

## **COLLABORATIVE NATIVE - NON-NATIVE STUDENT TRANSLATION TASKS IN CMC: A CORPUS-BASED STUDY**

### **Abstract**

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The present paper focuses on the processes and effects of online collaborative translation tasks in native - non-native student pairs for improving written production and translation skills. The analysis and discussion of the learner data aim to create a corpus-informed translation teaching approach, develop adequate didactic materials, and foster discussion between practitioners and theorists in the field of translator education. The purpose of this study is also to add to the growing body of research on asynchronous computer-mediated communication (CMC), and its potential to promote interactional and cognitive growth of student knowledge and skills in translation tasks by combining the processes of CMC interaction and conscious metalinguistic reflection.

The study exploits contacts between Polish MA students of English and translation at the University of Lodz and the State University of Applied Sciences in Konin and students of technical and engineering subjects at North Dakota State University within a Trans-Atlantic Pacific Project (TAPP) to study the students' progress in the interaction. The analysis of collected language data (Source Language-Target Language consecutive versions, email exchanges and a final survey) gives information on longer-term translation learning processes and thus helps justify the collaborative model of language/translation competence development.

