

# Translation in virtual collaborative networks

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## **Abstract**

Which role does a translation project play in a student virtual exchange network? The answer to this question will describe the various functions that translation exercises may perform in different types of virtual TAPP collaborative projects (e.g. Mousten, Vandepitte, Maylath & Humbley 2010; Mousten, Vandepitte, Arnó & Maylath 2018).

Variables affecting the roles of these exercises will be highlighted, such as the degree of multidisciplinary (Vandepitte et al. 2015), specialization (Tzoannopoulou & Maylath 2018), the knowledge domain to which the topic belongs (Isohella 2018), as well as the intercultural, communicative, and professional skill levels already obtained by the students involved (e.g. Verzella 2017). Other factors that affect the role of translation exercises are the translation mode involved (Vandepitte & Bergeson prep), the use of technological tools (Hammer & Maylath 2014, Sorensen, Hammer & Maylath 2015) and the degree of internationalization that students experience in the remainder of their programme (Arnó-Macià et al. 2019).

It will be argued that while translation student reports may show a clear preference for projects in which the translators play their habitual student role expecting feedback on their own translation work, the projects in which the translators themselves take a feed forwarding role have the most potential in empowering students for the future translation market. This exercise, indeed, shows the benefits of connecting translation students with the writers of the texts that they translate and allows them to gain competences as required in the EMT-competence framework (EMT network 2017). However, this is an activity which is only rarely performed in the professional world, since translation companies very often maintain a distance between professional translators and writers. Nevertheless, the TAPP exercises that include this cross-disciplinary stage confirm its added value, a finding which is also discussed in Massey and Wieder (2019).

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