

### Editorial

Collaboration in the context of collective work, knowledge acquisition, and team tasks involves performing shared activities. Collaborative learning and, more generally, collaborative knowledge acquisition, are stimulated at present by the accessibility of internet technologies that use a number of features and standards to enhance the acquisition of the content needed to perform tasks together as well as make possible synchronous or asynchronous communication. The development of new technologies and computer-mediated communication is conducive to stimulating fast interpersonal and inter-group contacts in little time or even synchronously. The rise of large linguistic resources and the development of language corpus tools such as concordancers, collocators and parallel aligners, makes it possible to search and consult the first-hand language data and to perform tasks in teams online. The pedagogical advantages of student collaboration on projects have become increasingly clear as well.

However, the present state of the art does not imply that collaboration is limited to online contacts. Both in the real life and in the classroom, team work has been present and recognized in numerous contexts, not necessarily via the computer network. Engagement in a shared task or assignment can be rooted in different contexts. The task is shared when it is considered too big or too complex for one person to perform. Another reason can be a simple drive towards having the company of others, to 'feel better', i.e., to reduce anxiety and stress. Other authors also mention the aspect of distributing the responsibility for the task and sharing it with other team members, assuming a state of agency extended towards the other performers of the action. The company of others is also likely to better stimulate the participants' mental processes for them to perform better. In still other contexts, like dictionary making, collaboration has now become a rule rather than an exception, different from older lexicographic practices known from the eighteenth century Anglo-Saxon tradition.

The present issue of *Konin Language Studies* is a first attempt to put together the major trends observed in collaborative language practices, both in

the context of the foreign-language-teaching classes but also extended to translation and lexicographic practice. Contributions to the present volume include six papers. Paul A. Wilson's contribution, "Shame and collaborative learning in second language classes", discusses the threat that many students perceive to be present in foreign language classes and its effect on the learning process. Wilson identifies shame as central to a negative influence on these processes and considers possible responses to such threat. In the paper "Collaborative translation in translator training", Marcel Thelen looks into the various definitions of *collaboration* and *collaborative translation* proposed in translation studies and education, and identifies their criterial properties, which is followed by a discussion of ways of implementing collaborative translation in translator training. The contribution "Learning across borders: A teaching case connecting writing students internationally" by Heather Steinmann, Ruslan T. Saduov and Bruce Maylath introduces a description of the wide-ranging international collaborative project *Trans-Atlantic Pacific Project* (TAPP), initiated close to two decades ago by one of the authors, Bruce Maylath of North Dakota State University in Fargo, and Sonia Vandepitte of Ghent University in Belgium, the author of the paper to follow. The TAPP is a long-standing international network of writing, usability testing, and translation instructors and this article and the two papers to follow present different cases of the TAPP cooperation. The paper by Steinmann et al. reports on collaborative practices between writing classes in Russia and the United States, conducted under the TAPP auspices, in which students edited their international collaborators' writing for grammar and use of different Englishes to gain experience in intercultural communication and email etiquette. The next two papers in the present volume also report on the activities and outcomes of the TAPP projects in different cooperative schemes. The paper by Sonia Vandepitte, titled "Collaboration in translation practices in Dutch-speaking areas", describes an exercise which involved Dutch students not only collaborating with each other in class, but also either with students from North Dakota State University in Fargo by means of internet exchanges. In their contribution "Collaboration in language development between American and Polish university students", Barbara Lewandowska-Tomaszczyk and Heather A. Slomski continue a discussion of TAPP collaborative practices between Polish and US students. The paper focuses on the effects of collaborative translation tasks in native - non-native student pairs for improving language written production and translation skills. Finally, Jerzy Tomaszczyk takes up the problem of advantages and disadvantages of collaboration in dictionary making by contributing a review article of a Polish colloquial language dictionary, the monumental enterprise *Słownik polskich leksemów potocznych* by the late Władysław Lubaś (2001-2015), compiled by its editor-in-chief in team collaboration.

The topic of collaborative practices in language has by no means been exhausted in the present volume, but the papers introduce those manifold facets of collaboration with respect to native and foreign languages which have either been less or never practiced before. Thus, the volume can be considered a signpost of some genuinely new trends in knowledge acquisition and translation and – as with regard to lexicography – the activities that had been used for quite some time before, but with the advent and development of new technologies they start to bloom at present. In knowledge and language acquisition they signal the beginning of new trends in language practices or minimally, their far-reaching modifications.

*Barbara Lewandowska-Tomaszczyk*