PJBL in Translation Course: What the English Department Students Learnt

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Keywords	Abstract
Project-Based Learning, translation, bilingual, storybook	Project-Based Learning (PjBL) has really caught on in higher education. It gets students more involved and helps them pick up the crucial 21st-century skills. In terms of Translation course, research on how project-based activities actually impact students' learning is still limited. We took a group of English Department students and had them create bilingual storybooks for kids as their project. The students translated stories they made from Indonesian to English and designed storybooks, paying close attention to language accuracy, cultural fit, and what young readers need. We investigated what the students actually got out of this experience, how it affected their learning, literacy, and life skills. Using a qualitative descriptive approach, we focused on the third-year students in a Translation course. We watched them in class, looked over the storybooks they made, and read their reflections on the project. They produced eleven bilingual storybooks, which we analyzed for recurring themes. This project really boosted the students' critical thinking and creativity, especially when they had to solve tricky translation problems or tweak stories to fit a new audience. Working in groups made them better at collaborating and communicating as they had to negotiate and make decisions together. They sharpened their information, media, and tech skills by using digital tools and design platforms. The project helped them grow in other ways too, building flexibility, initiative, leadership, productivity, and social skills. Project-Based Learning is not just another teaching trend, it actually supports well-rounded learning in Translation courses for English Department students.

Introduction

Project-Based Learning, or PjBL, really shakes things up for college students. Instead of just sitting through lectures, students dive into hands-on projects that actually look like the kinds of problems they will face out in the real world. They get to work together, take the lead, and chase down solutions that matter, not just for a grade, but for the experience. Research backs this up: PjBL helps students sharpen those must-have skills like critical thinking, creativity, teamwork, and good communication (Sriwulandari, Astuti & Anas, 2023). These are not just buzzwords. Companies everywhere want people who can think on their feet and solve problems as they come (Nature Scientific Reports, 2025). With PjBL, students build real confidence, learn to work on their own and with others, and pick up the kind of know-how that goes way beyond memorizing facts. It is a smarter way to get them ready for everything the modern workplace is throwing at them.

Project-Based Learning is starting to matter a lot more in translation courses. It goes way beyond just sharpening language skills. These days, translation requires cultural awareness, sharp judgment, real-world problem-solving, and work well with others. Traditional teaching often falls short here. Studies show that when students tackle real projects like working together on actual translation assignments, they pick up more than just technical know-how. They learn to think critically, make decisions, and function as a team. These are the things that really matter when working as a translator (Tambunan, Ramadhani & Sibuea, 2025). Students also say they find these project-based tasks more engaging and more useful for building both their language abilities and professional skills. It just prepares them better for what they will face on the job than old-school methods ever could (Astuti et al., 2024). Thus, bringing PjBL into translation courses does not just boost language skills, it helps students build the kind of skills they actually need in today's workplace.

A bunch of recent studies show that Project-Based Learning (PjBL) really helps when it comes to teaching and learning translation. Astuti et al (2024) looked at how EFL students felt about using PjBL in their translation class. Turns out, students got more creative, thought more critically, worked better together, and just got better at translating overall. The researchers point out that project-based tasks get students involved because they are real, they feel like the kind of work actual translators do. Retnaningsih (2023) saw something similar. After using PjBL for two teaching cycles, students' translation skills jumped, especially when it came to getting the meaning right and making accurate translations. Then, Astartia et al (2024), who studied PjBL in a Japanese–Indonesian translation course, stated that their students did not just translate, they analyzed the source texts, worked in groups, and presented their projects. The whole thing felt more active, interactive, and grounded in real-world situations. Hilmi and Safitri (2022) also checked out PjBL, this time in a Basic Translation and Interpretation course. Students said they felt more motivated, responsible, and confident about their translation work. More recently, Yuliasri et al. (2025) looked at how PjBL worked during emergency remote learning. Even online, PjBL kept students engaged, creative, and productive. Collaborative translation projects helped everyone stay on track and keep learning, even when classes went remote.

Past studies keep showing that Project-Based Learning (PjBL) works well in translation courses. Researchers like Astuti et al. (2024), Retnaningsih (2023), Hilmi and Safitri (2022), and Yuliasri et al. (2025) mostly look at things like how students perform, what they think about translation, their creativity, or how involved they feel when translating general texts, stuff like academic papers or functional documents. Astartia et al. (2024) focuses on how PjBL actually plays out in a Japanese–Indonesian translation course, paying more attention to what students do and how they interact than to the translation product itself. Most of these studies measure things like accuracy or motivation, or whether the teaching method works, but they do not really dig into translation projects that deal with children's literature.

None of the research so far takes a close look at PjBL in translation course by instructing students to create bilingual English storybooks for kids as their main project. Translating for children is not like working on regular texts, it calls for special skills, like using language that fits a child's age, adapting for different cultures, being creative, and mixing words with visuals in a way that makes sense for young readers. Hardly any studies talk about how PjBL helps students design translation products that really matter in an educational sense like storybooks that double as learning tools, not just translations. Here, the focus shifts to how students develop bilingual English storybooks for children using Project-Based Learning. The goal is not just to see if they can translate well, but whether they can create storybooks that are meaningful, friendly for kids, and actually useful in teaching.

Method

This descriptive qualitative study describes the implementation of Project-Based Learning (PjBL) in a Translation course taken by the third-year higher education students majoring in the English Department in Bojonegoro, Indonesia. The participants consisted of Class 3A (35 students) and Class 3B (35 students), who were enrolled in the Translation course during the odd semester of the 2025/2026 academic year, a two-credit course. The research instruments included, first, Google Docs, which was used to monitor the progress of the English translation projects as well as to examine the originality of both the source texts and the target texts. Second, documentation tools such as Canva, AnyFlip, and FlipHTML5 were employed to support the design, compilation, and publication of the bilingual English storybooks as the final project outputs. The research data were collected through several stages, including project planning, project implementation, and product analysis of the students' bilingual storybooks. Data analysis was conducted qualitatively by examining the translation quality, language appropriateness for children, creativity, and students' engagement throughout the project.

Results and Discussion

Lesson Plan of Translation Course

Lesson plans play a central role in the successful implementation of Project-Based Learning (PjBL) because they structure the teaching and learning process, align project phases with learning objectives, and ensure systematic guidance for both teachers and students.

Rizma (2023) highlights that lesson plans designed specifically for PjBL help teachers articulate the sequence of project stages from identifying driving questions and guiding students to design their projects, to scheduling and monitoring project completion, assessing outcomes, and conducting reflections. The study shows that when lesson plans clearly capture each PjBL stage, lecturers are better able to facilitate student-centered projects and maintain coherence between the curriculum and classroom activities. Under PjBL, the Translation project of writing bilingual storybooks followed the lesson plan as mentioned in Table 1, comprising 16 meetings with different materials and translation project agenda.

Table 1

The Lesson Plan of Translation Course

Week	Materials	Translation Project Agenda
1	Basic concept of translation (definition, principles, competence, legality, & association)	Explaining Translation project
2	Translation techniques of: 1) Molina & Albir, 2) Peter Newmark	Showing the example of bilingual story book
3	Translation techniques of: 3) Vinay & Darbelnet, 4) Nida & Taber	Sharing Google Docs link
4	Text genres	Asking the students to fill Google Docs (job description of group & title)
5	Main message & detailed information through Wh-Questions	Giving feedback of Google Docs
6	Main message through sentence structure & word class	Instructing the students fill Google Docs (the draft of Indonesian story book)
7	Typical cultural element of source language	Giving feedback of Google Docs
8	Mid-test	-
9	Quality & readability of translation text	Giving feedback of Google Docs
10	Translation tools (conventional & non-conventional)	Instructing the students to fill Google Docs (the translation of Indonesian story book)
11	Translating English-Indonesian (1)	Giving feedback on the translation quality
12	Translating English-Indonesian (2)	Instructing the students to write the story in Canva
13	Translating Indonesian-English (1)	Giving feedback on the layout & writing mechanism
14	Translating Indonesian-English (2)	Monitoring the revision
15	Research in Translation	Converting the storybook in flipbook using AnyFlip and FlipHTML5 & conducting reflection
16	Final test	-

The development of lesson plans based on PjBL models has been shown to promote students' cognitive skills, such as critical thinking and curiosity, by embedding structured inquiry and project tasks into daily classroom activities. Pohan and Syahwin (2024) found that carefully developed PjBL lesson plans that include project steps (e.g., problem identification, project research, and reflection) significantly improved students' critical thinking and curiosity-outcomes that are integral to PjBL's goals of deep learning through authentic tasks. Well-designed lesson plans also act as a guide for teachers to anticipate challenges and scaffold student learning during complex projects. Studies on PjBL implementation

emphasize that lesson plans serve as a roadmap that helps instructors balance content delivery with project facilitation, align project milestones with assessment criteria, and support reflective practice. This alignment fosters more organized, engaging, and meaningful learning experiences in PjBL environments, ultimately improving the quality of teaching and learning outcomes. In sum, lesson plans in PjBL are not mere checklists, they are pedagogical frameworks that ensure projects are aligned with curricular goals, scaffold student autonomy, and provide a coherent structure for inquiry, collaboration, and reflection throughout the project lifecycle.

Google Docs

When it comes to project-based learning, Google Docs just works. It lets students jump in together, swap ideas, and give each other feedback whether they are all online at once or working at different times. People keep finding that Google Docs really helps students write together, which fits perfectly with projects like building bilingual storybooks as a team. Pratiwi et al (2023) dug into a bunch of studies and saw the same thing, Google Docs makes the writing process smoother, gets students talking and motivated, and actually improves their writing. Its collaborative features do not just help, they make learning more engaging and useful for everyone involved.

Wilson's (2024) case study really gets into how students use Google Docs to work together on stories. They do not just write side by side, they bounce ideas off each other, revise, and build their narratives both in real time and on their own schedules. That whole process feels a lot like what goes into making a bilingual storybook, constant back-and-forth, lots of editing, never really "done" until everyone's happy. Sembiring and colleagues (2025) looked at an EFL classroom and saw the same thing. Google Docs made it easy for students to give each other feedback in the moment, which pushed them to communicate better, think deeper, and get more creative. Those skills are not just nice to have, they are pretty much the backbone of writing stories that actually mean something and speak to kids in both languages. Senior high school research backs this up. Zahrok and Rahmawati (2025) found that when learners wrote together online in Google Docs, they got better at shaping their stories. The platform gave them ways to scaffold each other's ideas and negotiate over language, exactly when building a bilingual project from scratch. Handayani and Amelia (2025) added that students liked using Google Docs for essays during online learning. They appreciated how easy it was to interact with both classmates and teachers, get feedback, and keep all their materials in one place. All of that matters when revising stories over and over, making sure the final product really works in both languages.

Taken together, these studies highlight that Google Docs plays a multifaceted role in PjBL settings as it supports collaboration, facilitates real-time and asynchronous work, enables shared revision and feedback, and enhances engagement and writing quality. These affordances suggest that Google Docs is particularly suitable for projects like developing bilingual storybooks. Students must jointly create, revise, and refine content while negotiating language use and creative expression. This study employed Google Docs as a medium for

students in drafting their storybooks, giving peer feedback, and motivating each other to accomplish the project. In the third meeting of translation course, the researchers shared Google Docs link to students

 (https://docs.google.com/document/d/1SJ9ln_i8idEZppY1MOSxuaS8WUzu-0L21kdeo2UHHY/edit?usp=sharing).

Translation 2025

Translation Class 3A

Group	Member+Job Desc	Title (Ind-Eng)	Ind-Text	Eng-Text
1	Nila Nisaul (author) Ima Rotul Khadiroh (translator) Nurul Mauidhotul (transalator) Mawar Lestari (ilustrator) Dewi Anjarsari (ilustrator) Alvina Dina Dahlia (ilustrator) Kukuh Arri Fauzi (ilustrator)	Nagomi the Unstoppable Bunny (original) Story Book Level B Book Link: https://www.canva.com/design/DAG7ikLXIGM/0sgYGNqSzbjeBUDLJkMgJQ/edit?utm_content=DAG7ikLXIGM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	Nagomi si kelinci yang pantang menyerah. Hal 1: IMPIAN BESAR Di sebuah hutan, hiduplah seekor kelinci gembul bernama Nagomi yang mempunyai mimpi sebagai pelari hebat. Hal 2: EJEKAN TEMAN Setiap hari Nagomi mulai berlatih. "Hosh… hosh…" napasnya terengah. "Tubuhmu terlalu gemuk Nagomi, mana bisa kamu menang" kata Cicit si tupai. "ya benar kata Cicit" tambah momo si monyet. Hal 3: LATIHAN DENGAN SEMANGAT Nagomi tidak memperdulikan ejekan mereka. Ia tetap berlatih dan terkadang ia merasa lelah, tapi ia selalu berkata, "Aku pasti bisa! Aku akan jadi juara." HAL 4: PENGALAMAN LOMBA PERTAMA Lomba pun tiba. Jantung Nagomi berdebar di garis start. "Satu… dua… tiga! Lari!" Ia berlari dengan sekuat tenaga.	Nagomi the Unstoppable Bunny PAGE 1: A BIG DREAM In a forest lives a chubby little rabbit named Nagomi, who dreams of becoming a great runner. PAGE 2: TEASING FROM FRIENDS Every day, Nagomi starts training. "Huff… huff…" his breath gets heavy. "You're too chubby. There's no way you can win," says Cicit the Squirrel. "That's right, Cicit is correct," adds Momo the Monkey. PAGE 3: TRAINING WITH DETERMINATION Nagomi ignores them. He keeps practicing, and even though he sometimes feels tired, he always says, "I can do it! I'll become a champion." PAGE 4: HIS FIRST RACE EXPERIENCE The day of the race arrives. Nagomi's heart pounds at the starting line.

Figure 1 Google Docs of Translation Project

Canva and Flipbook

Bringing digital tools into university-level English language teaching changes the atmosphere. Students really get the most out of lessons when technology is in the mix (Samandarov, 2024). Take Canva, for example. In a Translation course, using Canva for bilingual storybook projects is not just fun, it is smart teaching. The platform's simple design lets students pair their translations with visuals, which is a big deal for learning. Mixing words and images helps everyone understand the story better (Mayer, 2021). Canva comes packed with templates, fonts, and illustrations, so students can zero in on making their stories accurate, easy to read, and culturally spot-on in both languages. This whole process ties right into digital storytelling, sparking creativity, keeping students engaged, and pushing them to think more deeply about what stories really mean in a new language (Robin, 2016; Puspitasari & Rahmawati, 2022).

In addition to Canva, flipbook technology takes these projects a step further. Instead of just flipping through a plain PDF, students turn their stories into interactive digital books that feel almost like the real thing. It is easy to share them online too, so students see their work reaching real people, not just sitting on a teacher's desk (Hampel & Stickler, 2015). That boost in motivation makes students care more about their translations, and they get hands-on experience with tools they will actually use out in the world. Using Canva and flipbooks builds up their digital skills and gets them ready for real translation work, skills that matter more than ever right now (Yundayani et al., 2019).

The results of the students' storybooks developed using Canva and flipbook formats are presented in Tables 2 and 3. At the end of the Translation course, students from Classes A and B produced a total of eleven storybooks as the final outcomes of their group projects. All of them contain moral values and some of them accommodate local wisdom of Bojonegoro, such as *Ledre* (traditional food) and teak tree. The lecturer and classmates provided feedback and suggestions for revision throughout the process of project accomplishment. Each group also engaged in peer review, offering comments on content, layout, design, and writing mechanics.

Table 2 Canva and Flipbook Links of Bilingual Storybooks Written by the Students of Class A

Group	Title	Canva Link	Flipbook Link
1	Nagomi the Unstoppable Bunny *(Nagomi si Kelinci yang Pantang Menyerah)*	https://www.canva.com/design/DAG7ikLXlGM/0sgYGNqSzbjeBUDLJkMgJQ/edit?utm_content=DAG7ikLXlGM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://online.fliphtml5.com/rypxr/burr/#p=1
2	The Adventures of Moko and Moli *(Petualangan Moko dan Moli)*	https://www.canva.com/design/DAG7iLmHrAE/fQ_rJ3xMCHenoxmDjzWRig/edit?utm_content=DAG7iLmHrAE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://online.fliphtml5.com/rypxr/lkmk/#p=1
3	Kibo and the Magic Flower *(Kibo dan Bunga Ajaib)*	https://www.canva.com/design/DAG7i44udlk/FGTRWm7F1WBY1MDrE5EFDg/edit?utm_content=DAG7i44udlk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://online.fliphtml5.com/rypxr/abxt/#p=1
4	The Impatient Caterpillar *(Ulat yang Tak Sabar)*	https://www.canva.com/design/DAG5a2-g7Fo/rAtk61W2mTIPYKlumJyToQ/edit?utm_content=DAG5a2-g7Fo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://online.fliphtml5.com/rypxr/THE-IMPATIENT/#p=1
5	Nana the Little Detective *(Nana Si Detektif Cilik)*	https://www.canva.com/design/DAG7iMw81gs/QW-XGmFikmKdocnlqZqklA/edit?utm_content=DAG7iMw81gs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://online.fliphtml5.com/rypxr/nujh/#p=1

Table 3 Canva and Flipbook Links of Bilingual Storybooks Written by the Students of Class A

Group	Title	Canva Link	Flipbook Link
1	Tari and the Last Teak's Whisper *(Tari dan Bisikan Hati Terakhir)*	https://www.canva.com/design/DAG42_kybKM/w0KicsvyN04pdRTOU5VsHg/edit?utm_content=DAG42_kybKM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://anyflip.com/vofwm/ldwj/
2	Rara and the Magical Ledre *(Rara dan Ledre Ajaib)*	https://www.canva.com/design/DAG7kkpwufg/CAJ-IIdnO73ANsRAauKt7g/edit?utm_content=DAG7kkpwufg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://anyflip.com/vofwm/jcli/
3	The Ant's Adventure on a Rainy Day *(Petualangan Semut di Hari Hujan)*	https://www.canva.com/design/DAG7esm2E6s/Zlh2Ywll6CDFbDffFzZ64A/edit?utm_content=DAG7esm2E6s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://online.fliphtml5.com/rypxr/njca/#p=1

4	The Adventures of the Six Fairies (Petualangan Enam Peri)	https://www.canva.com/design/DAG7jJLQ3UU/gBpZQOQ--TewJWuxCN7izg/edit?utm_content=DAG7jJLQ3UU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://anyflip.com/vofwm/sfcc/
5	Lila and the Cuddle Monster (Lila dan Monster Peluk)	https://www.canva.com/design/DAG7jiZE8C0/iz3FvPOR3oUgAmNqhRZMAQ/edit?utm_content=DAG7jiZE8C0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://anyflip.com/vofwm/tlgp/
6	Naughty Rabbit and Carrot Farmer (Kelinci Nakal dan Petani Wortel)	https://www.canva.com/design/DAG7jojJpKc/6SrNWOpv-1dovJOrl1Qzgw/edit?utm_content=DAG7jojJpKc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	https://anyflip.com/vofwm/rbto/

The 21ˢᵗ Century Skills in the Translation Project of Bilingual Story Books

If we want students to really master 21st-century skills, they need a solid foundation in their core subjects first (Partnership for 21st Century Skills, 2009). For English Department students, that means rolling up their sleeves in required courses like translation. Translation is not just another box to tick, through this course, students sharpen their language skills and start seeing the world through a more global lens. When they work on translation tasks, they do not just practice swapping words from one language to another. They dive into grammar, vocabulary, the real nuts and bolts of how language works, and they get a feel for how meaning shifts between different cultures and contexts. Munday (2016) puts it well, translation is not just about moving words around, it is about digging into meaning, context, and culture. Translation classes also open students' eyes to how much culture hides in plain sight in language. They start seeing those little phrases, values, and assumptions that are woven into texts, and they learn how to make them work for a new audience. That is a big deal for anyone planning to work in education, media, or international fields, where there are always juggling different languages and cultures. House (2015) even says that learning translation helps students become cultural go-betweens something every language student in higher education really needs.

Now, the Partnership for 21st Century Learning (P21) breaks down the modern skills into what they call the "4Cs": critical thinking, creativity, communication, and collaboration. Basically, the world is only getting more complicated, digital, and connected, so students need to be ready. Critical thinking means spotting problems and making smart choices. Creativity is all about coming up with new ideas and putting them to use. In term of communication, students will not get far without being able to communicate clearly or work well with others, especially when everyone is coming from different backgrounds. If students want to keep up with all the rapid changes in technology and society, these skills are not optional, they are the must-haves.

Beyond the 4Cs, the P21 framework also integrates life and career skills as well as information, media, and technology skills. Life and career skills include flexibility, initiative, social and cross-cultural skills, productivity, accountability, and leadership, all of which

support learners' readiness for professional and civic life. Meanwhile, information, media, and technology literacy enable students to access, evaluate, and use information responsibly while engaging effectively with digital tools. By embedding these skill domains into educational practice, the P21 concept promotes holistic learning that balances academic knowledge with practical competencies, ensuring that learners are equipped not only to acquire knowledge but also to apply it critically and ethically in real-world contexts.
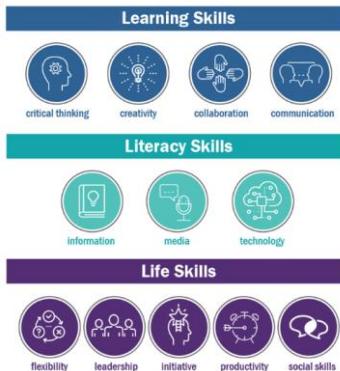

Figure 2 The 21st Century Skills

Table 4 describes the 21st Century Skills learnt by the students in the Translation project of developing bilingual storybooks. The data were derived from students' reflection through Gform link. Overall, they studied all aspects of learning skills, literacy skills, and life skills in English education context.

Table 4 The 21st Century Skills Learnt by the Students in Translation Project

No	21st Century Skills	The students learnt from Translation project
1	Learning Skills	
	a. Critical thinking	When students work on translating and developing bilingual storybooks, they dive into critical thinking. They break down the original stories, spot cultural details, and figure out which translation strategies actually work. They have to make choices of how they keep the meaning clear, the story smooth, and the culture alive in both languages. It pushes them to look at how each language is built, challenge word-for-word translations, and explain why they went with certain words or phrases, all while thinking about who's going to read the book.
	b. Creativity	Students boost their creativity by writing stories in two languages, making sure the tone, style, and emotions still hit home. They run into all sorts of language puzzles like digging up the right expressions or finding images that actually make sense in another culture. Sometimes, they even get to work on the story's illustrations, play around with the layout, or fine-tune the language style. The whole project gives them a real chance to rework stories in a way that keeps things fresh and fun for bilingual readers.
	c. Collaboration	Students dive into this project together, splitting up tasks like translating, editing, illustrating, and designing. They talk things through, give each other feedback, and make decisions as a team.

		Along the way, they figure out how to clear up misunderstandings, settle disagreements, and create a better bilingual storybook as a group. Working like this actually makes them better at handling all kinds of group dynamics.
	d. Communication	Students build their communication skills by diving into translation challenges, sharing their thoughts, and talking through their language choices with classmates and teachers. They get real practice speaking and writing in both languages. Along the way, they figure out how to make their ideas clear, offer helpful feedback, and tweak their messages for different groups such as kids and bilingual readers.
2	Literacy Skills	
	a. Information	Students build information literacy by digging up and judging trustworthy sources, think dictionaries, glossaries, parallel texts, and cultural references. They figure out what makes information credible and useful, then use it to create translations that actually make sense.
	b. Media	When they create bilingual storybooks, students get hands-on with media literacy. They start to see how words, pictures, and the whole layout work together to tell a story. They analyze how visuals carry the narrative and notice how different media choices shape the way readers, especially kids or people reading in more than one language, understand and connect with the story.
	c. Technology	Tech literacy comes into play, too. Students use digital tools for writing, editing, translating, and designing their storybooks. They work with translation software, graphic design apps, and online collaboration platforms, picking up skills to use technology efficiently and responsibly in their projects.
3	Life Skills	
	a. Flexibility	Students get better at adapting when they take feedback seriously, tweak their translations, and switch up their strategies if their first ideas fall flat. They start to handle language and cultural curveballs with a more open mind, learning as they go.
	b. Leadership	Leadership shows up when students step up to guide the group, keep everyone on track, or help out classmates who are struggling. They pick up how to run discussions, make decisions, and support the team so everyone hits their goals together.
	c. Initiative	This project really pushes students to take the initiative. They have to dig into resources on their own, pitch creative ideas, and actually get involved instead of just coasting. It is about owning their work and pushing past what's "good enough" to make something better and different from others.
	d. Productivity	Staying productive matters, too. Students juggle their time, hit deadlines, and keep their tasks organized. The whole routine of planning, drafting, revising, and finally publishing the bilingual storybook gets them working step by step and gives them something real to show for it.
	e. Social Skills	All the collaboration builds social skills. Students get better at listening, showing empathy, and respecting different opinions. Plus, working on bilingual content helps them become more aware of other cultures and languages.

Translation courses give English Department students more than just language practice, they sharpen critical thinking and help build real-world professional skills. When students translate, they have to weigh different options, explain their decisions, and get creative with tricky language problems. Kelly (2005) points out that true translation competence pulls

together analytical thinking, smart decision-making, and strategy. The students start to reflect more on their work and learn to trust their own judgment. These courses also get students ready for a range of careers. They learn how to analyze texts, edit and revise, and use translation tools, skills that matter, especially now, when digital know-how is a must. The PACTE group (2017) highlights how translation competence now includes both tech skills and practical know-how, which are crucial in today's job market. For English majors, these abilities cross over into teaching, publishing, content writing, and translation itself, making them stronger candidates wherever they go.

Conclusion

This study shows that using Project-Based Learning (PjBL) in a Translation course, specifically through a bilingual storybook project, really helps English Department students learn in a more complete way. Instead of just focusing on theory, students dive into real translation work. They do not just get better at translation; they also pick up a bunch of other important skills. Think critical thinking, creativity, teamwork, communication, digital literacy, adaptability, taking initiative, leadership, productivity, and social skills. So, PjBL does not just make classes more student-centered, it actually gets students ready for real-world language tasks and future careers. Still, there are a few things to keep in mind. This study only looked at a small group from one institution, and it relied on qualitative data. Therefore, the results might not apply everywhere, and it is tough to judge long-term learning. The project itself did not last very long either, so we do not know much about how these skills grow over time. To get a clearer picture, future research should involve more students from different backgrounds, use a mix of methods (maybe throw in some experimental designs), and try out different kinds of translation projects. Long-term studies would also help to see how PjBL shapes students' academic growth and how ready they are for professional life down the line.

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