Problem-based learning (PBL) in conference interpreting pedagogy

A holistic approach

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1 Introduction

In his seminal paper "The name and nature of translation studies" (Holmes 1972/1988), Holmes outlined the scope of translation studies and used the name "translation studies" (TS) for the first time to describe his envisaged discipline, which consists of two broad branches of pure translation studies and applied translation studies. His programmatic vision of the specificities of this new discipline has gradually crystalized since the early 1980s (Hermans 1991; Baker 1995; O'Hagan 2013). Compared to theoretical and descriptive research which belong to the pure studies branch within Holmes's blueprint, translator training, a subbranch of applied research, in which sharing of personal experience and teaching techniques still predominates, has developed more slowly. Although interpreting is not mentioned in Holmes's original research framework, it is generally believed that the term *translation studies* he used is of nature, which also embraces interpreting studies (Colina and Angelelli 2015). Thus, it is reasonable to assume that translator training in the map also includes interpreting pedagogy.

Meanwhile, there has been considerable progress in approaches to educational and technological teaching and learning activities over the last decades. The focus of education has gradually shifted away from traditional student-teacher instructivism toward constructivism, a philosophy of how we learn (Sánchez-Gijón et al. 2011; Colina and Angelelli 2015). A constructivist approach to learning assumes that knowledge, which does not pre-exist and cannot be assimilated by learners, could only be constructed by learners themselves (Sánchez-Gijón et al. 2011).

However, in the field of translation studies, the development of translation teaching research seems to lag behind as it is still widely believed that translation teaching is "an application of principles and strategies work out in theory first" (Hmelo-Silver 2004, 190). One possible way out of this stagnation, at least to us, is to take stock of the recent developments in the field of education and apply some well-established pedagogical approach to the field of interpreting studies. Problem-based learning (PBL), a learner-centered method which has already been widely adopted in the education of various fields and proven

effective since the 1970s, is one of such possible candidates. It is believed that the application of PBL to translation and interpreting teaching helps to reach the goal of developing not only professional knowledge and skills in the field but also the general ability to deal with various translation and interpreting challenges (Tan 2008).

2 Problem-based learning: a brief review

Problem-based learning (PBL) is an instructional approach as well as an educational philosophy which was first seen in the health sciences curricula in the 1960s at McMaster University in Canada (Boud and Feletti 1997). According to Savery (2015, 5), "it is an instructional learner-centred approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem." In medical education, the traditional approaches were based on the bucket theory (Wood 1994) of teaching multiple discipline-specific contents separately in lectures, which did little help for learners to solve realistic problems in a clinical application (Savery 2015). However, in a PBL environment, students actively analyze, discuss, and solve problems through self-directed and collaborative learning under the guidance of a facilitator.

Several researchers have described the features that are necessary for a successful PBL approach (Barrows 1996; Boud and Feletti 1997; Duch et al. 2001; Torp and Sage 2002; Hmelo-Silver 2004). Summarized by Savery (2015), some of the key features of PBL include:

- Students must have responsibility for their own learning.
- The problem simulations used in problem-based learning must be ill-structured and allow for free inquiry.
- Learning should be integrated from a wide range of disciplines or subjects.
- Collaboration is essential.
- What students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution.
- Assessment is carried out after each problem is solved.

These criteria for PBL require facilitators to shift "from presenter of information to facilitator of a problem-solving process" (Allen et al. 2011, 23) and to play the role of scaffolding in students' active learning and knowledge construction (Amador et al. 2006). Although PBL stresses the active role of students during the learning process, facilitators are still responsible for providing guidance by observing students' discussion, raising questions when appropriate, bringing up new topics for closer attention, and boosting active participation (Mayo et al. 1995).

It is also important to note that PBL supports the development of a variety of "soft" skills. Specifically, students are found to consistently retain knowledge, especially more principled knowledge, for longer periods of time

than students in a traditional curriculum (Shahabudin 1987; Norman and Schmidt 1992). Moreover, PBL students can apply basic science knowledge and transfer problem-solving skills in real-world professional or personal situations more effectively. They become more self-regulated lifelong learners (Vernon and Blake 1993).

In general, PBL methods are thought to promote active learning of students, boost students' performance on complex tasks, and increase knowledge consolidation. This effective teaching pedagogy was first widely used in health-care-related education, such as medical, dental, and nursing fields, ever since the 1960s and was then adopted by different disciplines of humanities and social sciences (Duch et al. 2001; Allen et al. 2011) and expanded into elementary schools, middle schools, high schools, universities, and professional schools (Torp and Sage 2002).

3 Previous studies on PBL in translation and interpreting pedagogy

Whereas PBL has widely been used in a number of disciplines such as medical science, business, mathematics, or even literary studies over the last several decades, the application of PBL to translation and interpreting didactics to date has only been made "sporadically and in a piecemeal fashion" (Hatim 2014, 191). The interpreting teaching, which has evolved from topic/content-based training to skills-based training (Wang 2018), remains to be trainer-centered rather than trainee-centered. The teaching philosophy for translation and interpreting pedagogy have only recently begun to change from behaviorism to constructivism (Tao 2019).

In China's mainland, the application of PBL in translation teaching is still in the exploratory stage, mainly involving the application of PBL in different translation courses (Li 2021), such as Chinese medicine translation (Zhang 2012), cultural translation (Yang 2012), and business English translation (Zhao 2013; Yang 2015). There are also studies that introduce the epistemological basis of PBL (Yang 2012; Zhao 2013) and explore the PBL translation teaching model (Yang 2012; Zhao 2013; Yang 2015; Liu 2017), all of which concluded that PBL is an effective tool for teaching translation. However, most of these conclusions about the effectiveness of PBL are based on intuitive experiences and not supported by empirical analysis (Liu and Li 2019).

Among few exceptions of empirical studies on PBL in translation classrooms, Liu and Li (2019) applied empirical methods of think-aloud protocols, problem templates, and reflection reports to analyze the effectiveness of using PBL mode in translation classrooms. Their study indicates that collaborative learning is conducive to the development of students' independent judgment and creativity, which leads to a high quality of their translation. In 2021, the journal of Shandong Foreign Language Teaching published a special column of "PBL in translation teaching," consisting of three papers discussing the challenges and difficulties of applying PBL in translation classrooms from

the perspectives of macro-curriculum development and micro-case analysis. Specifically, Li (2021) conducted a large-scale questionnaire survey regarding the challenges of applying PBL to translation teaching and learning in universities in China's mainland and in Hong Kong. The survey showed that the learning environment for PBL mode in translation classrooms is not satisfactory, as translation teachers reported the shortage of extracurriculum resources and opportunities to conduct cooperative learning. In addition, authentic translation questions are rarely used in translation classrooms. Liu (2021) analyzed the application of PBL in a computer-assisted translation (CAT) environment, showing that CAT is suitable for PBL teaching, in which instructors should also play the role of scaffold to guide students in recognizing and solving problems and using external resources. Yang (2021) proposed that self-directed learning (SDL) in PBL learning can be a pedagogy to innovate the teaching practice. Through applying SDL in the PBL approach in a translation course, she suggested that the learner-based approach has facilitated the learning process and helped to develop learners' lifelong learning skills.

Based on case studies, Inoue (2005) discussed the problems of teacher-centered translation teaching and then proposed the feasibility of PBL for translator teaching to promote novices' autonomy and self-reflective actions. In addition, Kerkkä (2009) performed an experiment to test the application of PBL in actual translation courses, summarizing seven effective steps of PBL teaching for translation students to follow. Sánchez-Gijón et al. (2011) argued that teaching activities in translation classrooms should reflect the changes in European higher education and allow students to work in groups to find solutions to real-world problems in an active manner. Through PBL teaching approaches, translation trainees can develop the skills to solve the problems posed by terminology in translation practice. Hatim (2014) pointed out that the application of the learner-centered PBL model in translation teaching was only at the beginning stage and far left behind compared to the adjacent discipline of applied linguistics. Ertmer and Glazewski (2015) summarized the three main challenges of applying PBL in the context of classroom practice, namely, creating an environment of collaboration, adapting to changing roles, and facilitating students' learning process. Mellinger (2018) discussed the potential of PBL application to computer-assisted translation (CAT), suggesting that the PBL approach is conducive to fostering students' professional behavior and identity and to developing their intentionality in self-directed learning.

In a nutshell, research on PBL teaching in translation classrooms at home and abroad is still at an early stage, at which theoretical concepts were proposed and preliminary attempts to incorporate these concepts in translator training were used. There is still a lack of systematic discussion on the factors affecting the application of PBL in translation teaching. In addition, further empirical studies are needed to testify to the effectiveness of PBL in translation classrooms.

Comparatively speaking, the PBL mode is even less explored in interpreting training. Only several general introductions to how PBL mode can be applied

in interpreting classrooms (Zhang 2009; Wang and Zhang 2019) can be found as of today. However, the findings of all these studies are based on their personal experience rather than on empirical studies conducted in Chinese context. In terms of interpreting education in China, practice-oriented conference interpreting training programs in China's mainland are offered at both bachelor and the postgraduate level, also known as bachelor in translation and interpreting (BTI) and master in translation and interpreting (MTI). Similar to the pedagogy development trajectory in the West, interpreting training programs in China's mainland have also evolved from an apprenticeship approach focusing on "know-how and professional knowledge" taught by modeling real-life tasks to a more "scientific, theory-driven approach" (Pöchhacker 2016, 191–192). Although interpreting training in China has developed from a topic-based paradigm to a skill-based paradigm during the last three decades (Wang and Mu 2011; Wang 2018), interpreting training pedagogy is still largely dominated by teacher-centered approach. The current research proposes a student-centered method to interpreting education integrating PBL into interpreter training curriculum.

4 Integration of PBL into interpreting teaching

While the earlier state of conference interpreting pedagogy features a strong focus on specific simultaneous interpreting (SI) techniques of segmentation and linear rendering in sight translation exercise (Dawrant 1996; Dawrant et al. 2021), the interpreting training program has gradually evolved to aim at enhancing "students' language competence, encyclopedia knowledge and interpreting skills" and to enable them to function on the professional interpreting practice (Chen et al. 2019, 91). In this case, the interpreting pedagogy seems well positioned to adopt PBL as the interpreting training which aims at encouraging interpreting trainees to solve authentic problems during interpreting practice. As such, the students can reflect on their interpreting process, which again can be situated in different interpreting contexts.

4.1 PBL process in interpreting teaching

To effectively apply PBL in interpreting teaching, the course design and teaching steps should be well planned beforehand. It should be noted that PBL is not as an instructional method but a well-knitted educational philosophy. To apply PBL to interpreter training is to actively involve students to complete a learning loop. Each step involved is indispensable and linked to the next one. Only when one stage has been duly completed can we move on to the next stage.

According to Schmidt (1983), PBL teaching can be divided into seven steps, namely, clarifying terms, defining the problem, analyzing the problem, drawing explanations, formation of learning objectives, collecting additional information, and synthesis and testing new information. Moreover, the Republic

Polytechnic of Singapore has designed a five-phrase PBL approach including problem analysis, first self-directed learning (SDL), group discussion, second SDL, and group debriefing (Yew and Schmidt 2012). In PBL translation teaching, Liu and Li (2019) put forward seven specific steps concerning the process of problem identification, discussion, and problem-solving.

Based on the aforementioned PBL teaching steps, we propose that PBL in interpreting teaching can be subdivided into the following seven steps.

1 The first step in a PBL environment is to assign students an authentic interpreting task. Designing interpreting problems and choosing optimal ones are essential. This task could be an interpreting exercise modeled on authentic conferences or a specific problem relating to interpreting practice.
2 The second step is to provide a definition of the interpreting problem by students when working in small groups.
3 When the problem is identified, students should conduct the first round of self-directed learning (SDL) to brainstorm possible solutions to the problem guided by the facilitator. They may use their existing knowledge and also look for outside resources to solve the problem. They are also encouraged to consult with the facilitator.
4 The fourth step requires students to discuss with their group members and the facilitator about their understanding of the problem. Students may reflect on their own interpreting process or share opinions on the problem.
5 In the fifth step, the second round of SDL is conducted for providing solutions to the problem. Students are asked to present their interpreting exercise individually and their reflections on the interpreting task or their solutions to the interpreting problem. Other group members and the facilitator should give feedback based on students' performance and opinions.
6 In the sixth step, each learning group should report their solutions to the problem as a group and answer questions from other groups and the facilitator.
7 The last step is to give a similar interpreting task to students in order to consolidate what they have learned.

The PBL methods proposed here are designed specifically for interpreting training and meet the core features of PBL introduced previously. When applying PBL to interpreting teaching classrooms, we need to pay special attention to the following issues.

4.2 Key issues on applying PBL in interpreting training

4.2.1 General principles for PBL problems

In general, there are specific requirements concerning PBL problems. Firstly, the PBL problem should be open-ended and ill-structured, the latter

of which refers to problems without a single correct answer (Hmelo-Silver 2004). Secondly, PBL problems should be complex. Meanwhile, the degree of complexity should be challenging and motivating enough to the extent of engaging students' interests. Moreover, these problems should provide opportunities for students to examine the problem from multiple perspectives or disciplines. In addition, PBL problems should be adapted to students' prior knowledge and students' cognitive development and readiness. Finally, PBL problems should be authentic, namely, contextualized as to students' future or potential workplaces. Under these general principles for designing PBL problems, we advocate to adapt the five broad categories of problem types put forward by Jonassen and Hung (2015) to be applied in interpreting training.

The first category is diagnosis–solution problems, which involve identifying the cause(s) of symptoms and prescribing treatment (patient management). In medical education, diagnosis–solution problems usually begin with symptoms of a sick person or a system in medical training classrooms. In interpreting teaching classes, examples of diagnosis–solution problems could be analyzing an interpreter's different performances under the various source speech rate or discussing frequent pitfalls for interpreters. This type of problem focuses more on the cognitive aspects of interpreting activities.

The second category is decision-making problems, which require a decision to be made among a number of competing alternatives. While diagnosis–solution problems focus on identifying the causes of the problem, decision problems concentrate more on identifying the most viable solution to the problem under the circumstances in which the problem occurs. The options usually have a variety of interpretations that require interdisciplinary thinking, and each option may have an equal level of legitimacy. In interpreting classrooms, the discussion could center on the specific strategies used by interpreters. Some of the possible questions include: How to interpret complex numbers in SI? How to interpret source speeches with a very fast speaking rate? What are the relevant parties in an interpreting assignment, and how to work with them celebratedly? The decision-making problems aim to encourage students to use interdisciplinary thinking, paying more attention to procedural, textual aspects of interpreting activities.

The third category is situated case/policy problems, which refer to typically complex, multifaceted situations. The initial state of the problem is vague, and the problem space is more ambiguous and highly untransparent. The difference between case problems and diagnosis–solution or decision-making problems is that the first may have a known worked (or failed) reasoning path and solution, while the latter two do not. The purpose of policy-making problems is to create a set of rules to regulate situations that usually involve multiple parties with conflicting interests. In order to solve these problems successfully, a deep level of understanding of all these perspectives and variables must be addressed in some way in order to balance the perspectives of all parties involved. (e.g., translator/interpreter's stance or positioning). The

problem-solving process would have to take into account the perspectives of all parties involved, addressing more social, political, cultural, and policy issues related to interpreting practice.

The fourth category is troubleshooting problems. Troubleshooting shares many characteristics with diagnosis–solution problems. Troubleshooting is predominately a cognitive task that includes the search for likely causes of faults through a potentially enormous problem space of possible causes (Schaafstal et al. 2000). The scope for troubleshooting problems correlates with the scale of the system where the faults occur. Problems of this category can be formulated as what interpreters should do when they make errors or when they identify errors made by speakers. For example, what are the available interpreting technologies, and will they facilitate the interpreting process?

The last category refers to design problems, which are usually in the most complex and ill-structured category of all problem types (Jonassen 2000). Design problems possess all the common attributes of ill-structured problems, such as vaguely defined goals, multiple solutions, multiple solution paths, and unstated constraints. There are usually multiple criteria for evaluating design solutions. Many inquiry-based and project-based curricula focus on design problems, using a method known as learning by design (Hmelo et al. 2000; Kolodner 2002). This type of problem focuses more on innovative, dynamic, and subjective aspects of interpreting activity. The classes can be designed as mock court trials or mock conferences, in which students should play the roles of different participants involved.

4.2.2 Teacher as facilitator in the PBL model

Teachers should play the role of providing scaffolding for students throughout the PBL process and act as facilitators of the learning process (Sánchez-Gijón et al. 2011; Ertmer and Glazewski 2019; Hmelo-Silver et al. 2019). In each step of the PBL teaching environment, the function of facilitators is to engage students in a self-directed learning process, assisting them to discover the solutions to the posed problem (McCaughan 2015). According to Barrows (1986), the role of the facilitator is to move students through various stages of the learning process through discussion, monitor students' learning processes, and manage productive group work. It is the facilitators' responsibility to ensure that all students are involved and encourage them to externalize their opinions and give comments on each other's thoughts (Koschmann et al. 1994). Moreover, Azer (2005) provided 12 tips for PBL facilitators during tutorials, including situating students in the PBL learning model, assisting group work by helping build trust and encouraging the bonding of group members, fostering critical thinking, and providing feedback.

In the context of interpreting classes, one of the responsibilities of facilitators is to set up the instructional situation in which interpreting trainees can conduct complex tasks without feeling overwhelmingly frustrated. In this sense, interpreting facilitators are required to have solid interpreting skills,

preferably interpreting experience, so as to provide guidance to solve problems that may occur in the interpreting occupation, promoting students' learning by monitoring, and raising questions. The facilitator should be able to "model good strategies for learning and thinking instead of being an expert in the content itself" (Hmelo-Silver 2004). When scaffolding students' learning via posing open questions, facilitators may gradually adjust their participation during the learning process as students are becoming more experienced with PBL. The goal of teaching is to encourage students to become independent learners, preparing them to be capable of tackling various challenges in their future career. Moreover, the PBL model requires a commitment to the change from didactic learning, which is familiar to students and teachers, to student-centered approach. Familiarity with the PBL teaching philosophy will help in this regard.

4.2.3 Assessment in PBL model

After PBL process, it is important to evaluate students' attainment of the intended learning outcomes sought in problem-based interpreting subjects/programs by seeking empirical evidence. In addition, it is recommended to assess how students' assessment results can feed into the next cycle of PBL and how students' assessment results can inform future PBL curriculum design/updates. It is expected that evaluating how students' assessment results can inspire the problem(s) to be used in the next cycle of PBL interpreter training.

In the traditional teacher-centered teaching model, evaluation of the learning process may include exams, peer assessment, self-assessment, teaching assistant/instructor evaluation, oral presentations, and reports, which can reflect students' learning results but cannot effectively promote students' learning process. However, the assessment of the student-centered PBL model should also focus on the learning process, personality traits, and coordination among groups, with the goal of reflecting students' learning abilities and promoting good learning habits. The assessment should help students understand "the relationships between their learning and problem-solving goals" (Hmelo-Silver 2004, 247). Therefore, the assessments in PBL have generally been categorized into formative and summative ones. The *formative assessments* contain a wide range of methods that facilitators use to evaluate "student comprehension, learning needs, and academic progress" in each course or unit, with the aim to "inform in-process teaching and learning modifications" (Albanese and Hinman 2019, 389). In interpreting courses, the assessment may include individual learning logs, group reflection sheets, activity reports, surveys and interviews of students, project plans, etc. Students can reflect on the process of their learning through the self-evaluation of the contents of the file. On the other hand, *summative assessments* refer to the evaluation of students' learning progress and outcomes when a teaching session is concluded.

5 Example: what are the ethical principles in court interpreting based on the Postville case study?

As discussed previously, the problems posed in PBL teaching should be ill-structured and authentic. It would be best if they are directly borrowed from actual interpreting events. The example that follows is a case study on how to apply PBL in interpreting classrooms. The following central problem is proposed to facilitate the students' learning: What are the ethical principles in court interpreting based on the Postville case study? This problem fits the criteria of PBL learning as it is based on an authentic scenario and does not have a straightforward answer. In addition, this problem involves multiple undefined variables relating to the ethical codes of interpreters and could occur in the professional practice of different contexts, such as political debates and business negotiations.

The posed problem is based on a real-life case of a court interpreter, Dr. Camayd-Freixas (Camayd-Freixas 2008, 2013), who is a federally certified interpreter and was one of 16 court interpreters working at the hearing following the Postville immigration raid and criminal prosecutions in May 2008. This was one of the largest worksite regional raids on illegal immigrants in U.S. history (Goodman 2008). The interpreter in the case played the roles of a court officer and expert witness at the same time. The "divergent ethical duties of the interpreter, officer of the court, and citizen" had problematized the interpreting task as the case was facing ethical challenges complicated by the issues of "social conflict, ethnic prejudice, and human rights" (Camayd-Freixas 2013, 16). The unveiling of the court trial to the public was also controversial, as interpreters might have the obligation to maintain the confidentiality of the process. The conflicting roles that the interpreter played in this particular case posed great stress for the interpreter (Zhu and Gao 2015).

According to the seven steps of PBL teaching in interpreting classrooms proposed in this chapter, the facilitator should first provide related materials for the student to understand the task. Then, students should work in groups and try to identify what the possible ethical codes are in this case study. To solve the problem, students need to apply their existing knowledge of the ethical issues of interpreters and also look for other materials to help them present their solutions. These materials may include but are not limited to research papers relating to court interpreter ethics, relevant legal documents and regulation, and news reports of the event. Students may find out the multiple roles the interpreter is taking on in the case, and each role may bear different ethical conducts which can be conflicting with each other. This complicated issue may help stir discussion among the group members. Apparently, there is no clear-cut solution to the posed problem. Through the learning process, students may acquire a better understanding of interpreters' roles and responsibilities during interpreting practice as well as the general or specific ethical principles that regulate interpreters in their future careers. Moreover, this problem can be extended to other scenarios, such as business negotiations and political

debates, for students to further reflect on their role as interpreters in different working settings.

As noted earlier, solving the posed problem requires students to first identify the problem by recognizing the roles and responsibilities of being an interpreter in the court setting. This task goes beyond a straightforward answer to the problem but stimulates critical thinking about the complicated ethical issues that interpreters are facing. Additionally, this problem requests students to find outside resources of different disciplines and synthesize the information together to formulate their solutions to the problem. It is important to mention that solving the specific problem is not the end, but rather a means to provoke students' thinking about the complicated relations between all parties involved during the interpreting practice, as well as to remind them the possible ethical challenges ahead in their future careers. The knowledge and skills acquired throughout the PBL process could be further consolidated via the discussion of similar problems.

6 Discussion

The example provided previously will be able to engage students to acquire knowledge and skills through active learning and guide students to explore interdisciplinary resources. As there is no single answer to the problem, students are encouraged to find various solutions and attain ample insights of knowledge concerning the ethical conduct of interpreters.

A holistic model for PBL-based interpreting training could bring a number of educational benefits. Firstly, the PBL teaching model could benefit students more than the traditional model of transmission because it engages students in a more active learning context. In PBL teaching, students are required to develop their learning abilities through self-directed learning and collaborative learning, where they learn by themselves and from their peers and the facilitator. Their learning becomes more personalized. Throughout their learning process, students grow as interpreters with acquired abilities and skills. Instead of closing in on a predetermined ideal outcome, they are encouraged to "evolve as unique, yet interconnected emergent selves" (Aguilar 2015, 13).

Secondly, it allows students to develop inquiry-based learning strategies. The authentic translation problems in PBL are often ill-structured and related to real-life contexts. These problems could engage students in more active participation in the learning of translation. In order to solve authentic translation problems, students need to identify both linguistic and extra-linguistic problems. The complexity of problems often drives students to go beyond the linguistic horizons and search for detailed contextual information, to make independent judgments and to give a comprehensive evaluation of the communicative function of translation products.

Thirdly, PBL learning promotes students' communication skills. In the interactive PBL model for interpreting teaching, students' interaction with each other and with the facilitator takes place throughout the learning process.

More importantly, the facilitator's feedback is often timely and personalized. For instance, the facilitator could scaffold each student in the search for external resources and the coordination of group discussion.

Fourthly, the PBL model helps develop a holistic assessment of students' performances. PBL practitioners generally "consider the learning process to be equally important as the understanding and application of concepts in assessing the student's performance" (Yew and O'Grady 2012, 12). Therefore, in translation assessment, teachers will not judge students' performance in the final test. Instead, they will make a holistic assessment of students' performances by observing students' performances in self-directed learning, collaborative learning, their final products, and their reflections throughout the PBL process.

Lastly, the PBL process expands the goal of interpreter education. Under the impact of the interactive PBL model of interpreting teaching, the goal of a PBL model of interpreting teaching is consequently expanded from producing professional interpreters to cultivating critical thinkers, efficient communicators, skilled inquirers, and lifelong learners, namely, social beings who develop in an all-around way. Furthermore, the interactive PBL model helps develop a holistic assessment of students' performances.

7 Conclusion

This chapter serves as a proposal for incorporating PBL in interpreter training. In the PBL model, students are no longer seen as passive recipients of knowledge but as autonomous, active, and collaborative learners in the construction of knowledge, critical thinking, and reflection. By discussing the benefits of applying PBL in translation and interpreting pedagogy, the chapter puts forward a PBL framework for interpreting training which is exemplified with a case study on alerting students' ethical awareness in interpreting. Moreover, this chapter addresses the principle of designing and implementing problems in the interpreting classroom. Further research on PBL application in translation and interpreting training is needed to examine the effectiveness of this student-centered approach on developing students' knowledge and skills.

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