

COLLABORATIVE VIDEO MAKING PROJECT OF SELF-ACTING AND SUBTITLE TRANSLATING IN THE INFORMATION TECHNOLOGY TRANSLATION COURSE

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ABSTRACT

This study aims at investigating students' perception of the effectiveness of the collaborative video making project of self-acting and subtitle translating in the Information Technology (IT) translation course. Moreover, the study looks at the advantages that students derive from the assignment and the issues that they may encounter during the project. It also discovers the impact of social media on students' learning motivation. A sequential explanatory mixed-method research design incorporating both quantitative and qualitative approaches was used in this investigation. A 5-point Likert scale survey was completed by 18 third-year English major students who were assigned into 6 different groups in the course during the 14th week of the semester for the quantitative analysis. Qualitative findings were demonstrated throughout the semi-structured interviews with the whole 6 groups in the class in the 15th week, more deeply exploiting the students' perspectives in the previous survey. Findings of the questionnaire and interviews generally reveal the students' positive perception of the project and a rise in their general interest in learning IT translation. It was also suggested that integrating this project-based learning activity into the IT translation course has brought about some significant advantages in terms of translation and team work skill enhancement and opportunities to apply tech skills. Extrinsic motivation caused by the media is considered a great contribution to the students' translation quality. Some problems, however, are closely linked to time constraint, time management and especially some drawbacks of social media. Thus, the study attempts to point out some practical suggestions for better teaching implications in the future.

Keywords: Project-based learning; translation; subtitle translating; collaborative video making

1. INTRODUCTION

In recent years, there has been a surge in interest in developing translation education. Proposals for implementing a variety of approaches to increase students' interest in the process emerged, and certain ideas from other fields were adopted. One of these emerging ideas was Project Based Learning (PBL), which was common in many educational fields because it included students in an authentic and realistic translation project. The following important components of Project Focused Learning (PBL) are stressed by Larmer and Mergendoller (2010): beginning with an immediate issue or challenge; creating desire or building new information; undertaking research on

knowledge development or knowledge creation; involving strategic thought, coordination, teamwork and technical skills; integrating input and revision.

Although there have been investigations on project-based learning in translation teaching and learning, little has been done in the field of IT translation. Therefore, the main aim of this study is to investigate students' perception of the effectiveness of the collaborative video making project of self-acting and subtitle translating in the course of IT translation. In addition, the research is to look into the benefits the students could gain from the project and analyse problems arisen in it. It also discovers how social media affected the students' product and suggests recommendations for the effective teaching implementation in the course of IT translation. To achieve aforementioned aims, this study focuses on the following 4 critical questions.

1. How do the students perceive the collaborative video making and subtitle translating project in the course of IT translation?
2. What are the benefits the students can obtain from the project?
3. What are the problems the students cope with in the project?
4. How does social media platform affect students' project?

2. LITERATURE REVIEW

2.1 Teaching and learning translation

According to Newmark (1981), "translation is a craft consisting in the attempt to replace a written message and or statement in one language by the same message and/or statement in another language". Pinchuck (1977) also stated that "translation is a process of finding a Target Language (TL) equivalent for a Source Language (SL) utterance". Similarly, Nida (1982) proposed that "translating consists in the reproducing in the receptor language the closest natural equivalent of the source language message". In general, translation is closely related to the process of transferring the meaning of written SL into that of the TL (Hatim and Munday, 2019). According to Bogucki and Deckert (2013), translation and interpretation play an indisputable role in globalisation, internationalisation, and intercultural contact in the twenty-first century. In previous decades, what was mostly a self-taught career became a focal point of academic curricula. Translation is inextricably linked to sociolinguistics, contrastive linguistics and cognitive facets and considered an inter-linguistic exchange that requires the encoding and decoding of both language and culture (Kobyakova and Shvachko, 2016).

Sainz (1992) in Nicholson (1995) mentioned several teaching strategies as follows to help enhance students' translation competence.

1. a review of the texts written in SL and TL on the same topic to introduce students to vocabulary and to obtain their understanding of the subject;
2. back-translations of the corrected work of trainees after a span of two to three months;
3. compared with a published translation of the student;
4. collective translation, through which students collaborate together to determine which interpretations are the most appropriate;
5. outside reading — more study on a topic that the students chose — then submit to the students who take notes in the TL in exchange.

2.2 Project-based learning

Blumenfeld et al. (1991) proposed that project-based learning (PBL) is a comprehensive aspect emphasizing on teaching by getting students involved in investigation. In this event, students seek out solutions to problems by questioning, debating, giving out predictions, planning, experimenting, gathering and analyzing data, drawing conclusions, compromising and sharing findings with others. Thomas (2000) highlighted that projects tend not to be school-like but realistic, making students sense the authenticity of them regarding the topics, tasks, students' roles, contexts, companions, refined products, targeted audience, and project evaluation. When it comes to factors affecting students' motivation to keep moving forward with the project, Phyllis et al. (1991) mentioned students' perceptions towards the value of the project, their own competence in accomplishing it and the true meaning of learning but not grades. According to Markham, Larmer, and Ravitz (2003), PBL focuses on the principle "learning by doing", starting with a trigger question or challenge. All that could excite students' need to get to know about critical content and skills so that they can carry out some careful research to find out the answers. Trilling and Fadel (2012) asserted that to get the project done successfully, students should manage their work efficiently, compromise with each other, make critical evaluation on the findings and get over obstacles during the process. That can be considered as '21st Century Skills' that help them in goal achieving. In this sense, it is recommended that students learn how to work and share responsibilities among their community (Markham, Larmer, and Ravitz, 2003).

To inspire students effectively, teachers ought to (a) create learning opportunities by accommodating students with adequate information resources; (b) enhance learning by scaffolding guidance on more feasible work; (c) get students interested in using meta-cognition in learning; and (d) supervise progress, diagnose issues, and give comments and evaluation (Phyllis et al., 1991).

2.3 Subtitling

Baker (2001) regarded subtitle as the transcription of film or TV dialogue which is shown on the screen in a simultaneous way. Szarkowska (2009) defined that subtitle is a process of translating the spoken source language into the target language via captions which often can be found at the bottom of the screen in a way that changes the source text as little as possible while allowing the intended audience to feel the foreign and be mindful of its 'foreignness' at all times. When it comes to features of translating subtitles, Matsumoto (2003) emphasized that translation for film subtitles is a very distinctive and interesting process that cannot be seen in other translation work. Since a great number of viewers still rely on subtitles enjoying the film frame by frame, subtitle is very meaningful in helping them keep up with the film content easily.

2.4 Collaborative video making

Hafner and Miller (2011) stated that since video projects offers a social context, learners can interact together and try out digital video technology in that to produce significant multi-modal artifacts. Their findings on the project of video making manifested that the digital video project tasks have been highly motivational for learners as the participants said that the tasks gave them a chance to self-reflect on their study. Moreover,

the digital video projects have been found to be novel, fun, challenging, and meaningful. Nikitina (2009) also asserted that the combination of technology and pedagogy potentially makes class experiences joyful, memorable and motivating for both teachers and learners. According to Masats, Dooly, and Costa (2009), video making is considered an meaningful learning tool because learners are more likely to get involved in the project. This is maybe due to the fact that students can be challenged in an intellectual way when working on a task integrating technology tools (Meeks and Ilyasoya, 2010) and that they can show their understanding of the course better and gain unforgettable collaborative learning experiences (Carney and Foss, 2008).

2.4 Past studies and research gap

In one study by Li et al. (2015), they implemented project-based learning in teaching business translation in Chinese context. The project is called the ETiM which provided as a supplement to the basic syllabus of the course, allowing students to study areas of interest in addition to the course lectures. They brought past information into play as they gained and generated new knowledge on their topics of study and became more autonomous at school. Consequently, in some ways, this also bridged the gap between classroom instruction and the actual world of translation, allowing students to make the most of their learning. The PjBL initiative received a great and encouraging response from the students. Everyone who responded to the questionnaire believed the exercise was a good idea and that they gained a lot from it. They were also able to identify the particular places where they witnessed the most noticeable increase. Critical thinking, interpersonal communication, cooperation, research, presentation, and technology abilities, as well as a feeling of teamwork, were among them. In another study by Al-Sowaidi (2021), the research reflects on the application of project-based learning in the undergraduate teaching of business translation at two Yemeni institutions, Al-Saeed University and Taiz University. Two groups of students were chosen, one control and one experimental. Both groups underwent a business translation pre-test in which they were asked to translate many documents from Arabic into English and vice versa. Following the pre-test, both groups underwent a three-month business translating course. The experimental group received project-based translation training. The control group went over the course material in the customary way. Following the end of the course, both groups were required to take a post-test in business translation. According to the findings of the study, the experimental group that completed the project-based training made more improvement than the control group. In all, significant influences of project-based learning on students' progress are quite apparent. However, the way those projects were conducted is just that students are required to translate documents from one language to another. Therefore, the researcher could see this as a research gap and expect to implement a new kind of project in which students will have to translate subtitles of the videos they make themselves and act in. This is hopeful that translation learning could be more interesting and beneficial to the students.

3. METHODOLOGY

3.1 Research design

The study used a mixed-method research design, with a sequential explanatory strategy that included quantitative data collection before qualitative data collection

(Creswell, 2003). Quantitative and qualitative methods are used in this way to improve the clarification and interpretation of research results as well as the generalization of the research issue in a broader view.

3.2 Research participants

This research was conducted at the Faculty of Foreign Languages at the Ho Chi Minh City University of Technology and Education. Eighteen third-year students majoring in Translation and Interpretation took part in this study. Their levels of computer competency were self-rated from mostly moderate to rarely excellent. The students' ages ranged from 20 to 21. Prior to the course of IT translation, the students have already completed the course of translation theories.

3.3 Research instruments

3.3.1 Questionnaires

The survey was designed using a 5-point Likert scale (with score 1= Strongly Disagree to score 5=Strongly Agree), which was quantitatively measured in the unit of mean (M) and standard deviation (SD). The items 1-7 are to describe the students' perception of how effective the project is and those 8-13 are linked with their perception of the teacher's role in the project. The benefits that the students could attain from the project are shown through the items 14-29. Lastly, related problems are revealed by the items 30-33. The students' responses were all analyzed based on SPSS version 20 to test the mean score of the items and Cronbach's Alpha was also conducted for reliability analysis with the frequently cited acceptable range of more than 0.7 (Nunnally, 1978).

3.3.2 Interviews

The interviews with the whole 6 groups of all 18 students which have been assigned at the beginning of the project after the project had been conducted in the last week of the course. In the interviews, 5 open-ended questions were asked to more deeply elaborate the students' choices in the previous questionnaire. All the interviews were carried out in Vietnamese upon the participants' preference. The answers to the interview questions were audio-recorded, transcribed in Vietnamese first and translated into English afterwards. All of the students' answers are grouped into following different themes after being transcribed. The interview mainly focused on how the students perceived the project, what their perceptions of the teacher's support were, and what benefits and problems they had in the project. Finally, some suggestions for a more effective project in the future were provided by the students.

3.3.3 Project procedure

The project lasted 5 weeks and was carried out as the procedure below.

Week	Content
9	Orientation & Grouping
10	First translation
11	First translation submission
12	Second translation submission
13	Final video submission & Project publishing
14	Final feedback & Scores

Week 9: Orientation & Grouping

The students were well-informed of the collaborative video making and translating English-Vietnamese subtitle project in which they were allowed to form their own groups of 3 members. The teacher went through the guidelines including the requirements, score percentage, marking criteria, and deadline.

- **Task:** Make a video of self-collected IT news and translate the subtitles from English into Vietnamese

- **Score percentage:** 100% (10-mark-scale)

+ First translation submission: 50%

+ Second translation submission: 20%

+ Video making: 20%

+ Social media: 10%

- **Note:** For the first and second translation submissions, the holistic assessment (see the appendix) adopted from Williams (2013) was employed to evaluate the students' translations. Due to the time constraint, the researcher employed this marking method because according to Zamani Delshad (2012), it is more practical and time-saving than error analysis.

Week 10: First Translation

The students collected 3-4 pieces of IT news (750 - 1000 words in total) from the internet and started their first assigned translation among the group members. After the teacher's feedback the text choices, the students collaborated with each other in their groups to cross check and refine their translations before submitting to the teacher in the following week.

Week 11: First Translation Submission

The students submitted their first translations with the references to the teacher via his email, then, receiving the teacher's corrective feedback on their work within the week. This first time translation submission counted for 50% of the whole project.

Week 12: Second Translation Submission

Having corrected their first translations based on the teacher's suggestions, the students submitted their second translation versions to the teacher. This was considered their final translations which weighed 20% of the whole project.

Week 13: Whole Package Submission

The students recorded themselves as IT news presenters, embedding English-Vietnamese subtitles into the video. As everything was completed, the students sent their videos to the teacher for another 20%. The teacher looked into some aforementioned video marking criteria including the students' acting ability, the subtitle display, and effects used in the videos. At the same time, the students were asked to publicize their products on Facebook which is regarded as an extrinsic motivation for the students to try their best when taking the project. An addition of 10% was included in their total marks for the project. Media scores was largely dependent on their total likes, shares and views. A comparison among the groups was conducted to decide the best groups and the less excellent ones. Then, grades were given accordingly.

Week 14: Final Feedback and Scores

The teacher gave feedback on each group's final product and the final scores.

4. FINDINGS AND DISCUSSION

4.1 Quantitative findings

4.1.1 Students' Perception of the Project Before and After Taking it.

Table 1 and 2 shows the students' positive perception towards the project before and after taking it. Overall, at the beginning of the project, most of the students have a strong belief that they would succeed in the project with their team mates (Item 4: Mean=4.22, SD=0.64). This result is quite equivalent with their self-evaluation on the effectiveness of the project after the project. A great number of the students have agreed on the positive implication of the project for teaching and learning translation (Item 5: Mean=4.38, SD=0.50). With the highest mean score at 4.38 in the item 6, the students enjoyed the project much in a combination of subtitle translation and video making. This is mainly because they found it more interesting to be acting in their own video with subtitles than just translating subtitles of an available video (Item 7: Mean=4.33, SD=0.59). While assuming that it would not be a big challenge for them in terms of technology use in the project (Item 1: Mean=2.77, SD=1.00) and showing their neutral attitude towards their confidence in making the video (Item 2: Mean=3.11, SD=1.13), some of the students are not actually comfortable publicizing their products on social media (Item 3: Mean=3.72, SD=1.01).

Table 1: Presumption prior to the project		Mean	SD
1	You thought it would be very challenging to make the video and add in subtitles.	2.77	1.00
2	You were afraid of not being able to make a good video of news due to your low-tech skills.	3.11	1.13
3	You were fascinated about showing your work to public.	3.72	1.01
4	You thought you would be definitely successful in completing the task as a group.	4.22	0.64

Table 2: Self-evaluation after the project		Mean	SD
5	Overall, you think this project-based learning activity is very applicable in translation teaching and learning.	4.38	0.50
6	You felt excited about combining translation with the making of video.	4.38	0.60
7	It is more interesting to make a video and act in it than just only translating subtitle of an available video as usual.	4.33	0.59

4.1.2 Students' Perception of the Teacher's Role in the Project

Table 3 shows the teacher's role in the project. Overall, the students could find it satisfactory with the assistance by the teacher during the project (Item 8: Mean=4.27, SD=0.89) and also found that it is truly essential to receive responses from the teacher about their work (Item 9: Mean=4.16, SD=0.51). They said that they were well-informed of the project assessment criteria (Item 10: Mean=4.22, SD=0.64), got sufficient comments on their work from the teacher (Item 12: Mean=4.22, SD=0.64) and understood the teacher's corrective feedback on their products (Item 13: Mean=4.22, SD=0.64). However, the students' need for the teacher's consultation about the project

topics and content was not really high (Item 11: Mean=3.66, SD=0.97) reflecting on their independence off their teacher.

	Table 3: Instruction, Evaluation & Supervision	Mean	SD
8	Generally, you are satisfied with the teacher's support in the project.	4.27	0.89
9	It is quite important to receive prompt feedback on your work from the teacher.	4.16	0.51
10	You were well-informed of how your work would be assessed in terms of marking criteria.	4.22	0.64
11	You need consultation with the teacher about your chosen topics and content.	3.66	0.97
12	You received adequate feedback from the teacher on your work.	4.22	0.64
13	You understood what the teacher highlighted and commented on your papers.	4.22	0.64

4.1.3 Benefits Students Gained From the Project

Table 4 demonstrates the average mean score of over 4.00, showing the great benefit the students could obtain from the project in terms of knowledge widening. The most significant advantage for the students was the amount of vocabulary accumulation in the field of IT (Item 16: Mean=4.44, SD=0.51). Basically, the project provided the students with a good chance of improving their research ability (Item 14: Mean=4.38, SD=0.50) through which they could truly broaden their knowledge about other fields relevant to IT (Item 15: Mean=4.22, SD=0.64). Their tech skills were also improved and developed better (Item 17: Mean=4.00, SD=1.13)

	Table 4: Knowledge gaining	Mean	SD
14	You could enhance your research ability.	4.38	0.50
15	You have widened your knowledge about many other fields related to IT when doing research on the chosen topics for translation.	4.22	0.64
16	You could increase your vocabulary in the field.	4.44	0.51
17	You could improve and develop your tech skills better.	4.00	1.13

Table 5 also shows the overall high mean score of over 4.00, which proves the project had a big impact of their translation skill. Generally, the students have effectively applied translation techniques learned from the period of week 2-10 (Item 18: Mean=4.16, SD=0.89). Particularly, teamwork is significantly helpful to their refined translation based on allocated duties of cross check and peer-feedback (Item 20: Mean=4.55, SD=0.70). The pressure of publicizing the students' products on the media directly resulted in more motivation and concentration on their translation (Item 19: Mean=4.27, SD=0.89).

	Table 5: Translation enhancement	Mean	SD
18	You have successfully applied prior translation techniques gained through weeks 2-9 into your project.	4.16	0.51
19	You were more motivated to focus on your work to give out the best version of translation when having to make the video and publicizing it.	4.27	0.89
20	You could make your translation better than usual thanks to group members' cross check and feedback.	4.55	0.70

Table 6 displays another benefit for the students in the project. This is about the enhancement on teamwork skills since the students could generally find it useful to develop their collaboration among the groups better in the project (Item 21: Mean=4.16, SD=0.78). Specifically, the students were enabled to cooperate with each other in the team effectively (Item 22: Mean=4.16, SD=0.78), gain some experiences in problem-solving skills (Item 23: Mean=4.22, SD=0.73) and better their time management skill (Item 24: Mean=4.27, SD=0.89)

	Table 6: Teamwork skills	Mean	SD
21	In general, you could develop teamwork skills better.	4.16	0.78
22	You could collaborate with each other in the group effectively.	4.16	0.78
23	You could learn and apply problem-solving skills successfully.	4.22	0.73
24	You could improve your time management skill better	4.27	0.89

Table 7 demonstrates how the students' motivation for learning translation have been reinforced. Almost all students agreed that being allowed to choose their own topics for their project is quite satisfactory (Item 26: Mean=4.44, SD=0.61). The second ranked score reveals that the students found it very exciting to translate the subtitles in the video of their self-collected news and to act in it (Item 27: Mean=4.27, SD=0.75). Although generally there was a considerable rise in their motivation for the IT translation course (Item 29: Mean=4.16, SD=0.51), it could be seen that some of the groups were somehow hesitant to publicize their products on the social media platform (Item 28: Mean=3.94, SD=0.93).

	Table 7: Learning motivation	Mean	SD
25	Overall, you felt excited about the project.	4.05	0.87
26	You felt free to decide on your translation topics.	4.44	0.61
27	You found the video making interesting, especially when gathering news, acting and translating the subtitles in the video.	4.27	0.75
28	You felt excited about publicizing your video on FB as a result of hard work.	3.94	0.93
29	After all, you felt this project made you more motivated to learn the subject of IT translation.	4.16	0.51

4.1.4 Problems in the Project

Table 8 shows several problems that the students might have in their project. In general, the trend in this table is more likely to be neutral than in any other previous ones. The fact is the mean score of Items 30 through 33 ranging more or less than 3.00 and the Standard Deviation (SD) also shows an average of 1.00. This means not all but several groups had problems with their collaboration and decision on choosing the topics. Moreover, their time management skill could be considered as their weakness. Another problem may be related to the publication of their product, which will be investigated further in the discussion session.

	Table 8: Problems	Mean	SD
30	Group work can be hard to handle.	2.88	1.23
31	It is hard for us to choose the topics.	3.05	0.93

32	Social media is a challenge for us to achieve a good score when targeting at the audience.	3.83	1.04
33	The amount of time for the project was quite enough for you to complete.	3.83	0.70
34	We could not carry out the project smoothly due to our lack of tech skills in making the video.	2.77	1.00

Qualitative findings

The interview generally showcases the students' positive perception of the project. Prior to the project, most of the students believed that they would be successful with their team mates although at first, some of the students felt it challenging to take up such a task. Excitement was what the students could feel after the project. Most of the representatives in the groups reported that this is a fantastic project for them to do something different from what I ever imagined about translation projects before. The students' positive perception of this project-based leaning activity is in line with the results in the study by Adiwijaya (2017).

“At first, it was a bit difficult for us because we were afraid of being unable to make the video. Things turned out to be better when we tried to do some research on the way how to make it. We also found it very interesting to do such a project and better than traditional paper projects.” (Student C)

“When it came to translation projects, we thought they would be something like translating a bunch of materials and printing them out for submission. However, it was totally surprising to us that we would do something really exciting and different from our presumption. Finally, we could make it and felt truly satisfied with our product.” (Student D)

Some students decided to do something creative by drifting away from the teacher's guidance. The result was that this group was one of the best groups thanks to their creativity.

“We feel rather satisfied with our final product be cause we have thought about the topics carefully and invested quite much time in the project. Moreover, we tried to make something new rather than just record the news like in the studio. So, we came up with the script and did that so well.” (Student E)

Though a majority of the students were truly glad to have fulfilled their projects successfully, there was a student expressing her disappointment about their work.

“We do not really feel satisfied with our product due to a lack of members. The fact is our group consists of two people. We did not invest our time and effort sufficiently in the project. That is a pity.” (Student B)

When it comes to the students' perception of the teacher's role in the project, the results of the interview show that the students highly appreciated the teacher's assistance in their projects. Apart from being well-informed of how they were going to be assessed by the teacher, the students heavily emphasized on the teacher's feedback on their translations, making them more confident in their translations. LeClercq, T. (1999) strongly believed that appropriate feedback is very important for the students to take full advantages of their learning and get improved.

“The teacher has been really supportive and enthusiastic with us throughout

his prompt feedback, responsive emails. We could understand what he highlighted and effectively corrected our translation mistakes. We felt so grateful for the teacher's support." (Student A)

"At first, we were very happy with our first translation. We thought it was so well-translated and well-refined until receiving the teacher's feedback. That was very necessary for us to reflect on ourselves and correct many translation mistakes that the teacher has pointed out." (Student D)

Some students considered the teacher as the motivation for themselves because when incidents occurred, the teacher was empathetic with them, allowing them to continue with the second chance. This has built up a firm relationship between them and the teacher, making it a rewarding time but not a sorrow to take the project in this subject. Seeing the important role of himself, the teacher should closely be with the students to timely assist them and encourage their involvement in the project. According to Marzano and Marzano (2003) to establish a positive relationship between the teacher and the students, academic needs are not the only concern but the students' emotional needs should be taken into consideration. These could be comprehended as the teacher's empathy referring to a certain level of acceptance and caring, friendly treating ways, and respect. (Hawk, Cowley, Hill, & Sutherland, 2000).

"The teacher is our motivation himself because he gave us the second chance to do the work when we mistakenly did our project. He was also very supportive in giving feedback and suggestions to us." (Student C)

Speaking of the benefits that the students could gain from the project, the most significant thing is that the students could broaden their knowledge about the related field of IT. Moreover, their vocabulary has increased much. Their research ability was also found to have been positively influenced. Eventually, most of them felt they were independent off the teacher when making their own decisions on the topics for translation.

"We prefer to choose our own related topics because when we did that we could do insight research on various themes and collaborated for our best decision on the most interesting ones. Thanks to this, we could enhance our research ability and widen our knowledge as well." (Student A)

"At first, we chose the broad topic about games in general and narrowed it down to Virtual Reality (VR). It was a bit difficult for us to decide on the three VR devices that are related to each other. We had to do a lot of research on that. Although it was a bit challenging, we still prefer to choose our own topics." (Student E)

In terms of translation enhancement, the students shared that they have successfully applied the techniques learned during the first 8 week period of the course. Moreover, the social media platform included in the marking criteria significantly contributed to their translation quality. They emphasized that media would be the key factor likely affecting their faces and making them more responsible for their work. In this event, the social media could be regarded as little pressure and especially the extrinsic motivation for the students. As a result, they invested their best effort in producing the best translation version.

"We really liked media because there were many viewers. This could be considered as a motivation and a little pressure for us to make our best." (Student A)

“Media feature was a pressure on us. It made us more responsible for our faces when having to post them on social media. If we could not have done that well, we would have felt embarrassed. Also, it could trigger the next cohorts’ curiosity and interest in this subject thanks to the video that they saw on Facebook.” (Student C)

“We think that publicizing our video on social media this way is very interesting. My mom has been laughing out loud since the time she happily watched our video. We received positive feedback from the viewers. We tried our best to make the best video with the best version of translation as this is like a motivation for us to post things on social media. If we had not tried hard, we would have been underestimated and not well-received by the others.” (Student E)

Although the students’ general responses to the media feature are such positive pressure on their translation quality, some students still felt reluctant to publicize their products. This might be because they were not confident enough in their performance in the video, this is likely to be the side effect of the social media on the students’ psychology. The teacher should take this into consideration since the social media may adversely affect the students’ learning spirit and make them become more reserved afterwards.

“Media feature made us try harder to translate and publicize our product. However, I felt shy when performing in the video. I also highly value the other groups’ performances and interactions on social media.” (Student B)

Another problem regarding the media was revealed when one of the students concluded about it. This again raises a question of whether the positive effects of the media outweigh the negative ones although almost all the students really enjoyed the project as shown in the findings of the survey and the interviews. How to ease this burden in order for the students to be more motivated is very critical.

“We think that marking criteria for the translation are just fine but not the media feature. Some groups have a lot of friends on social media and vice versa. This would partly affect our final scores.” (Student D)

The solutions can be investigated throughout one of the students’ suggestions as follows to compensate for what seemingly impact negatively in terms of the media. The students recommended that some more criteria included to balance the scoring proportion. Therefore, the creativity of the video content should be one of those due to the fact that some of the groups took the videos on You tube or Google as references.

“Overall, it was fair enough to evaluate the projects. There is one suggestion that the teacher add in another criterion about creativity in the video making process. This is due to the fact that some of the groups searched for scripts on the Internet and might have copied those.” (Student F)

Another measure is that the teacher create a vote internally in the final meeting to get the students’ evaluation and scores and then make a decision. In this sense, the students would feel the more objective evaluation and fairness in terms of assessment as stated in one student’s opinion. Despite the fact that it is quite reasonable that the marking criteria were quite satisfactory and diverse, all other considerations should be looked into.

“We think that marking criteria are various and suitable when each group has their

own strength. Maybe their translation is not so good but media or video making could earn them some marks.” (Student E)

An improvement in teamwork skills is another merit the students could obtain from the project. Generally, the acquaintance among the classmates contributed meaningfully to the group work. A majority of the students found it easy and convenient to work with their mates thanks to their past collaboration. They reported to have known how to manage their time and communicate with each other effectively. For instance, they set the group deadlines for each required stage, elected the group leaders who assigned the roles properly, supervised the flow of work and pushed the others. They had cross-check and peer correction as a strength in their group. Thus, the translation quality was well-guaranteed.

“We could learn how to work in group effectively. We find it easy to manage our time, deadline, assigned work because we set up the deadlines for each task in the whole project. We did have our leader who pushed the group work. We assigned the roles in the group, met up face-to-face and had crosscheck on our translation. We did not delay any steps to avoid overloaded work.” (Student A)

“We could improve our teamwork skills. We had our leader who pushed the group, assigned the roles. We crosschecked out translations, feeling happy and supportive to each other. We really got along well within the group.” (Student D)

“We found no difficulties in working as a team because we have known each other so well, trying to support each other if there were any obstacles. We did assign the roles, equal work and feel that we could improve our teamwork skills better after this project.” (Student E)

On the other hand, when it comes to difficulties in group working, several students proposed their opinions that in this case, the teacher should create some on-process meeting with the students to keep an eye on their group work progress so that the teacher could figure out their problems and help them out. Maybe, the teacher could directly interfere with their work to help solve the trouble as soon as possible if the students themselves cannot do that. Otherwise, the whole group’s performance will be badly influenced by just some particular member.

“It was hard to work in group because one member ignored the project and was a bit irresponsible. We had to remind that one to do the assigned work. Time management was not good enough so we were late and asked for an extension. We withdrew a lesson that in the future we should make it clear about the group rules and stick to the agreement among the members to assure the quality of group work. We should push each others to avoid lateness.” (Student F)

“We joined the class later than the others so it was difficult to form a group. There were only two of us, making it challenging to compromise and make decisions. It would be better if we had 3 members.” (Student B)

There is a very surprising finding in the questionnaire and the survey that the students were not really scared of their low-tech skills in making the video. There was a minority of the students that were not confident or satisfied with their products in some aspects. The researcher himself had thought of this very carefully before carry out the

project. The fear was that the students could not fulfill the task in a successful way because their major was not relevant to technology, thus they would be unable to make it. Nevertheless, the reality has proven the opposite. Some key students in the groups were more or less experienced in making videos and used to handling something technical. Even one male student was taking his second major in graphic design, finding it a golden opportunity to apply what he had been learning in this project. Some others reported that they were a little afraid of not being able to make it at first but then it turned out to be possible thanks to their research on how to make the videos in the simplest way on the Internet. All of these suggested that with their own expertise, experiences and self-study, the students could achieve it.

“Currently, I am studying my second major in graphic design. Therefore, I felt so confident in taking this challenge and very glad applying what I have learned in making the video. I found no difficulties in do it.” (Student B)

“I have had some experiences in making the video previously, coping with no difficulties in doing it again. Without me, the group would have had some trouble making the video.” (Student E)

“It is quite easy for us to make the video because we did research on google and watched some videos on You tube to learn how to do that. This can be done quite smoothly if we are interested in learning about technology.” (Student A)

“Although we tried to record our voice while acting and felt it was alright that time, we found background noise in our video at last. It was a bit disappointing.” (Student C)

5. CONCLUSION

This study has shown the students' positive perception of the video making project of self-acting and subtitling translation and brought about some insights into how such a project-based learning activity is beneficial to the students majoring in translation studies. These can be seen as a rise in their learning motivation, an increase in their knowledge accumulation and translation skill, the growth in their team collaboration skill, a chance to learn about and apply technology skill in their product. Also, the effect of media on the students' project quality and perspectives is worth considering. However, there are several limitations of this project which are namely the small number of participants and their levels of technology that are not directly related to their translation studies and might therefore affect adversely their final results. In addition, some more measures should be taken into consideration when it comes to evaluating the effectiveness of the project more reliably. Although the project was interesting to the students, it should not be ignored that getting them ready for the project is quite essential. The teacher should have suggested some more applications or software of making the video and embedding subtitles in the orientation meeting. There should have been some demonstrations from the teacher. Another way is asking some of the students who can be excellent at tech skills to support the others. These are all necessary steps that the teacher might have missed in the first stage of the project. This is to make sure that all the groups can technically handle the project which requires a little knowledge about technology. By so doing, the students would be more confident and save more time in taking the project. This is also suggested in Fleming (2002) that “everything that is learned has to be taught,

presented or mediated by the teacher” and that there be a shift from “content expert” to “supportive coach” in terms of the teacher’s role while students take up the project. Some students were late for joining the class, making no other choice for themselves to take part in any other bigger groups. The teacher should have taken this into account then to seek for some solutions to the similar problem regarding assigning groups. The possible measure could be that their work load would be reduced appropriately in terms of the length of the video and texts for translation. This should be equivalent to the number of the members in the group so that they partly could feel at ease and more motivated to carry on their project. Last but not least, when considering counting publishing students’ products on social media platforms, teachers should take their readiness into account. This is just because some students do not feel comfortable popularizing themselves on the Internet.

Although the findings of the research reveals some positive aspects of this kind of project, the study itself still has some limitations. Firstly, the number of the participants in this study is quite small so the reliability of the questionnaire is somehow questionable. Secondly, in terms of technical difficulties, the teachers should have been more aware of the fact that some students could not deal with this sort of project. Lastly, the requirement that students had to act in their own videos was fascinating to most of the students but time-consuming. But it cannot be denied that the students’ motivation after this project has been raised significantly.

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APPENDIX

Percentage	Check one	Grade	Description
80-100		A-, A, A+	Very high level of competency/significant progress toward professional knowledge in all dimensions. Demonstrated ability to produce work of professional quality requiring only minor revisions.
70-79		B, B+	Demonstrated competency/clear progress toward professional knowledge in all dimensions and ability to produce work adequate for information purposes or of publishable quality after some revision.
60-69		C, C+	Emerging competency. Demonstrated potential for producing translations that are usable after extensive revision, but significant progress required in one or more competencies/knowledge dimensions.
50-59		D, D+	Marginal competency. Given the number and seriousness of errors, student shows limited potential for producing usable translations. Significant progress required in all competencies/knowledge dimensions.
0-49		F	Competency/knowledge not demonstrated. Given the number and seriousness of errors, the student does not show potential for producing professional-quality work over the medium or long term.