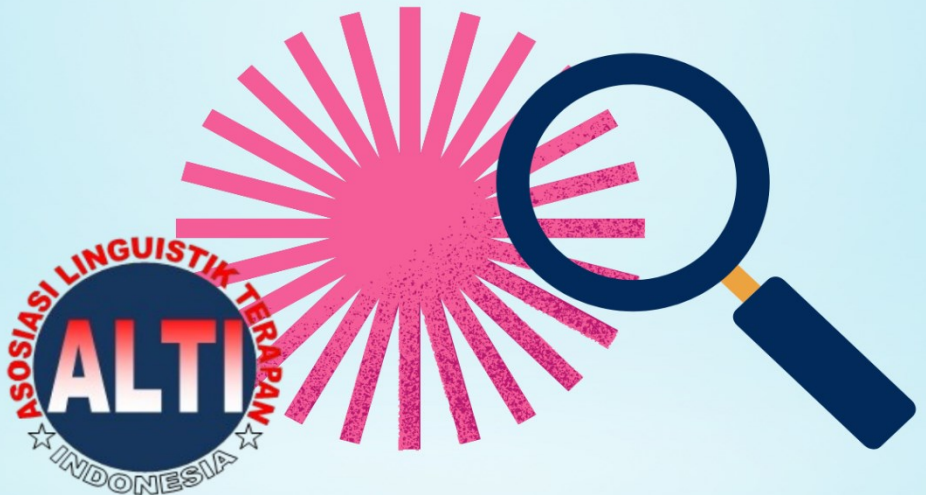


EXPLORING TRANSLATION TEACHING IN INDONESIA

Pedagogical Innovations,
Technologies,
and Classroom Practices



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Exploring Translation Teaching in Indonesia:

*Pedagogical Innovations, Technologies,
and Classroom Practices*

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Foreword

It is with great honor that I present this volume, *Exploring Translation Teaching in Indonesia: Pedagogical Innovations, Technologies, and Classroom Practices*, published in collaboration with *Asosiasi Linguistik Terapan Indonesia* (ALTI). This volume represents a timely and significant contribution to the development of translation education in Indonesia, offering a comprehensive exploration of both theoretical foundations and applied pedagogical practices. Such exploration can be read in Chapter 2 and 3.

Translation has become a cornerstone of intercultural communication, professional practice, and knowledge dissemination in our increasingly interconnected world. Therefore, it is understandable that all language study programs at Indonesian universities, academies, and polytechnics offer courses in translation. The volume's chapters represent such translation teaching and exemplify the integration of theory and practice in translation pedagogy. For instance, Chapters 5 and 6 explore the integration of digital technologies, including Computer-Assisted Translation (CAT) tools, neural machine translation, and AI-based feedback systems, into classroom practices. These chapters demonstrate how technological literacy can enhance translation competence, promote reflective practice, and bridge the gap between academic training and professional expectations. They also address challenges such as infrastructure limitations, ethical considerations, and the importance of critical engagement with automated tools.

Chapter 4 offers a comprehensive thought on the assessment of interpreting. This indicates that interpretation has become a new subjects taught in Indonesian universities and polytechnics. Still about evaluation, Chapter 10 describes a model for evaluating students' translation performance in regional languages, such as *Bahasa Palembang Halus*, highlighting the balance between linguistic accuracy, cultural appro-

priateness, and communicative effectiveness. This chapter illustrates the sociocultural dimension of translation education, demonstrating how pedagogy can be sensitive to local language preservation while preparing students for broader professional contexts. Chapters 7 and 8 further exemplify discourse-based and functionalist approaches, guiding students from analysis to action and expanding literary translation pedagogy beyond traditional genres to include multimodal and audience-centered tasks.

Chapters 8, 9, and 13 emphasize collaborative, project-based, and communicative pedagogies. They demonstrate how structured classroom activities, reflective exercises, and authentic translation projects—ranging from literary works to idioms and proverbs—enable for students to develop strategic, critical, and adaptive competencies. These chapters highlight the transformative potential of project-based learning and sociocultural engagement in translation education.

Collectively, the chapters in this volume reflect several core themes that are central to contemporary translation education:

1. **Multidimensional Competence Development** – Translators require linguistic, technological, cultural, functional, and ethical competencies. This volume emphasizes the interconnectedness of these areas, ensuring that students are prepared for diverse professional, literary, and community-based tasks.
2. **Integration of Technology and AI** – Digital tools, machine translation, and AI-assisted platforms are now integral to translation practice. The volume provides guidance on how these tools can be incorporated into pedagogy without compromising critical thinking or ethical responsibility.
3. **Discourse- and Functionalist-Oriented Teaching** – Effective translation depends on understanding text function, genre, and audience expectations. Some chapters exemplify approaches that move beyond literal equivalence toward purpose-driven, communicatively effective translation.
4. **Sociocultural and Project-Based Learning** – Learning is situated, collaborative, and reflective. Some chapters highlight how students can develop professional and intercultural competence through authentic, collaborative projects.

5. Audience-Centered and Multimodal Approaches – Literary translation is not confined to canonical texts; it extends across media, including subtitles, comics, and advertisements. Such approaches enhance flexibility, creative problem-solving, and audience awareness.
6. Regional Language and Multilingual Competence – The volume emphasizes the importance of promoting regional languages, bicultural knowledge, and bilingual literacy, supporting both cultural preservation and professional skill development.
7. Bridging Theory and Practice – Throughout the book, theoretical frameworks are linked to classroom practice, assessment models, and curriculum design, illustrating the practical relevance of research-informed pedagogy.

This volume is not only an academic resource but also a practical trigger for educators, program designers, policymakers, and students. It provides a comprehensive roadmap for implementing curriculum innovations, integrating technology, designing assessment models, and fostering reflective and adaptive learning. Importantly, it situates Indonesian translation education within a global context, while honoring local languages, culture, and educational realities.

I am particularly encouraged by the volume's attention to interdisciplinary and multimodal approaches, as well as its engagement with local and regional language contexts. These features reflect a forward-looking vision for translator education that is socially responsible, academically rigorous, and professionally relevant. The chapters exemplify how theoretical insights, empirical research, and pedagogical innovation can converge to produce translators who are competent, ethical, and culturally attuned.

On behalf of the *Asosiasi Linguistik Terapan Indonesia* (ALTI), I extend my heartfelt congratulations to the editors and authors. Their scholarship, dedication, and pedagogical creativity have manifested in a work that will serve as a reference, inspiration, and guide for educators and translators in Indonesia and beyond.

It is my hope that *Exploring Translation Teaching in Indonesia: Pedagogical Innovations, Technologies, and Classroom Practices* will continue to shape the discourse on translator education, inform curriculum

development, and foster professional excellence, ultimately contributing to the advancement of applied linguistics in Indonesia.

Meinarni Susilowati

President of Indonesian Applied Linguists Association (ALTI)

3 January 2026

Preface

The preparation of this edited volume was motivated by the fact that all language study programs in Indonesian higher education offer translation courses. However, there is no adequate publication on how the translation courses are executed in the universities, academies, and polytechnics. In addition, as translation classrooms, research agendas, and industry expectations continue to shift, there is a need for scholarly work that not only documents these developments but also establishes a strong theoretical foundation upon which future inquiry can build. This book is intended to serve these purposes.

The chapters edited in this volume resulted from a shared commitment to understanding the teaching of translation as a multifaceted human activity situated within social interaction, disciplinary knowledge, technological change, and cultural tradition. The authors approach translation teaching from diverse angles—pedagogical, empirical, technological, cognitive, pragmatic, and domain-specific.

Several theoretical perspectives inform the chapters that follow. Social constructivist theory, which emphasizes meaning-making through collaboration and negotiation, provides a pedagogical basis for the studies presented in the early chapters. In translation classrooms, constructivist approaches encourage learners to assume increasing responsibility for problem-solving, reflection, and decision-making. Such principles are illustrated in chapters that examine community-based projects, collaborative student work, and inquiry-oriented instructional design. Together, these chapters demonstrate how constructivist pedagogy deepens understanding of translation choices and strengthens learner autonomy.

Equally important is the notion of communities of practice, which helps explain how professional translators develop expertise over time through participation in shared activities, discourses, and norms. Translation competence does not develop in isolation; it is cultivated

through interaction with peers, mentors, editors, clients, and institutional frameworks. Several contributions in this volume draw from this perspective to show how learning occurs through observation, dialogue, modeling, and engagement in authentic translation tasks. In doing so, they highlight the importance of socialization and identity formation within the profession.

Technological transformation represents another major force shaping contemporary translation and its teaching. The rapid growth of machine translation, neural systems, translation memories, termbases, and AI-driven tools has altered workflows, expectations, and assessment practices. While such tools offer considerable advantages in speed and consistency, they also raise critical questions about quality, reliability, and the role of the human translator. Chapters dedicated to neural machine translation evaluation and technology-enhanced learning explore these changes in depth, demonstrating how educators can harness technological tools without compromising human judgment, interpretive reasoning, and stylistic sensitivity.

Cognitive and psycholinguistic perspectives also play a crucial role in this volume by illuminating how translators interpret, plan, monitor, and revise their work. Translation is a cognitively demanding enterprise involving inference, coherence-building, cultural framing, and metacognitive control. The chapters addressing idiomaticity and audiovisual translation, for example, shed light on the cognitive operations required to capture implicit meanings, humor, figurative language, and culturally bound expressions. These contributions reaffirm that translation is not merely linguistic decoding, but an act of meaning-making shaped by the translator's knowledge, beliefs, and interpretive stance.

Two additional theoretical pillars—multilayered textuality and intertextuality—help explain the complexity of the translator's task across domains. Texts operate simultaneously at lexical, grammatical, pragmatic, ideological, and genre-specific levels. No translation can be fully understood without acknowledging this stratification. Chapters on contrastive rhetoric, domain-specific maritime translation, and MT evaluation reveal how translators manage multiple semiotic layers and negotiate both overt and covert textual meanings.

Intertextuality further enriches the discussion by drawing attention

to the ways texts relate to earlier texts, traditions, and cultural narratives. This is especially evident in chapters dealing with subtitling and religious translation, where idioms, doctrinal interpretations, and cultural resonances demand careful navigation. Translations participate in chains of meaning, and translators must position themselves within or against those chains. The volume's discussions highlight the interpretive agency of translators as they make deliberate choices about how to handle intertextual references.

Taken together, these theoretical frameworks position the chapters of this volume within a coherent conceptual landscape. The studies included here illustrate how translation research and pedagogy are evolving in response to contemporary challenges. They offer insights that are valuable not only to scholars and educators but also to practitioners and students seeking a deeper understanding of translation as a human endeavor.

This book is the result of thoughtful collaboration and scholarly dedication. The editors gratefully acknowledge the authors whose contributions shaped the volume, the reviewers whose insights strengthened the work, and the academic communities whose discussions continue to advance translation scholarship. It is our hope that this book will serve as a useful resource for those engaged in teaching, researching, or practicing translation, and that it will encourage further innovation grounded in robust theoretical understanding.

Malang, 3 January 2026

Editors

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PART I: INTRODUCTION

FOUNDATIONS AND CONTEMPORARY LANDSCAPE

This part introduces the state of translation education in Indonesia, the sociopolitical context of translator training, and key local issues. It establishes the conceptual foundation for the volume by examining the broader ecosystem of translation education in Indonesia. Translation training in the country is situated within a rapidly shifting linguistic, technological, and institutional environment, where translators increasingly serve not only as language mediators but also as cultural, educational, and digital intermediaries. The chapters in this section outline the national landscape of translator education, highlighting institutional developments, policy influences, professional demands, and the evolving expectations placed upon translators in various sectors.

The first chapter and second chapters offer a comprehensive overview of the challenges and opportunities that shape Indonesian translator education today. Issues such as curriculum relevance, digital readiness, professional certification, and the rise of interdisciplinary translation needs are discussed in relation to broader educational reforms. This macro-level perspective is complemented by the second chapter, which examines translation assessment in the context of regional languages. This focus on Bahasa Daerah not only broadens the understanding of translation pedagogy but also underscores the importance of culturally grounded teaching models that reinforce local linguistic heritage.

CHAPTER 1

The Evolving Landscape of Translation and Translation Education

*Sugeng Hariyanto¹, Nurhazlina Husin²,
Novriyanto Napu³, Meinarni Susilowati⁴*

Translation has long occupied a central place in the intellectual, cultural, and pedagogical history of human societies. As an activity, translation mediates communication across linguistic and cultural boundaries. As a profession, it enables commerce, diplomacy, and global knowledge exchange; and as a discipline, it has developed a sophisticated body of theories, models, and methodologies that inform both scholarly inquiry and professional training. Over the past four decades, translation studies have undergone significant expansion and diversification, evolving from a predominantly linguistic enterprise into a multidimensional field that integrates textual, cultural, cognitive, sociological, and technological perspectives. Simultaneously, translation education, including translator training, translation pedagogy, and translation assessment—has developed into a distinct subfield, responding to the increasing complexity of translation practices in an interconnected and algorithmically mediated world.

The current era is marked by rapid technological advancement, the proliferation of digital communication, and the expansion of multilingual

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interactions. These transformations have reshaped the expectations for translators' competencies and redefined the pedagogical responsibilities placed upon translator educators. The emergence of neural machine translation, automation-assisted workflows, collaborative cloud-based platforms, multimodal digital texts, and artificial intelligence (AI) has brought about new opportunities, challenges, and ethical considerations in the field of translation (Zasiekin & Vakuliuk, 2020; Wen, 2024). NMT and GenAI have subjected translator training to a reevaluation of its ethical implications and effectiveness in maintaining translation quality, underlining the need for educators to adapt their curricula to include digital competencies and technology familiarity (Yan et al., 2023; Liu et al., 2022).

In the Indonesian context, where translation and interpreting have historically played a relatively limited role in everyday life and where technological development has not progressed as rapidly as in many European countries, a number of challenges in translation education become immediately apparent. These challenges include, first, limited availability and accessibility of technological infrastructure and facilities, and second, the relatively recent institutionalization of translation teaching, which has gained broader recognition only over the past decade (see Chapters 2 and 3 for a detailed discussion).

At the same time, the development of translation education in Indonesia both mirrors global trends and reflects distinctive sociolinguistic and institutional conditions. Indonesia's rich linguistic ecology comprising more than 700 local languages logically necessitates diverse translation practices; however, systematic efforts, such as the promotion of local manuscript translation into Indonesian and English by *Badan Pengembangan dan Pembinaan Bahasa* (the Agency for Language Development and Cultivation), have only emerged in recent years. These initiatives involve culturally embedded materials and concepts, underscoring the need for translation pedagogy in Indonesia to engage not only with technical and infrastructural constraints but also with the cultural specificity inherent in local-language translation practices.

In addition, it also reflects the influence of information technology, especially the machine translation tools and artificial intelligence. Consequently, Indonesian higher education institutions, vocational

academies, and teacher-training programs are therefore revisiting and reforming their translation curricula, seeking approaches that are professionally relevant, theoretically grounded, and aligned with the competencies required in contemporary society.

This introductory chapter provides the conceptual foundation for the present volume. It undertakes three major functions. First, it maps the major theoretical paradigms that structure contemporary translation pedagogy. Understanding these theoretical orientations is essential for evaluating pedagogical decisions, designing effective curricula, and interpreting the contributions of the chapters in this volume. Second, the chapter synthesizes key developments in translation pedagogy, including functionalist approaches, discourse-oriented frameworks, constructivist models, project-based learning, multimodal translation pedagogy, and assessment paradigms. Attention to pedagogy is crucial because translation is not only a body of knowledge but also a teachable craft and a socially situated practice. Third, the chapter situates the Indonesian context within broader global developments, identifying both opportunities and tensions that shape local translation education, including multilingual policy environments, technological disparities, institutional constraints, and the diverse needs of learners across academic and vocational pathways.

The chapters that comprise this volume illustrate the interplay between theory and pedagogical practice in contemporary translation education in Indonesia. They present case studies, library research, empirical research, conceptual models, and pedagogical innovations, classroom practices, spanning areas such as technology integration, project-based learning, flexible supervision, discourse-based instruction, literary translation pedagogy, translation assessment models, and culturally grounded translation projects. Each chapter reflects a particular pedagogical orientation while contributing to broader conversations about translator education in a digital, multilingual, and pedagogically diversified era. Finally, the subsequent sections lay out the theoretical, pedagogical, and contextual foundations that support the chapters that follow.

1.1 Translation Pedagogy: Frameworks, Traditions, and Contemporary Directions

Translation pedagogy has a relatively short history compared to the long-standing practice of translation itself. For instance, in China, formal translator education began about 100 years ago, with a comprehensive system established by 2006 (Tao, 2016) and in Indonesia it started much later. It has developed into a distinct subfield within Translation Studies, drawing on applied linguistics, education, sociocultural theory, and professional translation research. Unlike translator training of earlier periods—which emphasized linguistic substitution and normative correctness—the last four decades have witnessed a paradigmatic expansion toward competence-oriented, functional, and experiential approaches (Esfandiari & Ebrahimi, 2025). This section provides an overview of the major pedagogical orientations, with attention to the intellectual trajectories that have shaped them and their relevance to contemporary instructional needs. Additionally, it outlines the specific contextual considerations that inform the development of translation pedagogy in Indonesia, where multilingual heritage, sociolinguistic realities, and institutional constraints create distinctive challenges and opportunities.

1.1.1 From Grammar-Translation Method to Applied Communicative Models

Historically, translation education in many countries—including Indonesia—begin as an extension of grammar-translation approach. Students were trained to substitute lexical items, apply prescriptive grammatical rules, and mimic formal registers of particular languages (Floros, 2020). This approach relied heavily on dictionary use, teacher-fronted correction, and one-directional transfer (typically L2–L1). While this approach provided systematic exposure to grammar and vocabulary, it paid limited attention to communicative function, discourse coherence, audience expectations, or sociocultural mediation.

By the late twentieth century, shifts in applied linguistics—such as the communicative language teaching movement and functional linguistics—began to influence translation classrooms. Researchers such

as Kiraly (1995), Colina (2003), and González-Davies (2004) argued that translation should be approached as an act of meaning negotiation situated within communicative and cultural contexts. The development of text linguistics (Beaugrande & Dressler, 1981) and systemic functional linguistics (Halliday & Hasan, 1976) provided frameworks for analyzing textual choices, cohesion, thematic structure, and register. These linguistic resources fostered the emergence of text-based translation pedagogy, in which translation tasks were embedded within discourse environments rather than treated as isolated sentence-level transformations.

The transition from grammar-based instruction to discourse- and purpose-oriented instruction marks a major paradigm change in translation pedagogy, reflecting the growing complexity of contemporary linguistic practices and communicative demands. Unlike the Grammar Translation Method (GTM), which prioritized rote learning and sentence-level equivalence detached from context, discourse-oriented instruction conceptualizes language as a resource for meaning-making within specific social and communicative settings. This perspective aligns with research advocating the integration of communicative competence into translator training, emphasizing not only linguistic accuracy but also functional adequacy and contextual appropriateness in translation outcomes (Gorbunov & Gorbunova, 2019). Viewing translation as a dynamic process of meaning negotiation further reinforces the need for pedagogical approaches that foreground authentic language use, contextual interpretation, and sensitivity to cultural factors that shape translation decisions (Dewi, 2025).

These pedagogical imperatives are becoming increasingly salient as translation practices intersect with digital platforms, multimodal texts, and diverse genres, requiring translators to manage variations in register, audience, and communicative purpose (Tsigou, 2025; Salamah, 2025). Purpose-oriented training programs therefore aim to equip students with the ability to produce translations tailored to specific communicative goals and audiences, preparing them for an evolving professional landscape (Madkour, 2018). Such training extends beyond mastery of grammar and vocabulary to encompass discourse analysis, systemic functional linguistics, and multimodal awareness, enabling students to

critically engage with visual elements, tone, and cultural context in meaning construction (Kostopoulou, 2007; Tang-jin & Zhi-peng, 2018). By integrating these analytical frameworks into translation curricula, programs can enhance students' overall communicative competence and prepare them to function effectively as translators within a complex and globally interconnected communicative environment.

1.1.2 Competence Models and Their Pedagogical Implications

The late 1990s and early 2000s saw the emergence of several translator competence models intended to guide curriculum development, assessment strategies, and learning processes. The most influential among these are the PACTE model (e.g., PACTE, 2003, 2014), the EMT Competence Framework (European Commission, 2017/revised 2022), and variants proposed by Göpferich (2009). These models converge on several key components:

1. Bilingual/linguistic competence: mastery of linguistic resources in both working languages.
2. Extralinguistic competence: world knowledge, cultural literacy, domain knowledge.
3. Instrumental competence: ability to use tools such as terminology databases, corpora, CAT tools.
4. Strategic competence: metacognitive abilities for planning, monitoring, and evaluating one's work.
5. Knowledge about translation: explicit conceptual understanding of translation processes, norms, and conventions.
6. Professional competence: familiarity with briefs, ethics, project workflows, and client communication.

These models established translation as a multidimensional skill set that requires systematic development across cognitive, technological, and sociocultural domains. Many translation education or training programs were designed to equip students with these competences. Importantly, the models formalized the need for clear learning outcomes, aligned assessment mechanisms, and scaffolded learning tasks.

In Indonesia, competence-based models are particularly relevant as

institutions seek to standardize curricular structures across diverse universities and polytechnics. The growing demand for translators in legal, technical, digital media, and community interpreting domains highlight the importance of instrumental and professional competences—areas that have traditionally been underrepresented in Indonesian translation classrooms.

1.1.3 Functionalist Pedagogy and the Centrality of Translation Purpose

Functionalist theories, especially Skopos theory (Vermeer, 1989) and functional approaches developed by Nord (1991, 2018), have significantly shaped translation pedagogy. These frameworks stress that translation choices must be guided by purpose, audience expectations, and textual function rather than by rigid linguistic equivalence rules. Function-oriented instruction typically includes:

- Translating based on a client brief
- Considering target audience literacy, cultural background, and communicative needs
- Adjusting tone, modality, and level of formality
- Making justified decisions about adaptation, omission, and addition
- Emphasizing translation as problem-solving rather than rule-following

In practical settings, functionalist pedagogy often takes the form of project-based learning, simulation tasks, or authentic translation assignments. These strategies align well with the socio-constructivist approaches described by Kiraly (2000, 2012), which emphasize collaborative learning and situated practice.

For the present book, the importance of functionalist pedagogy directly informs several chapters, such as:

- The implementation of project-based learning approach (Chapter 9);
- The analysis of students' evaluation of Palembang language translation performance (Chapter 10); and
- The integration of cultural literacy and contextual adaptation in specialized text translation (Chapters 11, 12, 13, and 14)

1.1.4 Sociocultural and Situated Learning in Translator Education

Translation is not merely a cognitive act but also a social practice intertwined with communicative norms, identity positioning, and community expectations. Sociocultural theory suggests that learning is mediated by social interaction, cultural tools, and apprenticeships within communities of practice (Lave & Wenger, 1991). This view has been influential in reshaping translation pedagogy through concepts such as:

- Collaborative translation projects
- Peer-review and negotiated meaning-making
- Communities of practice within translation classrooms
- Mentorship and guided participation in authentic tasks

Kiraly (2005, 2015) emphasizes that translator development is not merely the acquisition of discrete competences but the gradual emergence of professional agency. Classroom practices therefore prioritize dialogic negotiation, reflective commentary, and collective problem-solving.

This sociocultural orientation provides the conceptual basis for several chapters in the present volume, especially those dealing with student-centered approaches, peer collaboration, reflective translation journals, and the integration of local linguistic practices—such as the revitalization of *Bahasa Palembang Halus*—into instructional contexts.

1.1.5 The Rise of Corpus-Based and Data-Driven Translation Pedagogy

Corpus linguistics has played a transformative role in translation studies over the past two decades. Corpus-based approaches enable learners to analyze authentic target-language usage patterns, collocations, genre norms, and translation universals. Tools such as AntConc, Sketch Engine, and bilingual parallel corpora support empirical learning by allowing students to formulate hypotheses and verify them using real data.

Data-driven learning (DDL), first conceptualized by Tim Johns, has been adapted into translation pedagogy as a method that fosters inductive reasoning, linguistic awareness, and stylistic sensitivity. When combined with functionalist and sociocultural approaches, corpus-based instruct-

ion equips learners to handle specialized domains and produce natural, target-oriented translations.

1.2 Challenges and Realities of Translation Pedagogy in Indonesia

Indonesia's translation teaching landscape is characterized by diversity and complexity. Programs range from language education faculties, applied linguistics departments, and independent professional courses. This heterogeneity reflects broader educational and sociolinguistic dynamics, including multilingual complexity, uneven technological access, limited professionalization pathways, and Strong reliance on teacher-centered instruction.

Regarding multilingual complexity, Indonesia hosts hundreds of local languages with varying degrees of vitality and institutional support. Teaching translation across Indonesian–local language pairs require sensitivity to linguistic structure, cultural norms, and community authenticity. Chapter 10's focus on *Bahasa Palembang Halus* translation exemplifies this need.

In relation to uneven technological access, while leading institutions increasingly integrate CAT tools and corpora, many programs face limitations in software access, infrastructure, and training. This creates disparities in students' instrumental competence.

The translation market in Indonesia is vibrant but largely informal. Few programs incorporate client interaction, project simulation, or professional ethics systematically, although recent reforms show progress. This reflects the limited professionalization pathways. This affects the availability of real projects for project-based learning in translation courses. As a result, many classrooms continue to operate under traditional modes, with limited opportunities for experiential learning or collaborative translation—challenges addressed indirectly by several chapters proposing task-based, project-based, reflective, and socioculturally grounded approaches.

These contextual realities justify the need for a coherent, theoretically informed pedagogical framework, which this introductory chapter seeks to establish.

1.3 Competency-Based, Discourse-Based, Functionalist, and Sociocultural Approaches in Translator Education

Translator education has progressively transitioned from language-centered instruction to multidimensional frameworks that foreground competences, discourse awareness, functional pragmatics, and sociocultural participation. These paradigms—competency-based, discourse-based, functionalist, and sociocultural—represent not only theoretical traditions in translation studies but also pedagogical orientations that shape curricular decisions. In Indonesia, where translation is situated within complex multilingual and multicultural ecologies, these frameworks offer robust theoretical scaffolding for program development and instructional design. This section elaborates on each paradigm and situates them in relation to the chapters of this volume.

1.3.1 Competence-Based Translator Education

Competence-based translator education (CBTE) organizes curricula around demonstrable, transferable abilities that translators must possess to perform effectively in professional contexts. Unlike traditional linguistic or text-based training, CBTE emphasizes integrated performance, strategic adaptability, and learning outcomes aligned with industry expectations. Modern frameworks include the European Master’s in Translation (EMT) competence profile, the PACTE model, and the ACTFL-inspired educational competencies developed in applied linguistics.

a. Core Components of Translator Competence

While terminology varies across models, several competence areas are consistently foregrounded:

1. Bilingual and bicultural competence
Deep linguistic and cultural knowledge enabling accurate, context-sensitive meaning transfer.
2. Instrumental-technological competence
Ability to use CAT tools, MT engines, corpora, terminology management systems, and digital workflows.

3. Strategic and problem-solving competence
Capacity to identify, diagnose, and resolve translation challenges using metacognitive strategies.
4. Subject-matter competence
Domain-specific knowledge required for specialized translation (legal, medical, literary, technical).
5. Intercultural communicative competence
Skills in negotiating meaning across cultural and pragmatic boundaries.
6. Ethical and professional competence
Understanding confidentiality, data protection, client relations, and quality standards.

b. Competence Development in the Volume

Several chapters illustrate CBTE in practice:

- Chapter 5 (Integrating Technology in Translation Teaching in Indonesia) engages in instrumental-technological dimensions by exploring how TPACK and CALL frameworks support technological competence development.
- Chapter 6 (Integration of Technology into Translation Teaching) empirically demonstrates gains in strategic and linguistic competence through CAT and cloud-based platforms.
- Chapter 10 (Evaluating Students' Performance in Translating into a Regional Language) develops an integrated assessment framework that operationalizes bilingual, cultural, and communicative competences for local-language contexts.

These chapters collectively show that CBTE provides the foundational logic through which curriculum design, instructional strategies, and assessment systems can be aligned in Indonesian translator training.

1.3.2 Discourse-Based Translation Pedagogy

While linguistic competence remains indispensable, translators operate on texts that are embedded within larger communicative, institutional, and socio-rhetorical contexts. Discourse-based translation pedagogy (DBTP) therefore foregrounds discourse features—genre conventions,

rhetorical structures, coherence patterns, voice, stance, pragmatic intent, and textual function. Influenced by systemic functional linguistics (SFL), genre theory (Swales, Martin & Rose), and text linguistics (Beaugrande & Dressler), DBTP trains students to perceive texts not as lexical units but as communicative actions.

a. Principles of Discourse-Based Pedagogy

DBTP typically advances four interconnected principles:

1. Genre awareness
Translators must understand how texts enact social purposes. Genre identification guides decisions about tone, argumentation, and interpersonal positioning.
2. Cohesion and coherence
Translators attend to cohesive devices (reference, substitution, conjunctions) and logical flow, ensuring the target text remains semantically and pragmatically coherent.
3. Intertextuality and register
Recognizing how texts draw upon other discourses and how register variation affects lexical and stylistic choices.
4. Functional pragmatics
Understanding how meaning is realized at the discourse level—e.g., how stance, modality, politeness, and implicature operate.

b. Discourse-Based Approaches Reflected in the Volume

The strongest instantiation of DBTP appears in:

- Chapter 7 (From Analysis to Action: A Discourse-Based Approach in Teaching Journalistic and Academic Texts Translation), which presents a discourse-based approach to translating journalistic and academic texts. The chapter embodies DBTP by guiding students from discourse analysis to strategy implementation.
- Chapter 11 (Grounding the Craft: Teaching Literary Translation Beyond Literature’s Traditional Borders) also aligns with DBTP by emphasizing tone, voice, rhythm, ambiguity, and intertextual resonance across media.
- Chapter 12 (Exploring the Process of Teaching Literary

Translation in the EFL Classroom) further applies to discourse-level reasoning in poetry, fiction, and comic translation through reflective, comparative tasks.

These chapters demonstrate how discourse analysis deepens students' interpretive acuity and enhances their capacity to respond to textual purpose—skills essential for both professional and literary translation in Indonesia.

1.3.3 Functionalist Approaches to Translation Pedagogy

Functionalist translation theories—particularly Skopos theory and the broader models of Reiss, Vermeer, Nord, and Holz-Mänttari—shift the orientation of teaching from equivalence to purpose-driven decision-making. According to this paradigm, translation is a form of action undertaken to fulfill a specific communicative function in a target context. The 'Skopos rule' posits that the intended purpose of the translation overrides sentence-level correspondence. This orientation is complemented by the functionalist tradition of text typology, translational briefs, and audience analysis.

a. Core Functionalist Principles

1. Purpose (Skopos)
Translation strategies must be selected in accordance with the communicative purpose and the expectations of the target audience.
2. Target-Oriented Decision-Making
The target text is evaluated based on its effectiveness for readers, not its fidelity to source-language structures.
3. Translation as a Professional Action
Translators negotiate briefs, define scope, justify decisions, and engage in client communication.
4. Flexibility and Adaptation
Translators may prioritize clarity, genre conventions, or cultural adaptation to fulfill the target communicative function.

b. Functionalist Approaches in the Volume

The following chapters reflect functionalist principles:

- Chapter 8 (Empowering Student Translators through Flexible Supervision in a Vocational Publishing Class)
- Chapter 9 (Project-Based Learning and Students' Translator Competences: A Polinema Model Implementation and Benefits)
- Chapter 13 (Interpreting Culture: A Project-Based Anthology of Translated Idioms and Proverb) uses functional reasoning to determine whether literal, equivalent, or adaptive translations best serve the pedagogical and cultural goals of the project.
- Chapter 11 (Grounding the Craft: Teaching Literary Translation Beyond Literature's Traditional Borders) explicitly frames literary translation as 'audience-centered meaning-making,' consistent with functionalist reasoning.

These chapters show that functionalist frameworks not only clarify pedagogical goals but also align translator education with real-world communicative environments.

1.3.4 Sociocultural Theories and Situated Learning

Translation is not solely a cognitive or linguistic activity. It is a sociocultural practice embedded in communities, institutions, and professional networks. Sociocultural approaches—drawing on Vygotsky, Lave and Wenger's Communities of Practice (CoP), Swain's Output Hypothesis, and activity theory—emphasize collaborative learning, apprenticeship, reflective engagement, and situated participation.

a. Principles of Sociocultural Pedagogy in Translation

1. Learning as Participation
Students learn by engaging in authentic translation communities—peer review groups, client simulations, and collaborative projects.
2. Scaffolding and Mediation
Instructors guide students' development by offering gradually reduced support.
3. Artifacts and Tools as Mediators
CAT tools, corpora, glossaries, and MT engines are not mere instruments; they shape learners' cognitive activity.
4. Reflection and Metacognition

Students articulate rationales for decisions, strengthening meta-linguistic and critical awareness.

5. Distributed Expertise

Knowledge emerges from collective activity, not isolated individual effort.

b. Sociocultural Approaches in the Volume

Several chapters exemplify this paradigm:

- Chapter 10 (Evaluating Students' Performance in Translating into a Regional Language) situates translation within cultural communities and pedagogical contexts, emphasizing sociocultural appropriateness.
- Chapter 12 (Exploring the Process of Teaching Literary Translation in the EFL Classroom) embeds collaborative comparison, presentation, and reflective dialogue—core sociocultural mechanisms.
- Chapter 13 (Interpreting Culture: A Project-Based Anthology of Translated Idioms and Proverbs) and Chapter 14 (Cross-Cultural Literacy in Translator Education: A Literary Perspective) highlight that translation involves local cultural knowledge, shared practices, and collective meaning-making, especially in non-majority languages.

Sociocultural pedagogies are particularly crucial in Indonesia, where translation serves cultural preservation, multilingual bridge-building, and community engagement.

1.4 Integrating the Four Paradigms into a Coherent Pedagogical Framework

Competency-based, discourse-based, functionalist, and sociocultural approaches are not competing frameworks. When synthesized, they produce a comprehensive pedagogy that reflects the complexity of translation practice. CBTE identifies what translators must be able to do. DBTP teaches students how textual meaning is constructed across genres. Functionalist theory teaches them why and for whom translations are produced. Sociocultural theory shows them where and with whom translation takes place.

A coherent program integrates all four layers:

1. Competence (knowledge, skills, dispositions)
2. Discourse knowledge (genre, coherence, pragmatic structure)
3. Purpose orientation (Skopos, audience, function)
4. Situated participation (collaboration, community, professional simulation)

This integration should manifest in the structure of translation courses within the whole translation education curriculum.

1.4.2 Relevance to Indonesian Translator Education

With its linguistic background and national development challenges, the Indonesian context requires pedagogies that support foreign and regional-language translation, build digital literacy, respond to professional demands, foster cultural sensitivity, and prepare graduates for hybrid MT/LLM environments

The chapters in this volume illustrate how those above four paradigms can guide curriculum renewal, research agendas, and national policy discussions.

1.5 Themes of the chapters

Although each chapter contributes from a particular pedagogical, linguistic, or methodological standpoint, several integrative themes emerge:

1. Translation as situated practice
Across the volume, contributors consistently treat translation not as a mechanical process but as a socially embedded activity shaped by communities, institutions, and cultural expectations.
2. Competence development as multidimensional
The diversity of chapters mirrors the multi-component nature of translation competence described in PACTE, Göpferich, and EMT frameworks. Whether the topic involves local-language evaluation models, technology-mediated practice, community engagement, or classroom assessment, each chapter highlights a different sub-competence—linguistic, pragmatic, instrumental, sociocultural, or reflective.
3. The increasing role of authenticity in translator training
Many chapters draw upon real translation tasks, professional corpora,

or community-based projects. This aligns with Kiraly's socio-constructivist emphasis on authentic tasks and collaborative knowledge building.

4. Balancing theory and praxis

A distinguishing feature of this volume is its consistent attempt to ground practical teaching interventions in theoretical reasoning. Chapter 10, for instance, connects learner performance in *Bahasa Palembang Halus* translation with established models of linguistic and pragmatic competence, showing how localized content can be theoretically rich.

5. The emerging Indonesian translational identity

Collectively, the chapters contribute to a localized understanding of translation pedagogy rooted in Indonesian sociolinguistic realities, multilingualism, regional language maintenance, and varying institutional demands. As such, the volume adds a distinctive contribution to the global discourse, which remains heavily centered on Euro-American contexts.

Several chapters in this volume also reflect innovative teaching methods that modern translation pedagogy employs, namely project-based learning (PjBL), task-based and learner centered approaches, and collaborative and constructivist approaches. **Project-Based Learning (PjBL)** encourages students to engage in real-world translation projects, fostering practical skills and interdisciplinary learning (Çavuşoğlu, 2025; Mastela, 2023). Next, **Task-Based and Learner-Centered Approaches** focus on student active learning and engagement, promoting autonomy and critical thinking (Çavuşoğlu, 2025). Finally, **Collaborative and Constructivist Strategies** emphasize teamwork and the construction of knowledge through social interaction (Çavuşoğlu, 2025; Mastela, 2023). All these can be catered by authentic project-based learning (Hariyanto et al., 2026)s

1.7 Closing

The purpose of Part VI is to ensure cohesion across a diverse set of contributions. By positioning each chapter in relation to key theoretical paradigms—competence models, sociocultural theory, functionalist frameworks, discourse-based approaches, and digital/AI translation

pedagogy—the volume gains conceptual unity. Readers are therefore encouraged to approach each chapter not merely as a standalone investigation but as part of an evolving conversation on the nature and pedagogy of translation in contemporary Indonesia.

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