

## **STUDENTS' PERSPECTIVES ON RETRANSLATION PROJECT-BASED LEARNING IN TRANSLATOR TRAINING**

Seda TAŞ İLMEK  
Trakya University, Edirne, Turkey

**Abstract:** *Project-based learning (PjBL) as a part of learner-centered constructivist approach has been a subject of interest in translator training. However, there hasn't been any research on how retranslation might be incorporated into project-based learning in translator training or on what students think of a project-based learning which mainly deals with retranslation. While retranslation is frequently used within the scope of literary translation for expressing the translation of a translated text several times by different translators and in different historical and socio-cultural contexts, the use of retranslation for educational purposes has not been considered in translator and interpreter training programs of Turkey. Therefore, this study presents a case study with a qualitative research design which examines the perspectives of Turkish students regarding the implementation of the retranslation project-based learning (RPjBL) in translator training. It seeks to report on students' views through a qualitative analysis of a focus group discussion and students' retranslation project reports. Main findings of this study include that RPjBL had beneficial outcomes on the increase of students' awareness and motivation towards translation and the development of understanding of translation process. More importantly, it was found that RPjBL was perceived as a learning opportunity by students in terms of preparing themselves for their future profession. Special emphasis was also placed by students on the views that RPjBL provided an authentic practical translation task and contributed to students' improvement of mother tongue and foreign language. Apart from this, however, heavy work load, time limitation and less guidance were identified as drawbacks of RPjBL in student's views. At its conclusion, this study suggests that RPjBL offers possible new avenues for students' learning and empowerment, though its implementation phase needs some improvement. Further studies might be carried out to assess students' performance of RPjBL and the use of various types of retranslation as RPjBL.*

**Keywords:** *project-based learning; retranslation project-based learning; translator training; students' perspectives*