of *cooperation* and *collaboration*.

Also other authors mention *collaborative translation*, but in a different way, such as, for example, Désilets and van der Meer (2011), Pym (2011, 2014), and Munday (2012). The descriptions/definitions they give are not unequivocal and vary considerably. Désilets and van der Meer (2011) use the term *collaborative translation* as a superordinate for a variety of software tools enabling collaboration in translation (jointly producing translations), such as "Agile translation teamware", "Collaborative terminology resources", "Translation memory sharing", "Online marketplaces for translators", "Translation crowdsourcing",⁵

⁴ Babych, Hartley, Kageura, Thomas and Utiyama (2012) also treat collaborative translation as an activity, and add a few other useful characteristics: "(...) an umbrella term to describe multi-participant distributed translation activities that rely crucially on social networks" (p. 2). "Distributed" refers to division of labour. "(...) that rely crucially on social networks" is not so much a feature of collaborative translation, but rather of its related terms. Two important characteristics of the communities involved in the related terms are "decentralization" and "self-organisation". These can play a role in translator training.

⁵ *Translation crowdsourcing* is defined as "Mechanical Turk-like systems to support the translation of content by large crowds of mostly amateurs, through an open-call process" (Désilets & van der Meer, 2011, p. 30). For Turk see <https://www.mturk.com/mturk/welcome> (last visited: 8 June 2016).

and “Post-editing by the crowd” (Désilets & van der Meer, 2011, pp. 29-30). All these subordinate terms of *collaborative translation* refer to all sorts of software instead of the activity of jointly producing translations itself. Pym (2011) regards *collaborative translation* synonymous with *crowd-sourcing* and *community translation*⁶ and other terms, describes it as “used for group translating where the work is largely voluntary (i.e., unpaid in financial terms)” (Pym, 2011, p. 78). He goes on to state that “More appropriate terms in English might be “participative translation” or “volunteer translation”. Then again, “if the idea of collaboration connotes something illicit or underground, those values might not be entirely out of place in many situations. Recommendation: Volunteer translation” (2011, p. 78). Pym (2014, p. 128) more or less repeats this position and adds, furthermore, *user-generated translation* as a synonym of *collaborative translation*. Terminologically speaking, the 2011 description combines two elements: “group translating” and “where the work is largely voluntary (i.e., unpaid in financial terms)”, where the first is, in fact, the denotation of “collaboration in translation” whereas the second refers to a particular type of such collaboration, that is *volunteer translation*. Moreover, “group translating” is not precise enough since it may also refer to “cooperation”, also a form of “working together”. Therefore, I would rather consider *collaborative translation* as the superordinate term with *volunteer translation*, as well as the other terms as subordinate terms. In other words, *collaborative translation* is, in my opinion, the most basic term denoting “collaboration in translation”, whereas the other terms combine this denotation with particular conditions, circumstances, settings, domains, types of persons actually producing the translation(s), etc. Munday (2012) equates *collaborative translation* with *crowdsourcing*: “(...) collaborative translation (also known as crowdsourcing) often among large groups of

Post-editing by the crowd is defined as “systems allowing a large crowd of mostly amateurs to correct the output of machine translations systems, often with the aim of improving the system’s accuracy”.

⁶ The terms used in Translation Studies appear not to be defined identically. A clear example is *community translation*. Pym (2011) defines it as “(...) the practice whereby non-professionals translate software or websites that they actually use” (Pym, 2011, p. 79). Taibi and Ozolins (2016) also use the term *community translation*, but in a different sense: “Like community interpreting, community translation is a service offered at a national or local level to ensure that the members of multilingual societies have access to information and active participation” (Taibi & Ozolins, 2016, p. 8), and “(...)community translation (...) covers written language services needed in a variety of situations to facilitate communication between public services and readers of non-mainstream languages” (p. 8), and “Community translation is a language service that ensures the rights of all individuals and communities to the public information and services” (p. 11). Flanagan (2016) gives a useful specification of “community” (and “crowd”) in relation to translation.

non-professional translators" (p. 282). Here the collaboration is only very implicit in among (...) groups", and not specific at that, since it also allows "cooperation".

Summarizing, of these descriptions only the one by O'Brien (2013) says something more about *collaborative* in *collaborative translation* as an activity. The other descriptions only give synonyms that are then further described (Munday, 2013; Pym, 2011, 2014), or describe the tools used (Désilets & van der Meer, 2011). O'Brien (2013) also mentions other terms and does this correctly: "The term has also come to be closely linked with the concepts of community translation, social translation, volunteer translation, fan translation, fansubbing and crowdsourcing" (p. 17). This formulation indicates that the term *collaborative translation* is rather the superordinate term and not a synonym via-à-vis the other terms, and that the other terms are subordinate terms.

Other synonym terms given in the literature on Translation Studies are *amateur translation* (Brabham, 2008), *fan translation* (O'Brien, 2013; Pym, 2011), *fansubbing* (O'Brien, 2013), *participative translation* (Pym, 2011), *social translation* (Desjardins, 2011; O'Brien, 2013), and *user-generated translation* (Flanagan, 2016; Pym, 2014). I will not go into these any further because this would be beyond the scope of this paper and would not add any new features to the concept of "collaboration" in *collaborative translation* anyway, although for example *user-generated translation* (the collaborative translation of software, help files, etc.) could easily be realized in translator training, and the tools mentioned by Désilets and van der Meer (2011) could, or rather, should, definitely be used in translator training.

The picture is not complete, though. In Translation Studies also *cooperative translation* is used (e.g., Stewart, Orbán, & Kornelius, 2010). To add to the confusion, this is used in the sense of *collaborative translation*. They describe *cooperative translation* as:

In contrast to conventional translation exercise courses, students do not prepare individual rough translations. Rather, they immediately begin the work of researching and translating the source text in the group setting. As each portion of the source text is read aloud and contemplated by the team, individual participants contribute translation proposals, which are written down, collected, and weighed against each other for their relative merits. Finally, an adequate solution is chosen by reaching a compromise among all team members. (...) each participant is involved in the entire process, constantly exchanging thoughts and negotiating a solution that is acceptable to all parties (p. 9).

It will be clear that this refers precisely to what "collaboration" is about (together with O'Brien's (2013) narrow description). Their *cooperative translation* relates to all activities directly pertaining to the translation process only, and not to other steps in the translation provision cycle (as does O'Brien's general

description). What is more, they explicitly position their *cooperative translation* in the area of Kiraly's (2000) social constructivism. The use of the terms *collaborative translation* and *cooperative translation* in Translation Studies could be schematically represented as in Figure 1.

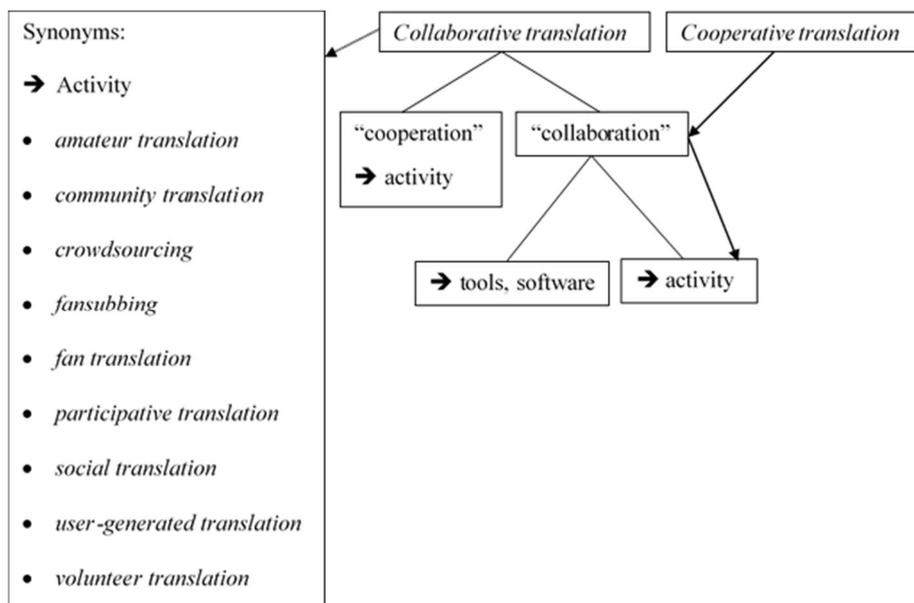


Figure 1 Collaborative translation and cooperative translation in Translation Studies

From the foregoing it may have become clear that, overall, Translation Studies does not give a detailed enough answer to the two basic questions raised at the beginning of this section: what is *collaborative translation*, what makes this type of translation “collaborative”, not even the more narrow description by O’Brien (2013) – “the situation where two or more translators work together to produce one translated product”. The only positive exception is the description of *cooperative translation*, though this term is terminologically confusing. In order to find more information about “collaboration in translation” in the form of *collaborative translation* and the concepts “collaboration” vs. “cooperation”, as evidence confirming this description given by Stewart et al. (2010), I turned to general usage (i.e., all domains other than Translation Studies, such as e.g., dictionaries and business), and education.

2.2. General usage

Let me begin with general usage. *The new Oxford dictionary of English* (henceforth *NOED*) (1998), for example, defines the verb from which it has been derived as:

Collaborate: “work jointly on an activity, especially to produce or create something”.⁷

This definition is still rather vague and not at all complete. A comparison with *cooperate* may, one would think, shed more light on it. The *NOED* defines it as:

Cooperate: “act jointly; work towards the same end”: *the leaders promised to cooperate in ending the civil war; staff need to cooperate with each other.*

A rather more precise definition of *collaboration* is given by *WhatIs.com*: “[...] a joint effort of multiple individuals or work groups to accomplish a task or project” (Collaboration, 2016). The online Business Dictionary (www.BusinessDictionary.com) adds for *cooperation*: “Voluntarily arrangement in which two or more entities engage in a mutually beneficial exchange instead of competing” (Cooperation, 2017).

2.3. Education

While these definitions may be sufficiently clear for a lay person in distinguishing *collaboration* from *cooperation*, the literature on education – general, for example, is of a different opinion: “The debate about collaboration versus cooperation is rather complex, since common usage tends to treat the two concepts as the same and these terms may be used interchangeably” (Lin, 2015, p. 18). According to Kozar (2010), “(...) cooperation can be achieved if all participants do their assigned parts separately and bring their results to the table; collaboration, in contrast, implies direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others’ perspectives” (p. 17). An essential element in collaboration is considered to be direct (Kozar, 2010) or simultaneous interaction (Dotson, 2001).⁸ These distinctions are also given by *WhatIs.com*: “Collaboration may be asynchronous, in which case those collaborating are not necessarily communicating and working together at the same time. Synchronous collaboration, known as real-time collaboration, involves collaborative partners working together simultaneously and in communication as they work” (Collaboration, 2016).

⁷ In this article, I explicitly exclude the meaning of “traitorous cooperation with an enemy” (*NOED*, 1998).

⁸ This directness or simultaneity is modified somewhat by ALLM: “It exists in two forms: • Synchronous, where everyone interacts in real time, as in online meetings, through instant messaging, or via Skype, and • Asynchronous, where the interaction can be time-shifted, as when uploading documents or annotations to shared workspaces, or making contributions to a wiki” (What is Collaboration?, 2017).

Elsewhere in the literature on education, the term *cooperative learning* is used for *collaborative learning*, or both are used interchangeably (see e.g., What's the difference..., n.d.). This latter source also states that elsewhere in the literature the two terms are considered to be different, with differences in knowledge and power, where "Cooperative learning is the methodology of choice for foundational knowledge (i.e., traditional knowledge) while collaborative learning is connected to the social constructionist's view that knowledge is a social construct". Another difference is considered to be the instructor's role:⁹ "In cooperative learning the instructor is the center of authority in the class, with group tasks usually more closed-ended and often having specific answers. In contrast, with collaborative learning the instructor abdicates his or her authority and empowers the small groups who are often given more open-ended, complex tasks" (What's the difference..., n.d.) In Smith and MacGregor (1992, p. 3), *collaborative learning* is even understood as a continuum with on one end *cooperative learning*, in other words as a type of *collaborative learning*: "Cooperative learning represents the most carefully structured end of the collaborative learning continuum". Schematic representation of this is presented in Figure 2. This picture differs drastically from that in Figure 1;¹⁰ it combines three options: both types of learning are identical and used interchangeably, the two are different from one another, and *cooperative learning* is a special type of *collaborative learning*.

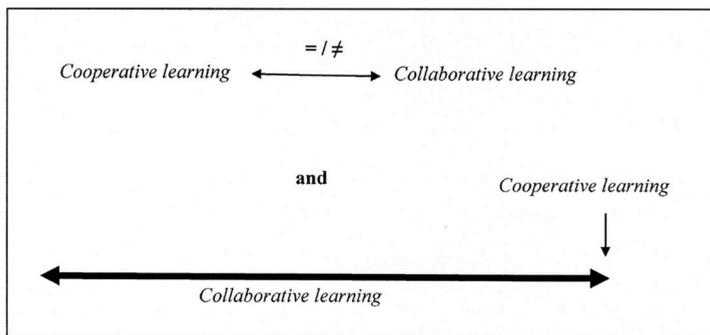


Figure 2 Collaborative learning vs. Cooperative learning in education according to Smith and MacGregor (1992)

Roschelle and Teasley (1995) describe the difference between *cooperation* and *collaboration* in the following way: "Cooperative work is accomplished by the division of labor among participants, as an activity where each person is responsible for a portion of the problem solving (...), whereas *collaboration* involves the

⁹ The instructor is a typical "phenomenon" of education, and is difficult to imagine in the setting of translation practice, though it will be applicable to translator training.

¹⁰ Disregarding the difference between translation (Fig. 1) and learning (Fig. 2) and focusing on *collaborative vs. cooperative*.

"(...) mutual engagement of participants in a coordinated effort to solve the problem together" (Roschelle & Teasley, 1995, p. 70).

2.4. Collaborative Translation defined

From the above descriptions and definitions of *collaboration vs. cooperation* in the literature the following features may be distilled, as illustrated in Table 1. Feature (2.3) (division of labor) is presented as a unique feature for *cooperation*, but it may certainly also apply to *collaboration*. It stands to reason that the features for *collaboration* also apply to *collaborative learning*, and that the features of *collaborative learning* also apply to *collaborative translation*, certainly in translator training, but possibly also in translation practice.

Table 1 Features of *cooperation vs. collaboration*

1	<i>collaboration</i>	2	<i>cooperation</i>
1.1	on an activity to produce or create something/accomplish a task or project	1.1	same/common goal
1.2	direct, simultaneous interaction between participants; ¹¹ may be synchronous and asynchronous.	2.2	participants first work separately on their assigned parts of the task/job/problem and then bring all the parts together
1.3	involves negotiating/discussing between participants	2.3	division of labour between participants
1.4	mutual agreement required between participants	2.4	participants are responsible for their part of the task/job/problem
1.5	---	2.5	"mutually beneficial exchange instead of competing" (online <i>Business Dictionary</i>)

On the basis of the foregoing, *collaborative translation* may be defined by the following features: (1) applies to an activity to produce (or create) something/to accomplish a task or project; (2) there is multi-participant synchronous and/or asynchronous interaction; (3) it involves negotiating/discussing between participants; (4) there may be a division/distribution of labor; (5) it can (but need not) be decentralized and self-organized; and (6) mutual agreement is required between participants.

3. The socio-constructive approach to translator training

Because of the element of "collaboration", *collaborative translation* can be considered a form of *collaborative learning*. Consequently, the view on *collaborative*

¹¹ Participants may be "peers and full-fledged members of the community to which learners are seeking entry" (Kiraly, 2000, p. 60).

learning put forward on What's the difference... (n.d.) (i.e., "collaborative learning is connected to the social constructionist's view that knowledge is a social construct") links "collaboration" in *collaborative learning* directly to social constructivism in general, and the description of *cooperative learning* given by Stewart et al. (2010) provides a direct link to Kiraly's socio-constructive approach to translator training.

In the socio-constructivist approach to translator training (Kiraly, 2000, 2004, 2016) translator competence emerges through working together in groups by means of collaboration. In Kiraly's (2000, p. 60) view:

Learning is best accomplished through meaningful interaction with peers as well as full-fledged members of the community to which learners are seeking entry. (...) Rather than attempting to build up students' translation-related skills and knowledge atomistically in simulated exercises prior to translation practice, it would be much more constructive to start each pedagogical event with a highly realistic, and if possible genuine, translation project.

Interaction with peers and full-fledged members of the community, in other words, professional translators, is an element that may also play a role in collaborative translation and may be auxiliary in the emergence of translator competence. It could be added as feature (7) to the features defined above. As will be seen in the following section, collaborative translation in translator training may come in various forms, and need not be limited to translator projects.

4. Forms of collaborative translation in translator training

There are various ways to implement collaborative translation in translator training. At the Maastricht School of Translation and Interpreting of Zuyd University of Applied Sciences three types are used: (1) sub-group translations, (2) in-class on sight translations, and (3) translations for the in-house simulated translation bureau, called *skills lab*¹² ("2 + 4" + translation jobs). These are by no means the only options for collaborative translation, and collaborative translation is not the only type of translation trained. Another, equally important type is individual translation. I will limit myself to collaborative translation. In all cases, only realistic and authentic texts are used that relate directly to the domains used in Maastricht, viz. law, economics and science/technology/IT. In this presentation of forms in use in Maastricht, I will first give a general description, followed by a survey of what features apply to the various forms.

¹² For a more detailed description of this in-house simulated translation bureau see Thelen (2006, 2013).

4.1. Sub-group translations

These translations are practiced in the first year of study. In sub-group translations, students translate short texts, first individually, and then they come together to discuss the various translation options given by the sub-group members and negotiate a translation that is most appropriate in their view. A sub-group consists of three to four students. The trainer sets the translation task, and gives instructions how students should work in sub-groups. Students work without any supervision while translating and negotiating. The results will then be discussed in class with all the students of all the sub-groups involved, led by the trainer. Together a final adequate translation is made and decided on. The following features apply to this form:

- it applies to an activity to produce/create something/to accomplish a task or project → feature (1);
- there is multi-participant synchronous interaction (twice: when individual translations are discussed, and when all sub-group translations are discussed) → feature (2);
- it involves negotiating/discussing between participants (twice; see the previous feature) → feature (3);
- it is partly de-centralized and self-organized (discussions of individual translations), and partly centralized and organized (in the final discussions in class) → feature (5);
- mutual agreement is required between participants (twice in the whole process) → feature (6).

When doing their individual translations, students may consult professional translators (trainer-translators, and even external translators). In other words, feature (7) is optional.

4.2. In-class on sight translations

An in-class translation involves the in-class translation by all students of a short text where the students discuss options under the lead of a trainer who acts as a regular discussion partner. The goal is to formulate orally an adequate translation with which all participants agree. Students take notes and formulate digitally the agreed translation on the basis of their notes. This serves as a check for the trainer of student participation and understanding. Often, students have to translate a new section of the text on the basis of what was agreed on for the previous section discussed in class. This is a check for the trainer to see if students are capable of applying knowledge acquired previously to new tasks. The following features apply to this form:

- it applies to an activity to produce/create something/to accomplish a task or project → feature (1);
- there is multi-participant synchronous interaction → feature (2);
- it involves negotiating/discussing between participants → feature (3);
- mutual agreement is required between participants (twice in the whole process) → feature (6).

4.3. Translations for the in-house simulated translation bureau, the *skills lab*

There are two types of translations done in the skills lab: “2+4”, and translations done as regular translation jobs for the skills lab.

4.3.1. “2+4” Translations

These translations involve short texts that have to be translated by students both of year two and year four.¹³ The second-year students figure as freelance translators to the in-house simulated translation bureau, and the fourth-year students as senior in-house translators. Both groups translate one and the same text, and in both groups the translation is done individually. After the translation, both groups come together to discuss their translations and negotiate an acceptable adequate joint translation. While translating, the students are free to consult professional translators. Afterwards, all students have to write a report on the joint “negotiating”/discussion meeting. Both translations and report have to be submitted to the skills lab management. The fourth-year students act as discussion leaders. The organization of the whole process is in the hands of the bureau’s management (existing of fourth-year students) of the skills lab, there is no trainer intervention at all. The skills lab management records all student work and keeps track of student participation. These results have to be submitted to the trainer afterwards. One of the goals of this form is for students to learn how to negotiate with peers, defend their own translations, to organize joint translation work, and to develop interpersonal skills. The features applying to this form are:

- it applies to an activity to produce/create something/to accomplish a task or project → feature (1);
- there is multi-participant asynchronous interaction (afterwards: when individual translations are discussed) → feature (2);
- it involves negotiating/discussing between participants (afterwards; see the previous feature) → feature (3);

¹³ The Maastricht curriculum covers four years of study. For a detailed description of the curriculum see Thelen (2016).

- it is fully de-centralized and self-organised → feature (5);
- mutual agreement is required between participants → feature (6).

When doing their individual translations, students may consult professional translators (trainer-translators, and even external translators). In other words, feature (7) is optional.

4.3.2. Translations done as regular translation jobs for the skills lab

The skills lab takes place in the 4th year and is perhaps the best example of collaborative translation. Translation jobs coming in at the in-house simulated translation bureau may be larger than can be dealt with by one translator and reviser. The management of the bureau then divides the work into portions and allocates these by means of a workflow system to a number of translators and revisers. These work individually but have to discuss with each other (translators with translators, but also revisers with translators) translations given but also matters concerning uniformity of terminology, style, format, etc. and negotiate the best end result. Management will then carry out the final check with similar procedures. The whole process and outcome is the joint responsibility of management, translators and revisers. They are accountable for any mishaps, which will count negatively towards their final assessment. The interaction may be synchronous as well as asynchronous. There is no trainer intervention at all, although there is a trainer who is formally the director of the skills lab, but who only guides and advises the students working there. The skills lab gives students the best opportunities for working on the competences necessary to become a starting professional translator. The features applying to this form are:

- it applies to an activity to produce/create something/to accomplish a task or project → feature (1);
- there is multi-participant synchronous and asynchronous interaction → feature (2);
- it involves negotiating/discussing between participants → feature (3);
- it is fully de-centralized and self-organized → feature (5);
- mutual agreement is required between participants → feature (6).

When doing their individual translations, students may consult professional translators (trainer-translators, and even external translators). In other words, feature (7) is optional.

5. Epilogue

To all the forms of translation described above most, if not all, features of collaborative translation apply. This means that they can truly be regarded forms

of collaborative translation. Decentralization and self-organization vary somewhat in terms of degree between sub-group translations and in-class on sight translations, on the one hand, and translations for the in-house simulated translation bureau, on the other, but all in all, to all forms both decentralization and self-organization (Babych et al., 2012) apply nonetheless. It is these two features that, among other factors, facilitate the emergence of knowledge, and this, in its turn, fits well in Kiraly's socio-constructivist approach: the higher the degree of decentralization and self-organization is, the lower will be the trainer-centeredness of training.

The term *collaborative translation* appeared to be terminologically poorly defined in Translation Studies where mostly only synonyms are given relating to the various aspects of the phenomenon. For a more precise definition and for identifying the nature of *collaborative* in *collaborative translation*, the help was needed from definitions and descriptions in general usage and education. The resulting set of features can be seen as a guidance for the implementation of collaborative translation in a translator training curriculum. In this article I did not pay any attention to the synonyms of collaborative translation. The phenomena denoted by them have by now become well-known in translation practice (professional and non-professional). It would certainly be very interesting to investigate whether and if so how these could be implemented in translator training. This would certainly enrich the training and contribute to the preparation of students for post-graduation employment.

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