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# Project-based learning in subtitling field: a description of a learning experience

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**Abstract.** Audiovisual Translation or subtitling is one of alternative in learning a foreign language. It is a new educational tool and ideas. It offers variety and flexibility, contextualizes linguistic items, provides exposure to cultural and nonverbal elements, and is closer to natural ideal communication than the written or oral modes. In this article, we provide the learning experiences design implemented in subtitling course taught in the sixth semester of the Degree in English Language Education Program of IAIN Surakarta, in Indonesia, and we examine the tasks and technique implementation in the classroom. Specifically, we pay attention more on Project-Based Learning (PBL) and review from colleague in the subtitling course. The discussion of both students' performances and their reactions to the new learning experiences is the main results.

**Keywords:** Project-Based Learning; subtitling; constructivism; audiovisual translation

## 1. Introduction

Students in higher education need to be more active in the class. They have to show their ability, capability, and also their competencies in doing any task. One of the support system to backup this is a good syllabus. A good syllabus require both students and university teachers to be active. University students as facilitators, while students play the leading role in the activity as a learning experience. Students become embroiled in choosing and preparing materials, having a cooperation among others, having active learning, giving feedback, and assessing their performances. Thus, to make sure the



students on the right path to acquire the intended skills with full of quantitatively and qualitatively competences needs to design home activities and a careful manner design classroom. Accordingly, the use of teaching learning method will make students are perpetual on it.

Cooperative and collaborative learning techniques which belong to constructivism-based learning theories perhaps be a nice alternative to traditional methods in learning subtitling or translation; as it is suggested by a number of general pedagogy [1]; and translation's field pedagogy Kiraly [2]. Among this theory, Project-based Learning (PBL) present a distinguish framework toward translators for simultan of the working condition in proficient settings. Ultimately, PBL provides a competence centered framework instead of content framework for a vulnerable course design.

## **2. Students' Subtitling Competence**

In designing a specialised subtitling, university teachers should inform the students about the course leaning goals. What the students should do and know at the end of the course is the important thing in designing a course. To do so, having a clear picture of translation competence is really helpful and timesaving. As it is stated by Jiménez-Crespo [3] "that Translation Competence refers to a a key role model can not only worthwhile to comprehensive organizational efforts, but also provide all frame reference such as: faculty, coordinators, employees and students, and administration. Translation competence here can be equated to subtitling competence. As it is known that subtitling is translation also by using a media, i.e. Audio Visual Translation.

Nevertheless, a number of authors states that how subtitling competence acquire is not an easy task. Only few of them presented an explicit concept definition. The underline diversity view arise in reference to the word 'competence'. Hatim & Mason state to translator ability [4], While Lowe refer to translation ability, Nord [5] speaks transfer competence, Wills [6] quoth translation performance, and Chestermen define translational competence.

## **3. PBL In The Subtitling Classroom**

### *3.1. Advantages of Project Based Learning (PBL)*

Project Based Learning (PBL) projects are involving students in problem solving, design or decision making through complex task by challenge them in question or problem in realistic products or presentations, as it is stated by Thomas [7]. Meanwhile, Moursund describes PBL as authentic assessment, explicit educational goals and teacher facilitation but not direction. Diehl, Grove, López, & Cabral define PBL as reflection and cooperative learning.

To sum up, all of the above definitions are the main advantages of PBL for subtitling education to other learning approaches. PBL be the learner-centered, facilitates valuable learning and the acquisition, assessment and cultivation of crosscompetences so that the role of the university teacher can change from director to facilitator. Furthermore, Students motivation can increase through the explicit learning goals and students' social skills and teamwork abilities enhances toward the cooperative learning condition. Some scholars such as Fernández & Sempere; Kerkkä; Kiraly [8]; Mitchell-Schuitevoerder; Stewart, Orbán & Cornelliuis, address that the pertinence of PBL to subtitler education.

An author, Wilss recommended that a student subtitler or a group of student subtitler may study how to render, that is by being active and have participation in a subtitling project. The activity is conducted by a team of a team of pedagogically experienced subtitler (translator) teacher and interested professional subtitler. Meanwhile, a scholar, Fernandez & Sempere [9], define PBL as a learning type in which 'a subtitling project is prepared a learning experience. University students must face various problems in subtitling that will develop distinct variety of competences such as teamwork, technical, management, and subtitling-related problems.

### 3.2. Method in PBL Subtitling Class

The first step when making a learning experience is the project selection. Involving students in a real project should be thrown away first. The argument is put forward by Garcia that in Project Based Learning literature in the field of subtitler education may not been fully addressed by students of real subtitling projects. This problems usually dealing with the final quality of subtitling, other rumor such as unfair competition, and time restrictions. Moreover, literature on PBL underlines the ‘realistic’ nature of projects, where realistic means ‘something to be real’, but not real.

After determining the project selection, the university teacher decides a realistic subtitling project involving the students in gradual formative assessment, and the final product will be assessed both by the students and the teacher. Consciously, the teacher aware that the students were not realistic and professional subtitlers. Thus, the project needed to be accurately planned, managed, guided and assessed by the university teacher to help the students learn academic materials, create a high-quality final product, and develop their social skills. Teacher, in designing the project, should define the context and the project’s scope so that the students can easily do the activities.

There are thirty students from English Education Department of IAIN Surakarta at sixth semester registered in the course were organized in groups of five people and received instructions to render from English into Indonesian movie *Romeo and Juliet*. The project was scheduled for fourteen weeks period, and three hours per weeks which is equivalent to 46 hours per student. Throughout this period, students had to polished several activities that were guided, suggested, and assessed by the university teacher. The detail of the scedule was informed in advance to the students including all the activities. Here are the detail activities in sequences as follows:

- a. Students should re-watching *Romeo and Juliet* movie film. This activity was purposed at increasing the students’ intercultural competence .
- b. Individual watching of the film in order to organize the project in group discussion. Students were asked identify the particular feature of selected cultural sentence, clause and phrase.
- c. Puzzle. This activity is used to deploy the conceptual part of the activity among members. They must research and understand the concepts referred in the movie, explain them to the group and make sure that all the member group understand.
- d. Individual subtitling of the section material and methods followed by peerassessment. The purpose of this activity is to improve transfer and revision competence.
- e. Back to the group, the students made a coordination of their project based. Who will responsible to be a subtitler, a proof reader, and also an editor. Each students must know the own duty in their group.
- f. Group subtitling of the *Romeo and Juliet* movie’s ‘final’ section, assessed by the university teacher. The whole group had to submit all the project to the teacher.
- g. First group, than, present their project in front of the class. All the member of the class paid attention to the first group project, the teacher and students watch the subtitling film together and assessed directly if there were any subtitling error. And so forth until the fifth group.

The goal of above steps was to acquire the students’ competences in producing a subtitling that would meet professional standards. Peer-reviews and intensive group were aimed to help students identify and solve the complex subtitling problems.

### 4. Discussion, Result, and Conclusion

Here are some series of conclusions related to the advantages and disadvantages of Project Based Learning in subtitling a movie film. Related to the disadvantages, it is underlined that the Project Based Learning (PBL) is higly time-consuming. It is affected not only the students but also the university teacher. The students must active in their involvement in learning than their passive presence in the classroom.

Another disadvantages of Project Based Learning is the lack of experiences in teamwork for implementing the experiences. As it is not in tangible teams, students had serious difficulties in working with their class fellow except working with their closed friends. Moreover, they had different level of interest in subtitling and entanglement in class activities, and inconsiderate of the teaching-learning approach. Finally, some of the students neglected their duties others felt that they had to work harder.

In spite of the disadvantages above, Project Based Learning also revealed considerable improvements in the subtitling competencies. The following are the tangible competencies improvements showed by the students :

- a. Higher degree of understanding of using subtitling software
- b. Greater awareness of translation result, especially when translate a local culture
- c. Consciousness of the existence of source language film; i.e English language
- d. Declining error translation concerning with cultural words, phrase, clause and sentence
- e. Students more consistent and correct in doing subtitling

Eventhough the results activate the activities replication, all the subtitling competencies require step-by-step implementation of the teaching learning tools from the first year of the degree and effort of horizontal and vertical coordination among university teachers. This would facilitate students to develop their competencies and performances in subtitling any kind of film in the next project based learning.

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