
Adopting Project Based Learning in Translation Class to Facilitate Translator Emergent Competences

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Abstract

Background:

The teaching of language-related skills in universities and colleges needs to equip students with relevant skills suitable for work after graduation. One way of building students' skills to meet the related industry's demands is by adopting project based learning (PBL) in teaching. There have been several studies on the topic of PBL in translation courses, but none of them have provided a step-by-step classroom procedure.

Methodology:

The study was a case study to describe the model of project-based learning adopted in the English Department of one Polytechnic in Java island, Indonesia. The object of the study was the Localization and Transcreation class. The data sources included the teacher and 24 sixth-semester students taking the class. Questionnaires and interview were used for the data collection. The questionnaires were used to know the students' perceived competences. The interview was used to get more information on how the PBL was conducted and students' further opinion about it. Before a class was started, the students were asked to fill in the provided questionnaire on the status of their competence at the time. Then, the PBL was employed to teach the class. After the PBL was done, the students were asked to fill in the same questionnaire to report their competences at the time. The researcher analyzed the results. Finally, an interview was conducted with the teacher and three students who answered the questionnaire most comprehensively.

Findings:

The findings of this study show that PBL could be employed to teach translation in vocational higher education and the students saw PBL positively. Based on the students' opinion, this research found that PBL in the translation class helped students develop their translation skills, teamwork skills, workplace skills, communication skills, and self-confidence.

Conclusion:

In conclusion, PBL employed in the translation class has shown its effectiveness in improving students' translation and other competences.

Originality:

The Ministry of National Education of the Republic of Indonesia has promoted project-based learning. To date, no clear model has been developed for the teaching of translation in Indonesian universities. This article describes project-based learning developed and practiced in a Polytechnic and how students react and the improvement of their competences or skills.

Keywords : project based learning; translation course; authentic project


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1. INTRODUCTION

In the Indonesian context, three higher education programs are acknowledged: academic, vocational, and pre-service education. Academic education focuses on acquisition, development, implementation, and invention in certain fields of study. Vocational education focuses on Applied Science and Engineering. The objective is to prepare graduates to work in the relevant industries. Pre-service education is designed for those who want to work in specialized fields that require specialized skills and licenses, such as dentists, pharmacists, and public accountants.

Language departments of academic and vocational education programs offer translation-related courses in. Translation courses are relatively new in Indonesia, and only one undergraduate study program offers this major, while other study programs offer translation-related courses as part of linguistics courses ([Hariyanto S. , 2013](#)). However, many English departments of Indonesian polytechnics (vocational education programs) and universities offer translation courses. Similar things occur in other countries, e.g., China. In European countries, however, translation undergraduate degree up to master's programs are offered by many universities. There is even a formal project under European Union (EU) in charge of controlling the quality of Master's programs in Translation in EU countries (see [European Master's in Translation, 2022](#)). However, no report on the teaching methods is published.

Regarding teaching methods in Indonesia, the Indonesian Ministry of National Education encourages universities and colleges to implement project-based learning (PBL). PBL is a learning method that is student-centered and interdisciplinary in nature, emphasizing learning-by-doing ([Li et al., 2015](#)) using real tasks ([Goodman & Stivers, 2010](#)). Kiraly (2013) states that through PBL, students' translation competence emerges. Yıldız (2020) observed a situated project-based learning approach adopted in Turkey. He found that students learned and practiced things related to professional etiquette, interpersonal skills/negotiation, and teamwork. This finding indicates that the project successfully helped the participating students raise awareness that translation is not only about producing a target text based on a given source text but also a process that demands the acquisition and possession of efficacious interpersonal skills for the satisfactory completion of a translation task and adhering to professional standards as a part of the professional community.

PBL is also encouraged in vocational education. Sakarinto (2022), then Director General of Vocational Education of the Ministry, states that one solution to improve education, especially vocational education, in Indonesia is project-based learning, which is expected to improve students' soft skills, hard skills, leadership skills, and character building. PBL is

suitable for translation practicum classes because real tasks would push students to practice translation skills. However, little is known about how translation practicum is taught in these polytechnics since no relevant publications are found.

In China, translation curriculum for university level is ignored and the teachers often teach the subject the way they like (Deng, 2020). PBL adopted in university level translation classes was studied by Deng (2018) using project-based flipped learning model. In the study, students' roles consist of client groups and translator groups. The client groups looked for the source text to translate and the translator groups translated the text, revised the translation, and wrote a translation log. Thus, the project was not a real project from a real translation company and not designed by the teacher with specific consideration. No other detailed report on the PBL in China, but generally there is positive welcome for project-based learning in university level (Zeng, 2019). PBL is also adopted in UK. Although no detailed account was presented, but it was reported that it fosters awareness of learning and cultivates professional skills and competences (Mitchell-Schuitevoerder, 2013). In Indonesian vocational college, PBL was also tried out and yielded positive impact in terms students' translation competence, however the study report did not explain the procedure of conducting the class (Muam, 2017).

In conclusion, several studies have been conducted on PBL learning, but none have reported a step-by-step procedure and the emergence of translator competence, covering translation competence, social competence, and personal competence. To fill this gap, this article reports on the teaching of translation practicum at the English Department of one polytechnic in Java island, Indonesia, and how the students perceive its benefit in improving their professional skills. The current research is a step toward understanding what translator competence emerges as a result of PBL adoption. Therefore, the findings are expected to shed light on project-based learning procedures and what possible translator competence can emerge from such project-based learning. To achieve this goal, the study was led by the following research questions: (a) What is the procedure for conducting a translation class in a university with PBL to help the emergence of translator competence? and (b) Which emergent translator competences are produced by the particular PBL procedure? To provide a good background, some related topics are reviewed.

2. LITERATURE REVIEW

To be able to translate well, a translator must possess complete competence (Kiraly, 2013). Translator competence includes three main competences: social competence, translation

competence, and personal competence. Examples of social competence include etiquette, negotiation, and teamwork skills. Translation competence covers linguistic, cultural, text typology, norms and conventions, terminology, strategies, technology, and research competences. Finally, personal competence includes autonomy, preparedness for lifelong learning, quality control, and professional responsibilities.

Logically, translation competence can be formally taught in class. The other main competences cannot be given straightforwardly in the class. However, a learning situation can be created to help students develop their competences. Learning situations that can help grow translator competences are those that provide translational experience. One possibility was described by Kiraly (2016). See Figure 1.

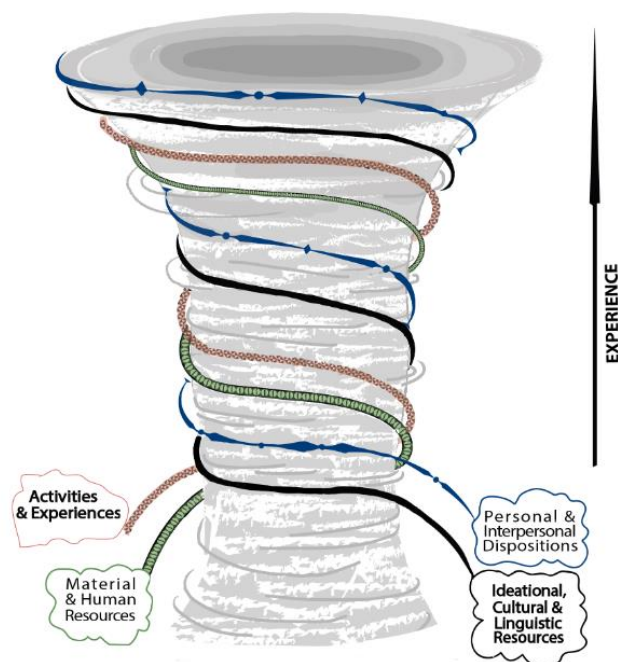


Figure 1. A dynamic single-vortex model of non-institutionalized learning (Kiraly, 2019)

In Figure 2, it can be seen that a situation that can produce translational experience is one with activities and experience, material and human resources, ideational, cultural, and linguistic resources, and personal and interpersonal disposition. This can be reproduced in PBL, where the activities and experience are created with project tasks that involve personal and interpersonal dispositions. The materials are provided by the project owner, and the students themselves and other persons involved are human resources. Ideational, cultural, and linguistic resources can be accessed by students in various ways.

Familiarity with current methods or approaches used in translation teaching would broaden teachers' perspectives, offering them techniques suitable for specific situations. An

approach is based on theories or beliefs about the nature of the subject. Six main approaches to the teaching of translation are found in the literature ([Kiraly, 2005](#); [Gile, 1995](#); [Hung, 2002](#); [Baker, 1992](#); [González-Davies, 2004](#)). Reviewing them in more detail, we merged the last two approaches into a single approach. The five main approaches include (a) translation product-oriented, (b) translation process-oriented, (c) translation skill-oriented, (d) translation function-oriented, and (e) empowerment-interactive approaches. The last approach is relevant to producing the entire translator approach.

The empowerment-interactive approach revolves around project work performed by students. Based on his study in 2000, Kiraly ([2005](#)) argued that project work could lead to significant transformations in how students interact with their teachers, their fellow students, and the professional community. It could also reshape their understanding of the learning and teaching processes, as well as their self-concept as developing professionals. The students would need to consider more than just linguistic equivalence at the sentence level. They would also have to take into account various real-world factors such as time pressure, professional responsibility, and self-assessment. This perspective holds significant value in the context of entrepreneurship.

Similarly, in the interactive approach proposed by González-Davies ([2004](#)), teaching emphasizes active involvement of students in the classroom and promotes dialogue between students and teachers. This is in contrast to her “read and translate” approach. The only main difference between empowerment and the interactive approach is the use of assigned textual materials. In the empowerment approach, the text should be the original text assigned by a real client. This type of project can be referred to as an authentic project. According to Kiraly ([2005](#)), the objective is to guide students in reaching a semi-professional level of autonomy and expertise by exposing them to real-life experiences where they are responsible for managing the entire translation process, including tasks terminology and information management, project management, and teamwork management. In an interactive approach, the assigned text can be prepared by the teacher or provided by a real client. Therefore, these two approaches can be combined into one category. Hence, there are two types of PBL projects, authentic and simulated.

2.2 Previous research

Few studies have examined empowerment approaches. Kiraly ([2005](#)) found that authentic project-based learning facilitates semi-professional level autonomy and expertise acquisition. Later, Kiraly ([2013](#)), based on project-based learning he conducted in his subtitling class,

developed a hypothesized model on the students' learning process that help emerging translation competence.

Muam (2017) did a study to identify the various obstacles that prevent the implementation of project-based learning in vocational education and to find ways to improve the quality of translation courses. This case study used interviews to explore the faculty's experience of delivering translation courses within the previous year. It found that there were various factors that prevented success. One of these is the lecturer's lack of experience in delivering the program. The student survey found that project-based learning provided vocational students with a variety of advantages, including the opportunity to develop their conceptual knowledge and practical application in their workplace.

Deng (2018) conducted an experimental study on 65 third year English major students. The final goal was to design a project-based learning model that would allow third-year English students to improve their skills in business English translation. This study was conducted using randomized experimental and control groups. It combined the assessment, teaching, and learning activities of teachers and student groups into a project-focused learning model. It divided the participants into clients and three translator groups for each translation project. Thus, the translation project was a simulated project. After 16 weeks of experimentation, the researchers conducted a post-test, questionnaire, and interviews with the control and experimental classes to test the effectiveness of the learning model. The results revealed that the project-based learning model improved students' motivation to learn and increased their self-evaluation of their translation competence. The results also revealed that the traditional summative assessment method is not effective for business English translation courses in a flipped learning setting. Instead, it proposed a process-oriented model that can be used to build a more integrated learning environment.

Insai (2018) investigated the effects of collaborative project-based learning on the development of strategic sub-competence as a key component of translation competence. With a one-group pretest-posttest design, the study investigated the results of the translation test, translation project learners' diaries, and semi-structured interviews. The 15-week study, with 21 Thai undergraduate students as subjects, showed that students' ability to identify and solve text-related problems significantly improved. This ability was one of the sub-strategic competences. The students' ability to collaborate and their translation also improved. These findings support the idea that a collaborative project-based learning approach can be used in translation classrooms to support the exchange of ideas and learning from each other.

Moghaddas & Khoshsaligheh (2019) analyzed the effects of project-based learning on the performance of students in an advanced translation course in Iran. They analyzed students' attitudes toward project-based learning treatment before and after its implementation. They also examined their perceptions of teamwork and translation qualities. The data collected from the study were gathered through focus group interviews, audio recordings, and participant observation. The results of the analysis revealed that the project-based learning improved students' critical thinking abilities and teamwork performance. The results also revealed that students' attitudes toward project-based learning were generally positive, even after the treatment had been implemented. Although there were some challenges in using PBL in Iran, evidence showed that the students' translation quality, teamwork, and critical thinking skills improved significantly.

Apandi & Afiah (2019) identified the learning experiences of students in an Indonesian-English translation class through a case study. Data were collected through observation, interviews, and questionnaires. Interviews were conducted to investigate various aspects of the class, such as the places visited by the students to get the material for translation and the obstacles that students faced when using project-based learning (PBL). The questionnaire identified the participants' learning experiences. A study with 6th semester students of an English education study program revealed that Project Based Learning can help improve the quality of students' learning by forming independent learners and developing their critical thinking skills and peer collaboration. However, it also highlighted some of the challenges they faced when implementing this type of learning. One of these is the time constraints of students, adaptation with peer group members, and translating cultural words.

Yıldız (2020) conducted a study in Turkey that examined the implementation of situated project-based learning and its impact on social and interpersonal competence. The researcher discovered that the students engaged in the acquisition and application of knowledge pertaining to professional etiquette, interpersonal skills, negotiation, and teamwork. This implies that the project facilitated the development of students' understanding that translation involves more than simply producing the target text from a given source text. It also encompasses the acquisition and application of effective interpersonal skills to successfully complete translation tasks as well as adherence to professional codes of conduct as part of a professional community.

Astuti et al. (2021) conducted a study to describe students' perceptions on the benefits of PBL in translation class. With 25 university students as the subject of the study, using a

questionnaire to get students' reflection, they found that students perceived PBL positively, as it can train students' creative thinking, collaboration skills, and English language skills.

Hariyanto (2021) studied the effects of this PBL model on students' employability skills. The findings show that this model improves students' skills in 19 areas, following the employability skills mapping by Matsouka & Mihail (2016). These skills are related to companies' expectations of university graduates.

Siregar (2021) conducted a need analysis to develop a project-based learning model for translation students as a professional course in an English education study program. Using questionnaires and interviews, she found instructors require a learning model that maximizes their students' translation ability. They also stated that the learning model should have clear guidelines and assessments. According to the students, a learning model that can improve their translation ability should be developed. Students should also be able to solve the translation problems that they encounter and motivate them to collaborate in groups. However, the report did not provide any suggestions on the ideal model. Nurhajati (2021) found that PBL with simulated projects improved students' creativity during the time of Covid-19 pandemic.

In conclusion, several studies on project-based learning have been conducted, but none have reported the actual steps in teaching and the impact on students' competence development, encompassing translation competence, personal competence, and social or interpersonal competence.

2.3 Theoretical framework

The foundation of this project-based learning model is derived from the Dreyfus model for skill acquisition, which has been adapted to the context of translator education to facilitate the cultivation of proficient translation abilities. The significance lies in the transition from instructional translation competence to (co-)emergent translator competence when students assume an active role in cultivating their own developing expertise (Massey & Kiraly, 2021). Translator competence includes translation, personal, and social competences (Kiraly, 2013). In order to enhance the development of translator competence, project-based learning can be implemented (Kiraly, 2015). The PBL model encompasses two distinct categories of projects: actual and simulated.

3. METHODOLOGY

The study was a case study to describe the model of project-based learning adopted in one Polytechnic in Java island, Indonesia, which has been proven effective (Hariyanto, 2021), and identify what translation competence could emerge from PBL activities.

This case study took the Localization and Transcreation class as the object of the study. The data sources included the teacher and 24 sixth-semester students taking the course. Questionnaires and interviews were used for the data collection. The interviews were conducted in the form of focus group discussions with the teacher and three students to summarize the model or procedure of PBL in place. The three students were selected because they gave the most comprehensive answers in the open item of the questionnaire. It was expected that they were willing to share a lot of things about the teaching. The interview with the teacher raised questions about (a) how long the PBL has been adopted in the department, (b) what the underlying approach of the method is, (c) what the procedure is in conducting the class, (d) types of projects, and (e) what the favorable and unfavorable are about the PBL.

The contents of the interviews and questionnaire results were analyzed to determine how authentic project-based learning was carried out and what emergent translator competence was developed. Content analysis was done to the result of the interview. First the researchers extracted sentences that were believed to include the data sought. The identified units of analysis were coded with color in a Word file. The units of analysis were discussed by the researchers to achieve agreement regarding the description of the PBL procedure for answering research question (a). The questionnaire asked what competence, skill, or knowledge the students thought had improved after doing the project. The responses were analyzed to identify the competences mentioned by Kiraly (2016). This was done to identify the categories of emergent competences.

The study was a case study in which the researchers tried to describe the model of project-based learning adopted in the English Department and what translation competence could emerge from PBL activities. The source of the data was the teaching team and the students undergoing project-based learning. Questionnaires and interviews were used for the data collection. Questionnaires were directed to the students to ask about what they acquired from PBL, and interviews were conducted to obtain information from the teaching team about the process.

The contents of the interview and questionnaire results were analyzed to determine how authentic project-based learning was carried out.

4. FINDINGS

The results of the interviews with the teachers revealed that there were two kinds of projects. Authentic and simulated projects. If the students could not obtain authentic projects two weeks after the beginning of the program, the teacher gave them a simulated project.

Authentic projects were obtained from the industry, such as translations for museum collections or transcreation. Simulated projects were created by teachers in the form of book translation.

4.1 The PBL Model

The idea of the model is presented below based on the interview with the teacher. This model was developed several years ago (Hariyanto, 2013) and has been implemented since 2019. The underlying approach of PBL is the empowerment approach, where with the projects, it is expected that a conducive situation will be naturally created to give students the opportunity to develop whole translator competences. In the conventional classroom, provided for previous translation courses in the department, no such opportunity was given.

The most important characteristic of the original model is that it provides students with authentic or simulated translation projects in professional-like situations under the distant or close supervision of teachers. Like any other project-based learning, this teaching requires students to work in groups of four to six with the following roles: the project manager, the translators, and the editor. In this research two types of projects are done, i.e., authentic and simulated projects.

The general description of the project flow is as follows. The project was given by the teacher or an actual client to the students. To complete the project, the students and teachers played different roles. For authentic projects, the client directly assigned to each student group a project to work on. For simulated project, the teacher created a project and gave it to the group. Therefore, the teacher was a client representative. Student 1 assumed the role of project manager. Students 2, 3, and 4 were translators, and Student 5 was the editor who edited the translation. During the project, students consulted the teacher as a translation consultant. See Figure 2.

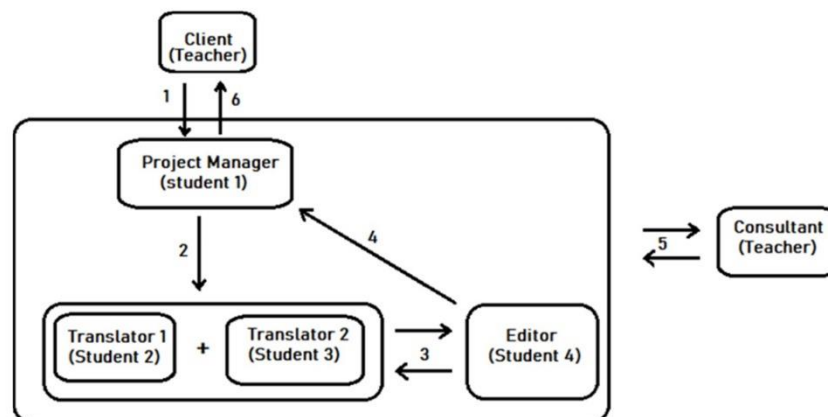


Figure 2. PBL (adopted from Hariyanto, 2013)

From Figure 2 we see six main steps. They represent the sequential steps of the project-based learning. Students assume different roles: project manager (student 1), translator (student 2 and 3), and editor (student 4). If more students are in the group, they will be translators. The project manager (student 1) have the task of obtaining translation work, arranging meetings to discuss the project, and ensuring the project is completed on time. The project manager (PM) assigns the editor the role of secretary who was responsible for taking the minutes in each meeting. The roles are rotated with every new translation work to allow every student the opportunity to develop his/her potential in all roles.

Upon finishing the revision, the editor submits the result to the PM, who will in turn submitted it to the client representative (teacher). Then, the client has a discussion with the group regarding the quality and revision. Subsequently, the grup revises the translation before resubmitting it to the client. This is the case in an authentic project. For the simulated project, the teacher serves as the client at the beginning and end and as a consultant during the project. The process is the same. The only difference is that, after the translation and discussion are completed, the group makes a publication pamphlet or announcement and uploaded the translation to the study program website.

In general, the teacher stated that learning outcomes could be achieved quite easily, and that the projects were generated by the students. It also enabled the students to learn and develop their potential workplace skills by working in teams to complete the projects. However, the dual roles of the teacher as the client representative and consultant were sometimes confusing. PBL took longer to attain significantly better project results. Sometimes, there were late submissions as few students could not work effectively in a group, and the project was found frustrating and complicated by the students. However, PBL was a better method for the translation practicum class.

4.2 Students' Improved Translator competence

The content analysis of the students' questionnaire responses and the interview results confirmed that the project developed their existing translation competence and triggered the emergence of other competences. Students reported that PBL helped them (a) improve their translation skills, (b) teamwork skills, (c) negotiation skills, and (d) workplace skills.

Improved translation skills

Twenty-four students reported that their translation skills had improved. The way they expressed the improvement varied, and from the answers, the following improvement fields were identified: (a) specific vocabulary or terms for specific fields (seven students), (b)

translating new types of text (seven students), (c) new knowledge on how to translate (three students), and (d) translation skills in general (nine students). For some real examples, see the following data.

Datum 1.

1. I think my translation skill is improved a little bit because after I finish my translation project, I know that there is specific terms that only can be used in a specific field.

Datum 2.

2. For my translation project was quite different with other groups. Our group got a project to translate a poem which contain Islamic value. It was not easy because there were a lot of Islamic words that rarely have equivalent in English so we have to deliver the meaning based on the word or sentence. After did that project, I found out some ways about how to translate a poem with still maintain the beauty of language and the meaning.

From Datum 1, it was found that he had new vocabularies. In Datum 2, the student received two improvements: (a) translating new types of text, that is, poems, and (b) new knowledge on how to translate a poem.

Emerged teamwork skills.

There were 18 students who perceived that PBL helped improve their management skills, which could be further identified as: (a) managing teams, (b) managing time, and (c) working with other team members. Some students described their experiences in detail. Responding to the question on what benefit the student got, a student answered, “Second (advantage is) managing team, because in the project was done with the team and I’m the leader so that I can learn about how to manage my team.” Another student remarked, ‘Managing team skill, from this skill I got to know and understand how to organize and share tasks with members. Learning to be a boss is fun.’ Eight other students provided similar responses.

Only one student reported improvement in time management. Seven students reported that PBL helped improve their ability to work with other students or team members. One of the stated, “Knowing that our personalities are different, we cannot force our opinion, so we did discussion to find the best opinion.”

Students also reported an improvement in their communication skills in terms of public speaking (five students) and negotiation skills (seven students). One of the responses was, “*In a project, I think my skill in interpersonal skills has increased such as I can speak with other people better and I listen to their problems in order to understand them. It changed me from being a shy person into a brave person.*” Another student reported, ‘*I think my public speaking is a little bit improved. Because every time I speak in front of many people I would get nervous*

but now I'm not nervous anymore uhmm maybe a bit." Another student said, *"I think my interpersonal skills have increased, such as I can speak with other people better and I listen to their problems in order to understand them. It changed me from being a shy person into a brave person."*

An improvement in negotiation skills was also reported in the interview. One of the said, *"My interpersonal skill improves because I have to try to be professional for the client. My negotiation skill improves because I have to be able to communicate and persuade well."* Another said, *"Negotiation skills, because I often negotiate with someone, I know how to deal with someone, or become an opponent for discussion, for example."*

Emerged workplace skills

Finally, especially for authentic projects, three students mentioned the improvement of confidence in facing future jobs. They stated the following: (a) PBL helped students understand the real work, (b) made them know the real bureaucracy in the company, and (c) PBL helped them prepare for real work and prepare them to face problems in the future.

In the interview sessions, students reported the following through the PBL: they have a lot of new knowledge related to translation competence. Similar answers were also obtained from 14 other students, which could be categorized into translation competence, cultural knowledge, and creativity.

5. DISCUSSION

The findings of this study showed that PBL can be employed to teach translation in vocational higher education. The projects included both authentic and simulated projects. Both types of projects could be done in a course with a similar procedure where the client, or the teacher in the simulated projects, gave a project to each student group consisting of four to six students. The students assume different roles: the manager, translator, and editor. The teacher, both in the authentic and simulated projects, became a consultant for the students. This model worked well. This model mostly answers the quest voiced by Siregar (2021), who identifies that a good PBL has a clear guideline and assessment, improves students' translation skills that enable them to identify and solve translation problems, and motivates them to work well in groups. The only item that was not well observed in this study was the assessment. Other criteria were met using this model. This model would be useful for translation practicum courses.

The findings revealed that the students saw PBL positively. This is in line with the findings reported by Moghaddas & Khoshsaligheh (2019) and Astuti et al. (2021). Further,

based on the student's opinion, this research found that PBL in the translation class helped students develop their translation, teamwork, time management, and communication skills.

Especially for authentic projects, PBL improves students' understanding of the company administration procedure (bureaucracy) and raises their confidence in facing future challenges. This shows that students gain insights into the real workplace and can assess their own competence so that they state that teaching raises their confidence to face future challenges. This finding supports Deng's (2018) finding that PBL improved students' self-evaluation skills in their translation competence. This is also in line with the findings of Muam (2017), who stated that vocational students gain various advantages, including the opportunity to build conceptual knowledge and practical application in the workplace.

The current study revealed that students gained some improvement in (a) specific vocabulary or terms for specific fields, (b) translating new types of text, (c) new knowledge on how to translate, and (d) translation skills in general. The improvement in translation skills in general is in line with the findings of Moghaddas & Khoshsaligheh (2019) and Insai (2018). The students' improvement in their new knowledge of how to translate is a similar phenomenon found by Muam (2017) regarding conceptual knowledge. The improvement in specific vocabulary and ability to translate new types of text are similar to those found by Insai (2018), that is, the ability to identify and solve text-related problems significantly improved.

This study revealed that PBL improved students' teamwork skills. This supports the findings by Insai (2018), Moghaddas & Khoshsaligheh (2019), Apandi & Afiah (2019), Astuti et al. (2021), Hariyanto (2021), and Hariyanto & Suyono (2023). The present study also revealed that PBL improved students' negotiation, public speaking, and communication skills. These findings

What cannot be confirmed by the present study from the findings of previous studies, that is, Moghaddas & Khoshsaligheh (2019), Apandi & Afiah (2019), and Nurhajati (2021), was the improvement of creativity and critical thinking. This was probably caused by a questionnaire that did not include questions related to critical thinking and creativity.

6. CONCLUSION

From the previous sections, it can be concluded that there are some points about PBL, emergent competence, and students' perceptions of its effectiveness in improving students' translation and other competences. First, the study revealed a PBL model adopted by the English Department. The model allows both authentic and simulated projects. In this model, a

group of students work imitating the procedure in a translation company. Based on students' opinions, this can improve translation skills, teamwork skills, workplace skills, communication skills, and self-confidence.

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