

Real Classroom vs. Virtual Classroom: Volunteer Subtitle Translators' Website as an Example of a Social Constructivist Approach to Translator Education*

Gerçek Sınıf Sanal Sınıfa Karşı: Çevirmen Eğitiminde Sosyal Yapılandırmacı Yaklaşımın Bir Örnek Olarak Gönüllü Altyazı Çevirmenleri Web Sitesi Makale Türkçeyse İngilizce, Yabancı Dildeyse Türkçe Başlık

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ABSTRACT

This descriptive study explores an interrelation between online volunteer subtitle organization and a social constructivist approach in translation training from a pedagogical point of view. The study sets out to test the hypothesis that technology-enabled online volunteer translators' communities stand as an example of a social constructivist approach to translator training in a virtual context. Through an analysis of the forum section of the website as well as the workflow, similar characteristics of both the online platform and a Social Constructivist Approach in translator training by Kiraly are extracted. The study thus aims to identify if volunteer translator organizations can be an example of a Social Constructivist Approach to translator training in subtitle translation. The case study focuses on an online volunteer translators' website named www.turkcealtyazi.org. The empirical data collected is based on the analysis of selected samples from the forum section of the website. The data derived is then compared with the model of the social constructivist approach in translator education to discover the similarities in terms of the relations between members, the workflow, the distribution of tasks, etc. The findings map how the online volunteer organization is similar to a social constructivist model applied in translator training in a classroom setting.

Keywords: volunteer subtitling, translator training, social constructivist approach, collaborative/cooperative subtitling/learning, online volunteer translator communities.

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ÖZET

Bu betimleyici çalışma, çevrimiçi gönüllü altyazı organizasyonları ile çeviri eğitiminde sosyal yapılandırmacı yaklaşım arasındaki karşılıklı ilişkiyi pedagojik bir bakış açısıyla araştırmaktadır. Çalışma, teknoloji destekli çevrimiçi gönüllü çevirmen topluluklarının, sanal bağlamda çevirmen eğitime yönelik sosyal yapılandırmacı yaklaşımın bir örneği olduğu hipotezini test etmeyi amaçlamaktadır. Web sitesinin forum bölümünün yanı sıra iş akışının analizi yoluyla hem çevrimiçi platformun hem de Kiraly'nin çevirmen eğitiminde Sosyal Yapılandırmacı Yaklaşımının benzer özellikleri ortaya çıkarılmıştır. Böylece çalışma, gönüllü çevirmen kuruluşlarının altyazı çevirisinde çevirmen eğitiminde Sosyal Yapılandırmacı Yaklaşımına örnek olup olmayacağını belirlemeyi amaçlamaktadır. Vaka çalışması, www.turkcealtyazi.org adlı çevrimiçi bir gönüllü çevirmenler web sitesine odaklanmaktadır. Toplanan ampirik veriler, web sitesinin forum bölümünden seçilen örneklerin analizine dayanmaktadır. Elde edilen veriler daha sonra, üyeler arasındaki ilişkiler, iş akışı, görev dağılımı vb. açılardan benzerlikleri keşfetmek için çevirmen eğitiminde sosyal yapılandırmacı yaklaşım modeliyle karşılaştırılmıştır. Bulgular, çevrimiçi gönüllü organizasyonunun, sınıf ortamında çevirmen eğitiminde uygulanan sosyal yapılandırmacı modele birçok yönden benzerlik gösterdiğini ortaya koymaktadır.

Anahtar Sözcükler: gönüllü altyazı, çevirmen eğitimi, sosyal yapılandırmacı yaklaşım, işbirliği/ortak altyazı/öğrenme, çevrimiçi gönüllü çevirmen toplulukları.

1. Introduction

Noone can deny the impact of technology on the way we live our lives, nor the prevalence of technology in many fields of research. The technological turn with the accompanying development of the internet provides easier access to various content online and thereby users of digital technology are very active at utilizing what technology offers.

As one of the emerging phenomena in the field of translation studies, volunteer translation, and volunteer translator communities have been the focus of various studies in audiovisual translation. Diaz-Cintas (2013) draws attention to the technological turn in subtitling and the spread of online volunteer communities; Costales (2012) focuses on the collaborative tenet of volunteer subtitling from the perspective of motivation; Comas-Quinn (2019) emphasizes the place of volunteer translation communities in language learning; Orrego-Carmona (2019) studies non-professional subtitling from an angle of functional quality; O'Hagan (2012) focuses on the transition from fan translation to crowdsourcing by exploring the consequences of Web 2.0 user empowerment in audiovisual translation; Cavusoglu (2020) sets out the journey from volunteer subtitling to professional subtitling.

The present paper looks at the pivotal position of volunteer subtitling in the context of translator training by adopting the social constructivist approach by Kiraly (2000) as the framework of the study. The impact of technology on education has led to new approaches appearing in today's digital age. Hence, Kiraly advocated the need for a radical change in the way that translation is taught and suggested a social constructivist approach, in which the learner is placed in the center, the knowledge is

built interactively, and experiential learning is emphasized contrary to conventional methods where the teacher is the only authority.

The corpus of the study consists of the data obtained from the forum section of the online volunteer subtitle translators' website along with the main principles of the social constructivist approach in translator training by Kiraly. With the purpose of testing the hypothesis that volunteer translator organizations can be an example of a Social Constructivist Approach to translator training in subtitle translation, firstly, the tenets of the social constructivist model in translator education are defined in a detailed manner. Subsequently, the volunteer subtitling website is analyzed, and the empirical data is extracted from the forum section of the website in order to compare the tenets of the website with the principles of Kiraly's social constructivist teaching approach. Systematically selected samples and data from the website lay a foundation in order to cross-reference the social constructivist model and the online volunteer translators' community. Following the comparison of both entities, the data is classified according to the similarities and commonalities involved.

The results shed light on the idea of ways in which the online volunteer translators' community and the social constructivist approach share similar ground in terms of common features such as collaboration/cooperation, interaction, peer support mechanisms, and autonomous learning. Meaning that mentioned features of the social constructivist approach in an educational setting in translator education- can also be observed in the way the online volunteer translators' website functions.

2. Social Constructivist Approach

"Tell me and I forget, teach me and I may remember, involve me and I learn."

Benjamin Franklin

As the quote by Benjamin Franklin states, the best way to learn is by being involved and putting knowledge into practice. Recently, in the field of education, the learner has been put at the center of the teaching-learning process as an active participant. The social constructivist approach to translator education by Kiraly (2000) is regarded as a method that requires learners to construct knowledge interactively in a social environment rather than depending solely on the teacher as the authority who conveys the information. In addition, it draws on the significance of the learners as active participants in the process of teaching-learning by experiencing what is taught in an interactive, collaborative, and cooperative way.

Constructivism was initially propounded by Piaget (1964) as a theory in education emphasizing the importance of self-construction of knowledge by linking the new knowledge to the preexisting one. Vygotsky (1968) handled the theory of constructivism in a different scope and focused on the social aspect of knowledge acquisition. Vygotsky

put forward that social interaction is an indispensable part of the lifelong process of improvement and via social learning cognitive development is provided. Learning assignments are done by active learners in a collaborative atmosphere with their peers and the adults act as a guide (Akpan et al., 2020, p. 51) In social constructivism, interaction and collaboration among learners are fundamental corollaries to learning. Dewey (1938) took his cue from Vygotsky's social constructivist perspective and focused on the aspect of experiencing and engaging in the real world while building knowledge. He pinpointed the notion of experience in a pivotal position and opted for the progressive way of learning rather than a traditional one. According to him, there is a very close and requisite link between experience and education (Dewey, 1938, p. 20).

In the field of education, many scholars advocated the social constructivist approach to teaching and learning. Some of these scholars called for innovation in teacher education through a social constructivist approach (Beck & Kosnik, 2006; Carlson, 1999), and some others focused on the social constructivist perspective in teaching and learning (Palinscar, 1998; McRobie & Tobin, 1997; Kalpana, 2014). Social constructivists agree that learning means constructing meaning by being actively and socially involved in the real world with its obstacles. Therefore, the school environment should be similar to the real world and the knowledge acquired in the classroom should be brought outside of the classroom as well since learning continues. Additionally, learning occurs when the knowledge is put into practice by experience. As a learning theory, social constructivism stresses the need for the learner to interact with resources of knowledge in a social environment and to take an active role while reconstructing knowledge in the learner's mind (Yang & Wilson, 2006, p. 365).

3. Basic Principles of Don Kiraly's Social Constructivist Approach

In comparison to earlier eras, the translator profession has seen significant change in a number of areas due to technological advancements and the accessibility of online tools. In this regard, Kiraly (2014) claims that innovation is required in translator education since traditional methods are out of step with the demands of the modern translation industry (p. 14). Kiraly highlights this essential need and presents the social constructivist method of teaching translators.

It is advised to replace the conventional one-way technique (where the teacher is the only authority) with learner-centered, more autonomous learning pathways based on the concepts of cooperation and interaction. Similarly, Kiraly suggests that the professional aspect of translating practice needs to be incorporated into the classroom through social engagement in several communities and individual knowledge acquisition. The following part focuses on the key principles of Kiraly's social constructivist approach.

3.1 Communicative and Collaborative/Co-operative Learning

As an educational approach, collaborative and communicative learning stands for the idea of learning as a group around the completion of a task and working together to

complete it cooperatively by helping each other. Srinivas (2014) summarizes the concept of collaborative learning and mentions that:

...collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. (p. 1)

As mentioned previously, one of the main tenets of the social constructivist approach is to allow learners to construct their meaning along with the interaction in a social environment. Collaborative learning is a way of teaching that appears to be situated in a constructivist approach to teaching and learning (Taggart et al., 2023, p. 1). Collaborative learning, in its broad sense, refers to a group of learners sharing and working together in order to achieve a goal. Collaborative learning includes group tasks or projects led by a common intellectual effort performed by individual members of the group with their unique talents by allocating the responsibility and authority within the group in an environment where there is no competition but cooperation (Laal & Laal, 2012, pp. 494-495).

Kiraly (2014, p. 39) coins the term 'appropriation' for the feature of communicative/cooperative learning and defines it as a way of learning that takes place in a social context via interaction with the social, cultural, and physical environment instead of one-way knowledge transfer. According to Kiraly, the required evolution in translator education with the notion of collaborative learning is the premise of knowledge building through social interaction and cooperation by placing the learner in the center of the process while putting the teacher as a guide who encourages the learner to take responsibility in their own learning individually and collectively. Overall, the idea is to engage the learners in their learning process actively in meaningful learning.

3.2. Situating Learning: Active Involvement in Authentic and Experiential Learning

Another underpinning notion of the social constructivist approach is the support for a type of learning through authentic activities to be able to learn through that experience. As Ataizi (2012) defines, situated learning takes place in an atmosphere where an individual participates in practice without a plan or intention by actively being involved in doing and learning specific to the situation (p. 1).

Revolution in the didactic approach as it concerns translation has moved toward learner-centered approaches and emphasizes the necessity for experience. Later on, the combination of these endeavors in the field of translator training resulted in the construction of knowledge authentically and experientially. Risku (2016, p.18), in his case study of an action research project that creates an authentic translation process for the learners to be able to utilize their theoretical knowledge and put it into practice with a real-life task, lists the following seven principles of situated learning:

collaboration, construction, self-organization, application in a social action context, use of shared artefacts, feedback, and reflection.

Kiraly (2005) outlines the focal component of translator education as situated/ experiential learning and postulates two hypotheses in his article:

- 1) translator competence emerges as the result of the collaborative completion of authentic translation work, and 2) by observing translators, both non-professional and professional, in the socially-situated praxis of authentic translation work, we can acquire a privileged view of the nature of the translation process and glean readily applicable insights into how to best help students develop their capability to function as professional translators in the real world outside of the academic ivory tower. (p. 1101)

Overall, in addition to the value of collaboration, creating an authentic atmosphere and integrating real-life experience into the learning and teaching process promote effective learning by urging learners to become responsible for their own learning and actively be a part of the process. By introducing the social constructivist approach to the field of translation, Kiraly (2000) pointed out the importance of collaborative learning by creating an environment that supports the work of a group working cooperatively inside and outside of the classroom. Figure 1 below summarizes the social constructivist approach in a translation praxis class. This implies that the project-based method is applied inside the classroom by enhancing learning in a collaborative, interactive, and learner-centered way, unlike the traditional, one-way, transmissionist approach in which the teacher is the only authority and source of knowledge.

Figure 1

Social Constructivism and Translation (Kiraly, 2000, p. 72).



Another characteristic of the social constructivist approach seen in the figure above is the merging of the real world with the world of the classroom by assigning a

real translation task and integrating expert advice, the internet, and reference materials as external sources.

3.3. Socio-cognitive Apprenticeship

Complementing the points mentioned above, one other paramount component of the social constructivist approach in translator education as proposed by Kiraly is socio-cognitive apprenticeship. What happens inside the classroom is the socio-cognitive construction of meaning among a group of learners who gather around the same goal and interactively work with authentic material. Once again, the focus of this feature is to highlight the significance of the learner-centered methodology which places the role of the teacher as a guide and enhances the learner autonomy by bridging the gap between theory and practice in a real-life situation. This means that students are urged to participate fully and actively in their educational experience. In this way, what is created is a mutual learning process between the teacher and the learner rather than a mere one-way approach from the teacher to the student.

Collins et al. (1991, p. 13) put forward cognitive apprenticeship as a method that gives learners the chance to monitor their process, be involved in the process, and find out strategies in a context where they can blend their conceptual and factual knowledge by utilizing several sources. This way of teaching can be classified under three categories:

- (1) (modelling, coaching, and scaffolding) are the core of cognitive apprenticeship, designed to help students acquire an integrated set of skills through processes of observation and guided practice.
- (2) (articulation and reflection) are methods designed to help students both to focus their observations of expert problem-solving and to gain conscious access to (and control of) their own problem-solving strategies.
- (3) (exploration) is aimed at encouraging learner autonomy, not only in carrying out expert problem-solving processes but also in defining or formulating the problems to be solved. (1991, p. 13)

Cognitive apprenticeship fortifies the idea of a revolutionary teaching approach in translator education and Kiraly endorses this very tenet of the approach with its authentic, collaborative, contextual learning experiences that drive the learners to become self-autonomous with adequate problem-solving skills.

4. Volunteer Subtitling Websites

The emergence of the internet with new technologies has promoted the communication network worldwide. This technological breakthrough promoted the spread of media content at an accelerated speed as well. The profession of translation has entered a new era and the interactive feature of Web 2.0 has contributed to *community translation*, in

which users translate content on a volunteer basis to make it accessible to other people at no cost (Costales, 2012, p. 5).

Lewandowska-Tomaszczyk and Bogucki (2016) define the activity of volunteer translation as a collaborative phenomenon where there exists a gaining of collaborative knowledge and task allocation through the internet (pp .1-2). This paper uses volunteer translation as an umbrella term for notions such as fansubbing, crowdsourcing, community translation, amateur translation, and non-professional translation. Olohan (2014) refers to volunteer translation and states that:

A working definition of volunteer translation might therefore be translation conducted by people exercising their free will to perform translation work, which is not remunerated, which is formally organized and for the benefit of others. (p.19)

There is no doubt that online volunteer translation communities are on the rise with the growing demand for free subtitle translation by internet users in the film and TV sector. In the following section, a Turkish volunteer subtitle translator website is presented with its basic features along with an in-depth look into the forum section, user profiles, user groups, and the workflow in the community in order to detect the common characteristics between this online community and the social constructivist approach in translator training.

4.1. Turkcealtyazi.org

As one of the most popular volunteer subtitle translators' websites, [turkcealtyazi.org](https://www.turkcealtyazi.org) has actively been used since 2007. On the main page (<https://www.turkcealtyazi.org/index.php>), the data shows the following (02.07.24):

703,253 subtitle files
170,117 film reviews
4,013,693 user information
104,055 trailers
1,032,070 film frames
539,672 artist photos
419,062 comments
254,483 registered members

The reason why this specific website was selected is the fact that it is popular among Turkish viewers (Kartal24 Haber, 2024), and it has diverse media content including reviews, the latest news, special files, and subtitle files for a wide range of film and TV series. The forum section of the website guides volunteer translators through the subtitle translation process and provides assistance at a technical and linguistic level by creating a platform for all members to interact and collaborate on an array of topics. The forum platform seems to have the highest importance among the members when it comes to the support of the community. The more experienced members respond to the questions asked by the new ones who would like to start subtitle translation and refer to the available sources that will guide them on their subtitle translation journey.

Any registered member on the website has the chance to become a volunteer translator without any prerequisite. There is no hierarchy among the members and the volunteer translators work collaboratively by experiencing a real-world translation task.

4.2. Profile of the Users/ Members

In this online community, volunteers create content for viewers by performing subtitle translation without payment. Given the rapid dissemination of technology and the internet today, many internet users have started to become active users by creating content. These new-age users are 'prosumers', a term coined by Toffler (1980) which refers to people who do not just consume but also produce.

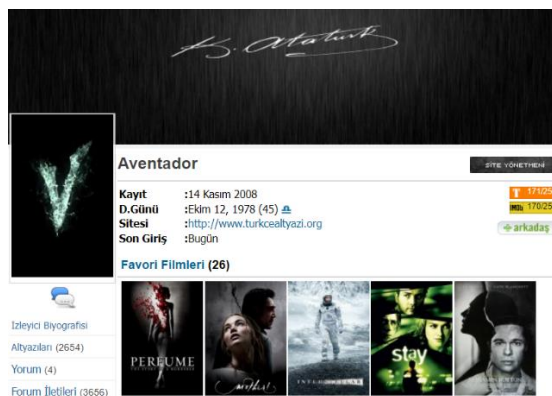
On turkcealtyazi.org, users provide content and constantly share their experiences, thoughts, and knowledge. Currently, as it is mentioned on the main page of the website there are 254,483 registered members. Regardless of their profession or how they connect to this online community, they meet on common virtual ground. They are free to use their real name, or they may create a profile with a nickname. The interaction among members is provided both through the forum section and by direct messaging.

Another interesting point to consider here is the members' dedication and engagement in this virtual community. As these types of communities continue to emerge, members contribute to them willingly. Regarding the results obtained from another study on volunteer communities, Jansen et al. (2014) claim that:

In the translation communities, volunteers are passionate about the content they translate and generate high-quality translations. Furthermore, contributing volunteers are proud of their achievements, and quickly spread the word to their networks, creating a social "contagion" effect. This allows translation communities to grow rapidly. (p. 410)

Figure 2

A Sample of a User Profile



Volunteer translators create subtitles for the viewers actively. The profile of one of the volunteer translators named @aventador shows that the member completed 2654 subtitle translations and contributed to the forum section with 3656 posts. As it is seen below, he has been a member of this online community since 2008.

Overall, members of turkcealtyazi.org are *prosumers* with access to a sharing culture and a variety of online communication channels. No matter where they are, they can get together and share their knowledge, insights, ideas, resources, and experiences in this virtual world.

4.3. Forum Section

The forum section of the website provides a platform where the members can interact. On the forum, the members can open a thread on any topic ranging from questions regarding the subtitle translation or the news on the films or series. Below, as seen in Figure 1, the number of members who are interacting through the forum platform is quite high. In Figure 1 below, it is demonstrated that the number of members currently online is 2175 and the total number of messages in this particular thread is 379,192.

Figure 3

The Statistics of the Forum Section



Figure 4 below shows the main page of the forum section. When scrolling down the main title appears as *General* with the following subheadings: *Translation Announcements*, which includes the calls for volunteer translators to work on subtitling a TV show or a movie; *Eğlence* which has the content of humorous talk among the members; *Help* which consists of questions regarding subtitling translations and the answers by members; *Guides* which compiles the important points to consider while subtitling and offers 29 items that need to be considered while doing a subtitle translation, as well as guides on Turkish orthographic and spelling rules, technical terminology, how to write a film review, synchronization techniques, and samples, technical help for Subtitle Edit and Subtitle Workshop programs.

Overall, the content of the forum section includes five main topics in addition to *General* and they are: Surveys, Cinesquare, Cinema, TV Series, and Miscellaneous. Each main topic includes subheadings and folders on a wide range of points that assist the volunteer translators in their subtitling experience from both technical and linguistic aspects. The structure of the virtual space of the forum platform can be described as the space where the volunteers can interact and look for guidance, support, and motivation whenever needed. This type of support supposedly makes a considerable impact on the engagement of the volunteers in this virtual community.

Figure 4

The Main Page of the Forum Section

Forum		Konular	İletiler	Son İleti
Genel				
Çeviri Duyuruları Çevirmeye başladığınız film ya da dizi duyurularını burada yapabilirsiniz.				
 Grup Aktiviteleri	 Film Çevirileri	6093	97657	The Strangers: Chapter...  07 Haziran 2024 18:22 motion112233
 Dizi Çevirileri	 Çeviri İstekleri			
 Belgesel Çevirileri	 Anime Çevirileri			
 Engersiz Altyazılar				
Eğlence Bizimize eğlence forumu.				
		276	24287	Mantık Soruları  28 Mayıs 2024 03:58 Sonoffuman
Yardım Merak ettiğiniz konularda buradan yardım isteyebilirsiniz.				
		1193	12023	İletişim Mail Adresind...  08 Haziran 2024 10:57 SzrAslan
Kılavuzlar Sizlere yardımcı olabileceğini düşündüğümüz kılavuzlar.				
		133	937	Tero Subtittler (Subtit...  21 Mayıs 2024 21:12 AdletMayer
Duyurular Site ile ilgili bilmeniz gereken önemli duyurulara buradan ulaşabilirsiniz...				
		27	1667	Film Özet Bilgisi  08 Eylül 2022 11:28 Quaresmanla

Having analyzed the layout and the content of the forum section, it can be observed that the members of the website work in a collaborative environment in a virtual space. Given this data, in this online community there is an extensive support mechanism that revolves around a common goal with contributions coming from both the volunteer translators and the viewers.

4.4. The Workflow on the Website

The website has a collaborative structure, and the administrators are only in charge of the general management of the website to keep the workflow running among the members. The members are divided into groups based on their particular skills. There are a total of 20 groups, including the Subtitle Control Group/ Translators Group/ Editors/ Seniors/ Accessible Subtitle Team/ Previous Admins/ Forum Directors/ Visual uploaders/ Admins/ Reliable uploaders, news editors, and critics.

The samples below demonstrate project-based learning, which is another fundamental component of the social constructivist approach. The first image demonstrates the readiness and willingness of one of the volunteer members of the online community who is named @burakşahin. He initiated a post titled "Activities" under the general topic "SUBTITLES" and called other volunteer translators to contribute to translating the film titled 'Hail the Conquering Hero' This post received 6,446 views and 64 answers, including recommendations for future projects and the fulfilment of the job division by translators eager to participate in the project.

Figure 5

The Post of a Call for a Translation Project

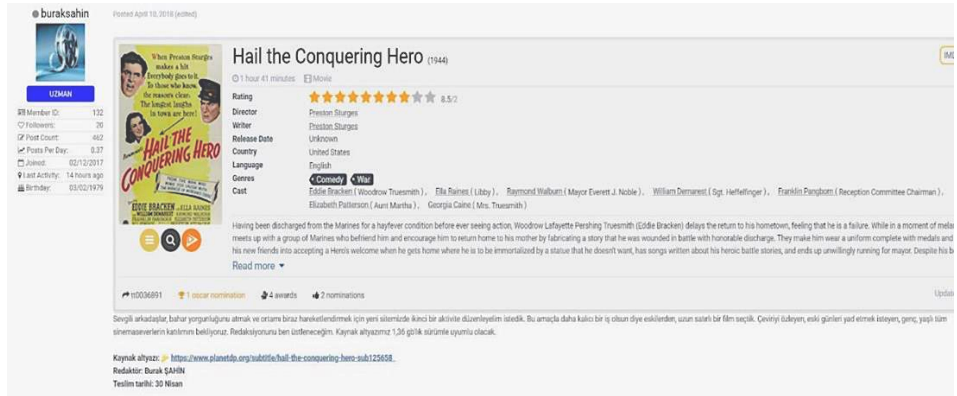
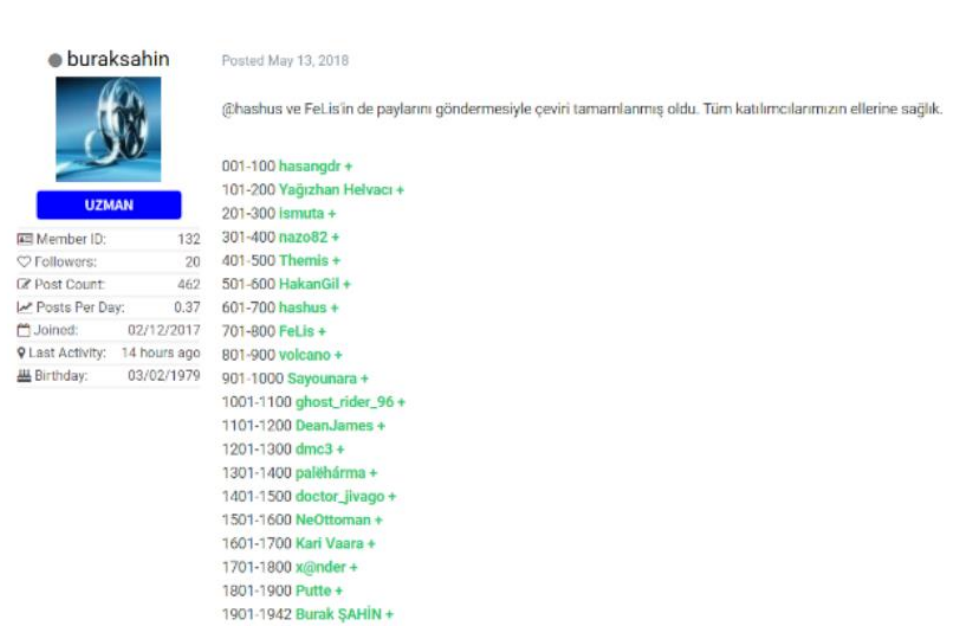


Figure 6

The Distribution of the Subtitle Translation Among the Volunteer Translators



The figure above shows how volunteer translators divided the translation task, and this example illustrates how peers can collaborate on a single project. Looking at this example through the lens of the social constructivist method, we can see that this task can be considered as project-based and experiential by involving the volunteer translators working on the subtitling of the same film in a collaborative environment.

After the analysis of the structure of the forum and observing the workflow of this online community, it is observed that the phases of subtitle translation begin with the acquisition of the source video (mostly in English) of the film or series online in a pirated form by a member who would like to initiate the translation project. The subtitle files in the source language can also be extracted from websites that are well-known among the volunteers. Upon uploading the task on the website and forming the source video and the subtitle file, translation begins by using a free software program. The *Subtitle Control Group* checks the uploaded subtitle file regarding errors on a technical and linguistic level. Later, feedback on the final product is provided with colors indicating the quality of the translation. Red means the translation includes serious technical and linguistic errors that may hinder the viewer-watching experience. Orange indicates that the translation has minor errors and needs a revision to reach a satisfactory level and green means that the translation is adequate and approved since it is presumed that it has no negative effect on the viewing.

The Subtitle Control group refers to some of the good subtitling practices items that cover points such as language (proper names, abbreviations, orthographic rules), technical requirements (the use of the software program, line treatment, time codes, spotting), cultural references and expressions (idioms, puns, wordplay), specific linguistic issues (song lyrics, filling words, exclamation marks), revision, and editing process.

The whole process of subtitle translation is completed cooperatively and during each stage, translators interact and share problems or ask specific questions regarding the translation of challenging words or phrases. Given these features, it could be stated that the process of subtitling on the website appears to have great similarities to the application of the social constructivist approach in translator education.

5. Comparison of Social Constructivist Approach and Volunteer Subtitling Website

The need for cooperation and interaction in an educational context is Kiraly's most crucial aspect regarding the social constructivist method. To facilitate collaboration and interaction, the traditional conduit approach—in which the teacher imparts knowledge to the students in a one-way transfer—is replaced with a revolutionary method of instruction that allows students to take an active role in their learning by taking ownership of their education, sharing and expanding their knowledge with peers, and learning through experience.

Returning to the distinctive aspects of the social constructivist approach, such as scaffolding, learner/student-centeredness, peer correction, and evaluation, the forum section of the volunteer translators' website shows similar characteristics by offering several video tutorials and guidelines, including lexical recommendations, technical specifications as well as style specifications, and numerous recommendations for

dictionaries to be used in conjunction with learning subtitle translation. The students participate in a real-world project by cooperating with their peers. Everyone in the group contributes to the job, and unforeseen issues are resolved by asking for assistance from one another.

The website's forum area offers a platform for continuous involvement through posting and direct chatting with other volunteer translators, which is the same kind of collaborative and interactive learning that Kiraly's approach describes. Moreover, we see characteristics like mutual knowledge construction, learning from one another in a cooperative setting, having a support system through feedback and consultation, and the benefits of belonging to a community that emphasizes communication, interaction, and collaboration.

In the context of the Social Constructivist Approach, the support system offered by parents, teachers, peers, sources, and all other outside helpers encourages and enhances the learner's progress. In the capacity of a tutor, a teacher helps students find and develop meaning while collaborating in a group setting and exchanging work through communication. Kiraly contends that putting the student in an active role and altering the conventional one-way teaching dynamic is necessary to establish an effective learning environment.

Online volunteer organizations use a similar model where volunteers join a group and establish a peer support system, consult with more experienced members, receive feedback on their completed work, and ultimately collaborate and learn within their online community.

The online volunteer subtitle translation groups' forum area uses a nearly identical methodology to the social constructivist approach. Under the heading of "Activities" in the forum section, translators gather this kind of cooperative subtitle translation. No one in a position of authority is present. Nonetheless, a set of guidelines is provided, and there's always a chance for mutual consultation by direct message or by starting a fresh topic in the forum area. In general, the components of project-based learning (acquisition, reflection, and co-emergent learning) and situational/experiential learning function within the same group.

Reflecting on the obtained data, the volunteer subtitle translators' website, specifically the tenets of the forum platform appear to endow the participating translators with an education in much the same way that the social constructivist approach can provide to students in a classroom environment. The samples of the topics, posts, and discussions extracted from the forum platform illustrate that there is a guidance on the subtitle translation process within the categories of language (orthographic rules, specific linguistic issues, filling words, exclamation marks, cultural idioms, terms, and expressions, humorous expressions), technical requirements (how to use the software subtitle workshop, line treatment, revision, and editing process) and there is constant support anytime needed for the volunteer translators.

Equally, from the aspect of the social constructivist approach in translator education, qualities like communication and collaboration (mutual construction of

knowledge), authentic participation in a community, peer-support mechanism, learner-centered approach, situating/experiential learning, socio-cognitive apprenticeship, project-based learning can be seen as the common points of the social constructivist approach and the online volunteer translators' website.

6. Conclusion

The question asked in this study was to what extent the virtual world of a volunteer translators' community can stand as an example of the social constructivist approach in translation education. With this purpose in mind, qualitative research has been conducted, and the forum section where the users interact as well as the workflow has been analyzed. The findings show that there is a strong parallel between these two worlds when considering the methods of learning/ improving as a learner/ translator, the supportive and collaborative atmosphere, and how the assignments and projects are done. Volunteer translators begin learning by performing and sharing their amateur work, and the forum platform encourages members to actively participate in the forum by answering questions and participating in group projects.

Virtual fansubbing communities are a prominent object of study in the field of Audiovisual Translation Studies and this research provides yet another perspective on the evaluation of these communities. Considering all the similarities encountered between the online platform and the social constructivist approach in translator education, we can derive that volunteer subtitle translators' communities have a pedagogical role.

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