An autonomous project-based approach to advanced language learning

Background

The imbalance in translation students’ language competence in their respective working languages has long been a topic in the field of translator education. However, little experimental or classroom-based research has been undertaken on this issue to date (Kim 2012).

Underlying Principles for Assessment Tasks

(Group Literature Review, Personal Project Portfolio, and Group Presentation)

Research-supported

Learners use research findings to develop personal projects.

Learner-centred

Learners identify their own needs and develop personal projects to address them.

Autonomous

Learners implement their plans, monitor their own process and evaluate their own progress at the end.

Scaffolded

Teachers provide support and introduce resources that they can use for their personal projects.

Team-based

Learners learn from each other and help each other to learn.

Collaborative Activities

Awareness

Analysis

Reflection

Planning

Students’ voices

“The PPP was helpful and we could actually learn through the way we preferred”

“We learned to learn!”

“When I first enrolled the subject, I thought I would learn my second language (English) But it soon turned out we were not learning a language, we were learning how to learn by ourselves. It was great and now I am ready to be a lifelong learner.”

“cultivate our self-learning habit, fantastic course, great journey, like a magic box”

Next Step

Incorporate the use of digital technology in order to enhance students’ learning experiences and encourage them to sustain life-long learning practice

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