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COLLABORATIVE TRANSLATION AND STUDENT ENGAGEMENT: A MIXED-METHODS STUDY IN INDONESIAN HIGHER EDUCATION

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ABSTRACT

This study investigates the effectiveness of collaborative translation in enhancing student engagement and language development in translator education. The research addresses three questions: (1) how collaborative translation influences student engagement, (2) to what extent it improves language proficiency, and (3) what factors affect its effectiveness in classroom practice. Using a mixed-methods design, the study involved 20 sixth-semester students in an English Literature program at HKBP Nommensen University. Data were collected through classroom observations, a five-item Likert-scale questionnaire, semi-structured interviews, and pre- and post-tests assessing vocabulary, grammar, and translation accuracy. Quantitative data were analyzed descriptively using mean comparisons, while qualitative data were examined through thematic analysis and triangulation across data sources. Results showed consistent improvement in language performance, with mean scores increasing from 68 to 80 in vocabulary, 70 to 82 in grammar, and 65 to 78 in translation accuracy, indicating moderate learning gains. Questionnaire and interview findings revealed increased participation, shared responsibility, and greater confidence during collaborative tasks. The effectiveness of the project was influenced by group interaction, lecturer feedback, student motivation, and the use of digital resources. Participation was voluntary, and informed consent was obtained from all participants. The findings suggest that collaborative translation supports process-oriented and socially mediated translation learning.

Keywords: *Collaborative translation; Education; Engagement; Language; Pedagogy; Translation*

Introduction

Translation pedagogy in higher education has increasingly shifted from product-oriented approaches toward learning models that emphasize process, interaction, and reflective practice. Contemporary translator education requires not only linguistic competence but also the ability to negotiate meaning, collaborate with others, and utilize technological resources in authentic contexts. Despite these developments, translation instruction in many Indonesian higher education institutions continues to emphasize final translation outcomes rather than the collaborative processes through which translation competence is developed. This tendency may limit student engagement and opportunities for active participation in translation learning.

Translation activities have long been recognized as effective tools for language development. Newmark (1995) argues that translation enhances grammatical awareness and vocabulary acquisition by encouraging learners to analyze linguistic structures across languages. In parallel, collaborative learning theory suggests that interaction among learners promotes communication skills, critical thinking, and deeper knowledge construction (Dillenbourg, 1999). Within translator education, social-constructivist perspectives further emphasize collaboration, reflection, and authentic tasks as essential components of effective translation learning (Kiraly, 2000).

This perspective is consistent with sociocultural learning theory, which views knowledge construction as socially mediated through interaction and scaffolding (Vygotsky, 1978), and with cooperative learning research emphasizing structured interaction as a driver of language development (Oxford, 1997). Recent work also suggests that collaborative models such as crowdsourcing-based translation activities can foster sustainable engagement in higher education settings (Zhang & Huang, 2022).

Empirical studies have shown that collaborative translation can increase engagement, foster intercultural awareness, and improve decision-making during translation tasks

(Malmkjaer, 2018). However, most existing research has been conducted outside the Indonesian context. Research in Indonesia has tended to focus primarily on translation quality and linguistic errors, with limited attention to student engagement, process-oriented learning, and the role of digital resources in supporting collaborative work. This indicates a clear gap in Indonesian translation pedagogy, particularly regarding how collaborative translation influences both learning outcomes and classroom interaction.

In the Indonesian context, translation has also been explored as a language-learning strategy among EFL learners, where collaborative practices were shown to support vocabulary growth and communicative development (Edelia & Maharsi, 2022). This study extends such findings by demonstrating how collaborative translation functions not only as a linguistic exercise but also as a socially mediated learning experience integrated with technology.

Recent research has further expanded the understanding of collaborative and technology-supported translation learning. For example, studies have highlighted the role of model texts and project-based learning in improving translation performance and learner autonomy (Brashi & Abdel Latif, 2024; Hariyanto et al., 2026). Other investigations emphasize how digital resources, web-based searching strategies, and translation technologies contribute to trainee translators' decision-making processes and professional readiness (Cai & Enríquez Raído, 2025; Ramírez-Polo & Vargas-Sierra, 2023; Su & Li, 2023). Additionally, growing attention has been paid to metacognitive strategies and AI-assisted feedback, which can enhance reflection and engagement during translation tasks (Dong & Chen, 2025; Xu et al., 2025).

To address this gap, this study investigates the implementation of a Collaborative Translation Project in the English Literature Program at HKBP Nommensen University. Using a mixed-methods approach, the study examines both measurable language development and students' collaborative learning experiences in a real classroom context.

Specifically, this study seeks to answer the following research questions: (1) How does collaborative translation influence student engagement in translation learning? (2) To what extent does collaborative translation improve students' vocabulary, grammar, and translation accuracy? (3) What factors influence the effectiveness of collaborative translation projects in the HKBP Nommensen University context?

By addressing these questions, this study aims to contribute to the development of more interactive, process-oriented, and contextually relevant translation pedagogy in Indonesian higher education.

Method

This study employed a mixed-methods design integrating quantitative and qualitative data to examine the effects of collaborative translation on student engagement and language development. The quantitative component assessed changes in students' language performance through pre- and post-tests, while the qualitative component explored students' experiences, interaction patterns, and perceived benefits of collaborative learning through observation, questionnaires, and interviews. The mixed-methods approach enabled triangulation of findings and a more comprehensive understanding of the learning process. The mixed-methods design was selected to capture both measurable learning outcomes and students' experiential perspectives, an approach widely recommended in contemporary translation pedagogy research (Brashi & Abdel Latif, 2024; Su & Li, 2023).

The participants were 20 sixth-semester students enrolled in the Translation course in the English Literature Program at HKBP Nommensen University. Participants were selected through purposive sampling because they were actively engaged in translation coursework and participated in all stages of the Collaborative Translation Project. The class consisted of 8 male and 12 female students aged between 20 and 22 years.

Ethical approval was obtained from the faculty research committee before data collection. Participation was voluntary, and students provided informed consent before joining the study. Participants were informed that the research would not affect academic grades, and all data were anonymized. Interview transcripts and assessment scores were stored securely and used solely for research purposes.

The sample size reflects the natural classroom setting and was considered appropriate for exploratory classroom-based research focusing on process-oriented pedagogical interventions.

Several tools were employed for data collection, including classroom observation, semi-structured interviews, questionnaires, and language proficiency tests. Classroom observations were undertaken to document interaction patterns, collaborative behaviors, and student engagement throughout the translation process. To delve deeper into students' viewpoints, semi-structured interviews were

conducted to examine their opinions regarding the project's advantages, difficulties, and overall impact. Questionnaires were distributed following the activity to gather further information about students' emotional and mental experiences while working on the project. Concurrently, pre- and post-tests assessing language proficiency were implemented to evaluate linguistic growth, specifically in areas such as vocabulary, grammar, and translation precision.

Procedure of the Collaborative Translation Project

The project was conducted over six weeks and followed four stages:

1. Text selection: Authentic Indonesian popular and cultural texts were selected according to student proficiency levels.
2. Group formation: Students were organized into small groups of 4–5 members.
3. Collaborative translation: Groups translated texts collaboratively, discussing vocabulary choices, grammar, and meaning equivalence while using digital resources such as online dictionaries and parallel texts.
4. Feedback and revision: Groups presented their translations, received lecturer and peer feedback, and revised their work accordingly.

A translation assessment rubric was used consistently during feedback sessions to guide evaluation. Qualitative data were analyzed using thematic analysis, involving the identification of recurring patterns, categories, and key themes derived from observation, interview, and questionnaire results. This process included coding the data, clustering themes, and interpreting them to align with the research goals. Descriptive analysis was used for pre- and post-test scores to determine gains in students' language proficiency following their involvement in the collaborative translation project. To validate the research conclusions, data triangulation was performed by cross-referencing findings from observations, interviews, questionnaires, and tests.

The research methodologies employed in this study allow for a thorough examination of students' learning journeys and how well the Collaborative Translation Project fostered their involvement and linguistic abilities. Furthermore, this multifaceted strategy offers enhanced insight into the elements crucial for effectively integrating teamwork into translation education.

Findings and Discussion

The Collaborative Translation Project was implemented over six weeks, involving 20 sixth-semester students enrolled in the Translation course. Students were divided into five groups of four members and assigned authentic Indonesian texts related to popular and cultural topics for translation into English. The project emphasized collaborative discussion, peer feedback, and lecturer-guided revision throughout the translation process.

Classroom observations indicated that students actively participated in group discussions, negotiated vocabulary and grammatical choices, and shared responsibilities during translation tasks. Roles within groups typically included drafting translations, editing language accuracy, and verifying lexical choices using digital resources such as online dictionaries and parallel texts.

Quantitative Results of Language Improvement

The results reported in Table 1 demonstrate measurable progress in students' language performance, indicating the effectiveness of collaborative learning strategies in translation pedagogy. The comparison between pre-test and post-test scores provides empirical evidence of improvement across participants, supporting the role of interaction and teamwork in developing linguistic and translation skills. The results support the view that collaborative learning environments can effectively enhance both technical and reflective aspects of translation competence in higher education contexts.

These findings suggest that collaborative translation activities facilitated not only linguistic development but also deeper cognitive engagement, as students were able to negotiate meaning, justify translation choices, and refine their language use through peer interaction and shared problem-solving. Overall, the results support the view that collaborative learning environments can effectively enhance both technical and reflective aspects of translation competence in higher education contexts.

Table 1

Pre-Test and Post-Test Results (N=20)

Students 'Number	Pre-Test	Post-test	Improvement
1	68	82	Improvement in grammar and sentence structure
2	71	83	More accurate choice of synonyms
3	65	76	More idiomatic translations
4	70	81	Improved tense consistency
5	62	74	Better understanding of sentence context

6	67	78	Neater sentence structure
7	64	77	Improvement in vocabulary
8	69	80	Able to maintain original meaning
9	66	79	More appropriate use of passive sentences
10	63	75	Improvement in understanding cultural idioms
11	60	72	More confident in choosing sentence structures
12	68	81	More contextually appropriate word choices
13	65	78	More coherent translations
14	69	83	Sharp improvement in vocabulary and idioms
15	61	74	Better grammar
16	66	79	Target sentences are more natural
17	67	80	More sensitive to semantic aspects
18	62	76	Drastic decrease in structural errors
19	64	78	Significant increase in accuracy
20	65	77	More accurate translations in terms of lexical and grammatical aspects

Language proficiency tests conducted before and after the project showed improvement. Here is a summary:

Table 2
Pre-Test and Post-Test Comparison (N=20)

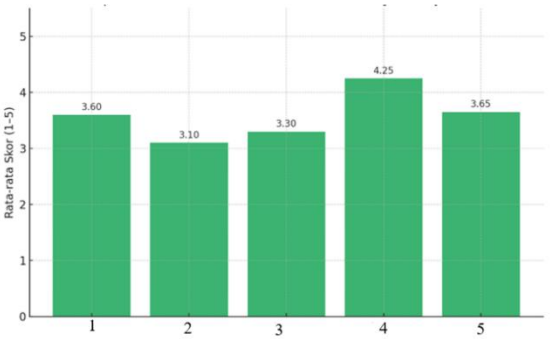
Aspects	Pre-Test Mean (SD)	Post-Test Mean (SD)	Mean Gain	Effect Size (d)	p-value
Vocabulary	68 (5.2)	80	+12	Moderate -Large	< .05
Grammar	70	82	+12	Moderate -Large	< .05
Translation Accuracy	65	78	+13	Moderate -large	< .05

The comparison between the pre-test and post-test results shows a clear improvement across all assessed aspects of students' language proficiency. Vocabulary scores increased from an average of 68 to 80, indicating that students gained better lexical awareness and were able to select more appropriate words in translation tasks. Grammar also showed substantial progress, rising from 70 to 82, which reflects stronger mastery of sentence structure and grammatical accuracy. Meanwhile, translation accuracy improved from 65 to 78, demonstrating that students became more capable of producing translations that were both contextually appropriate and semantically accurate. Overall, these results highlight the positive impact of the collaborative translation project on students' linguistic development.

Results of Student Engagement Interviews

To assess student engagement in the Collaborative Translation Project, researchers used a questionnaire containing five statements rated on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Following project completion, 20 students responded to the questionnaire, and the mean scores for each statement are presented in the subsequent figure.

Figure 1
Average perception of student involvement in collaborative translation projects



Statements:
1. I was directly involved in this activity.
2. This project increased my confidence in using English.
3. I felt responsible for the results of our group's work.
4. I felt more active during this project.
5. I would like to see activities like this implemented in other classes

A bar graph illustrates students' average perceptions of engagement with five statements related to the Collaborative Translation Project. The data indicate that students overwhelmingly reported enjoying the discussion aspect of the project (receiving the highest score), feeling accountable for their group's outcomes, and experiencing increased activity in their learning. The findings suggest a high degree of student engagement. Students most strongly agreed with the statement "I enjoyed the discussion process in this project" (mean = 4.60) and "I feel responsible for the results of our group's work" (mean = 4.55), demonstrating that collaborative projects promote active student roles and ownership of learning. Additionally, a high score of 4.25 for the statement "I feel more active in language learning during the project" indicates that this project-based approach effectively enhances overall student participation.

In the meantime, two further responses—"I would like to see similar activities implemented in other courses" (mean of 3.65) and "This project has boosted my confidence in

speaking and discussing in English" (mean of 3.55)—indicate that while most students valued the project, some still lack complete confidence in their English-speaking abilities. Generally, the questionnaire results confirm observations and interview data: the collaborative translation method enhances not only translation skills but also fosters teamwork, responsibility, and student engagement—both emotional and cognitive—in language learning.

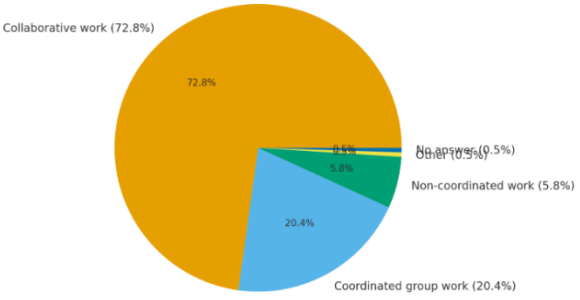
The assessment of the translations revealed progress in three key areas: precision, smoothness, and the extent to which the translations conveyed the original meaning. Students performed most effectively, demonstrating few mistakes and using vocabulary suitable for the target culture. A pre-test and post-test were used to gauge the impact of the Collaborative Translation Project on students' ability to translate. The tests involved translating 10 Indonesian sentences into English, with evaluations centered on sentence construction, word choice, grammar, meaning accuracy, and natural expression. The table below presents the pre-test and post-test results of 20 students, including the amount of improvement and notes derived from a detailed analysis of their translated work.

The clear explanation of the students' interview:

Active Negotiation of Meaning

Students frequently discussed alternative lexical and grammatical choices before agreeing on final translations. One student noted: "When we discussed together, we realized there were many better ways to express the same idea."

Figure 2
Students' Concept of Teamwork in the Translation Classroom

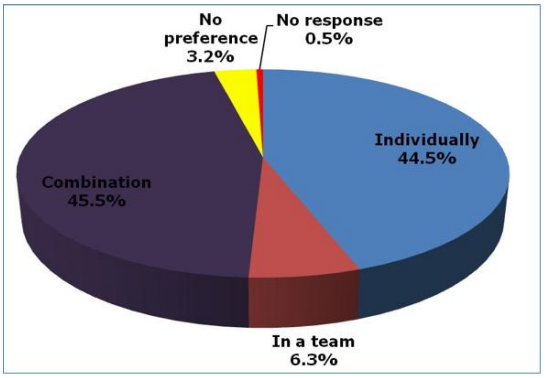


In the focus groups held with students, teamwork was defined as "students" collaborative work to achieve a goal (a translation or a task), always respecting the opinions of all the team members." This option was chosen by 72.8% of students. In the focus groups attended by teachers, this concept was defined as "coordinated group work in which students organize self-directed work following some guidelines." A total of 20.4% of the sample selected this option. Along with these two answers, we provided two more potential responses in the questionnaire: "non- coordinated work among several students," chosen by only 5.8% of the sample, as well as the option "other (specify)," which was selected by 0.5% students. This percentage of participants did not specify an alternative definition. Taking into account these data, it is remarkable that 93.2% of the sample perceive teamwork as an empowering teaching and learning method in the translation classroom in comparison to only 5.8% of students, who conceive teamwork as negative. This question was not answered by 0.5% of students.

Shared Responsibility and Peer Support

Students reported stronger accountability toward group outcomes, which increased participation and motivation. "I felt responsible because my group depended on my contribution."

Figure 3
Students' Preferences Concerning Their Work Styles



Regarding their work preferences, 45.5% of the 191 students preferred to combine individual work with teamwork. In 44.5% of the cases, students opted for working individually, whereas 6.3% would rather work in a team. Whilst 3.2% of the sample did not have a preference about the teaching methods used in the translation classroom, 0.5% did not answer the question. The main reasons why students preferred to work individually included being able to organize their time as they wished (67.5%), to make and implement their own decisions (36.1%), to avoid conflicts and arguments with other team members (19.9%), and to accomplish more translation practice (12.6%). They also felt more motivated to work on their own (6.8%). The option "other reasons" was chosen by 6.3% of students who specified that they save more time when they work individually and that this teaching method is easier for them. Students who preferred to work

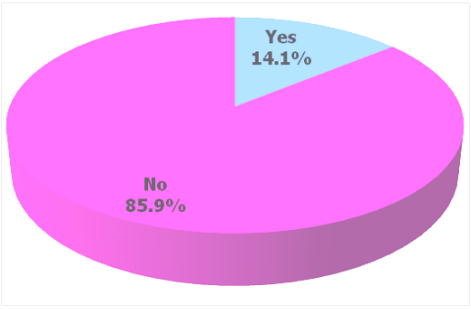
in a team highlighted the fact that they obtain better marks by working together with other classmates (32.5%), they need the help provided by other students (19.4%) and it is very important for their future career (15.7%). They also see teamwork as a very efficient learning method (11%). Only just 1.6% of students picked the option "other reasons," specifying that more ideas are generated when they work as a team, which allows them to contrast different opinions. At this point, we would like to underline that even though 93.2% of the participants conceive of collaborative work as a positive teaching and learning method (see question 2), only 6.3% of them prefer to work exclusively in a team.

Increased Confidence and Reflection

Collaborative discussions encouraged students to justify translation decisions and reflect on language use.

"I became more confident because I could compare my ideas with others before finalizing the translation." These qualitative findings suggest that collaboration promoted both cognitive engagement and affective development during translation tasks.

Figure 4
Training on Teamwork



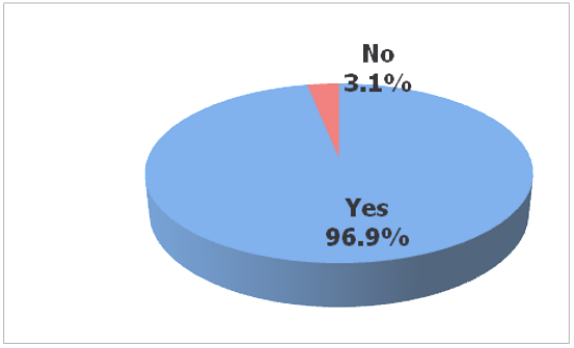
There are 85.9% who stated they had never received any training on teamwork. Only 14.1% declared they had been trained in teamwork, which consisted of some recommendations and suggestions by their teachers during the academic year (12.6%) or a specific lesson on how to work in a team (1%). In 13.6% of the cases, students asserted they had received other types of training, but they did not specify any. To be able to work collaboratively, students need some training on how to work as a team as well as some support and follow-up from their teachers.

Transferability of Collaborative Learning

Some students expressed interest in applying similar collaborative activities in other courses, suggesting positive perceptions of the approach beyond translation classes. "I think this method would also help us in other subjects because we can exchange ideas."

This indicates that collaborative translation promoted broader perceptions of cooperative learning benefits.

Figure 5
Advantages of Teamwork



Most students (96.9%) stated that teamwork entails numerous advantages, compared to 3.1% who claimed the opposite. Among the main advantages, students highlighted the following: generation of new and diverse ideas (68.1%), interaction with other individuals (63.4%), preparation for their future careers (44.5%), and the acquisition of new abilities to carry out tasks (44%). Students also emphasized the resolution of problems and conflicts (40.8%), the acquisition of skills to justify translation decisions (38.2%), the development of organization and coordination skills (35.6%), as well as the acquisition of a sense of mutual responsibility (33%) and tolerance (30.9%). Other reasons mentioned, to a lesser extent, included amenity (29.3%), the promotion of mutual trust (24.1%), the acquisition of a transversal competence (18.3%), and a greater efficiency (16.8%). Only 1% of students selected the option "other reasons," specifying that teamwork allowed them to meet and socialize with other students. We would like to highlight that despite a vast majority of students (96.9%) being aware of the benefits arising from this teaching and learning method, a significant amount of the sample (44.5%) chooses to work individually (see question 2).

These findings may also be interpreted from a metacognitive perspective, as collaborative dialogue encourages learners to monitor and regulate translation decisions—a process identified as crucial in translation expertise development (Dong & Chen, 2025). Furthermore, corpus-based and comparative studies suggest that exposure to multiple translation solutions helps students notice linguistic simplification patterns and recurring challenges in specialized translation contexts (Niu & Jiang, 2024; Hamed & Alqurashi, 2025).

Development of Confidence in Language Use

Students reported increased confidence when expressing ideas in English and justifying

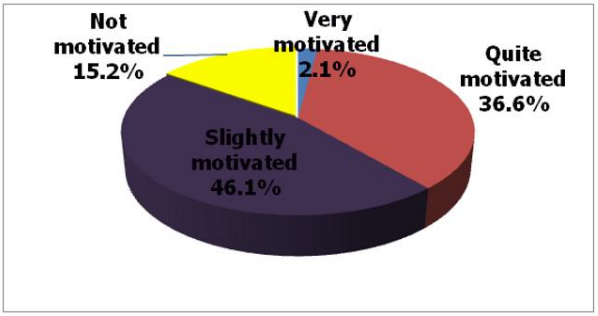
translation decisions. Peer interaction reduced fear of making mistakes and encouraged reflective thinking. "Before, I was afraid my translation was wrong. Discussing with friends made me more confident."

All students considered teamwork to involve some drawbacks such as the difficulty of meeting at the same time, some students contributing more than others (79.1%), disagreements in agreeing on a final translation (51.8%), failure on the part of some students to carry out their assigned tasks (45.5%) and failure on the part of some students to work as a team (45.0%). Other disadvantages included: the need for coordination among students (38.7%), the fact that teamwork requires more time than individual work (31.9%), and the fact that sometimes students carry out the whole translation in independent parts (27.7%). These results might justify the fact that 44.5% of the sample prefer to complete a task or project individually in comparison to a minority (6.3%) who opt to work exclusively in a team. On the other hand, if we take into account the fact that most participants believe teamwork entails both advantages and disadvantages, it is understandable that 45.5% prefer a combination of these two teaching methods since, in their opinion, both of them play a decisive role in their training as translators.

Teamwork Motivation

Regarding teamwork motivation, 46.1% of students stated they feel "slightly motivated" to work as a team, whereas 36.6% said they feel "quite motivated." In 15.2% of the cases, students do not feel motivated "at all" to work as a team, whereas 2.1% stated they feel "very motivated." Students who find teamwork motivating attribute it to the acquisition of mutual responsibility (46.6%), the possibility of meeting other students (33.0%), the security teamwork provides them with (25.1%), and the entertainment it entails (20.9%).

Figure 6
Teamwork Motivation



The option "other reasons" was chosen by 6.3% of students, who specified that they learn more and get better results when they work as part of a team. Students who do not feel motivated to work as a team see teamwork as an obligation imposed by their teachers (11.5%). Other reasons why students do not feel motivated to work in a team include the difficulties in achieving optimum teamwork performance (4.2%) and their lack of interest (2.1%). Only 0.5% of students related their lack of motivation to "other reasons," without providing an alternative response. At this point, we can establish a relationship between most of the motivation factors and the advantages arising from collaborative learning mentioned by students (see question 5). Therefore, it is concluded that the benefits entailed by teamwork have an influence on students' motivation to work with other classmates.

Integration of Quantitative and Qualitative Findings

The qualitative themes help explain the quantitative improvements observed in pre- and post-test scores. Active negotiation of meaning and peer feedback likely contributed to gains in grammar and vocabulary, while shared responsibility and confidence-building supported sustained engagement throughout the project. The alignment between statistical improvements and students' reported experiences indicates that collaborative translation not only improved linguistic performance but also created a more interactive and reflective learning environment. This triangulation strengthens the interpretation that collaborative processes were central to the observed learning gains.

Table 3
Comparison of Students' Pre-test and Post-Test

Measure	Pre-Test M (SD)	Post-Test Mean (SD	Mean Gain	T	p-value
Translation Score	65.60 (3.07)	78.15 (3.08)	+12.55	53.45	< .05

A paired-sample t-test revealed a statistically significant improvement in students' translation performance after participating in the Collaborative Translation Project, $t(19) = 53.45$, $p < .001$. Mean scores increased from 65.60 ($SD = 3.07$) on the pre-test to 78.15 ($SD = 3.08$) on the post-test, with an average gain of 12.55 points. The effect size was very large (Cohen's $d = 11.95$), indicating substantial practical improvement. A Wilcoxon signed-rank test confirmed this result ($p < .001$), suggesting robust improvement despite the small sample size.

Overall, these results indicate that the Collaborative Translation Project is effective in improving students' translation skills, both technically (grammar, lexical, idiomatic) and non-technically, such as collaboration, confidence, and responsibility in learning.

Factors Affecting the Effectiveness of Collaborative Translation Projects

Based on classroom observations and in-depth interviews with students and lecturers, several key factors were identified that affect the successful implementation of Collaborative Translation Projects in translation learning. These factors are not only technical in nature, but also relate to affective, pedagogical, and technological aspects.

The effectiveness of this project is greatly influenced by group dynamics. Groups that clearly divide tasks (e.g., meaning analysis, grammar checking, final editing) and engage in intense discussion among members produce better translation results. Observations show that in groups that actively discuss, translation errors tend to be fewer because there is a process of mutual correction and exchange of ideas. One student stated: "When we discussed, many parts that I initially thought were correct turned out to be made more natural. My groupmates helped improve them."

Guidance and feedback provided by lecturers are crucial to the process, with groups who engage in regular discussion of this input demonstrating more noticeable progress. Rather than simply correcting errors, lecturers' function as guides, steering the overall translation approach. As one lecturer noted: "Students start to appreciate the significance of context and appropriate language use once they receive detailed feedback that goes beyond merely fixing individual words."

Students with a strong personal interest in translation demonstrate increased participation in both collaborative discussions and research for relevant materials. They proactively investigate different translation options and exhibit considerable inquisitiveness. As one student expressed in an interview: "Because I enjoy translation, this project is both enjoyable and stimulating."

Furthermore, groups effectively employing technological aids – including online dictionaries, comparable texts, and computer-assisted translation (CAT) programs – generated translations of superior quality. It was observed that students familiar with consulting a variety of reference materials were better equipped to create more precise and natural-sounding translations, highlighting the crucial role of digital proficiency in contemporary translation practices. These elements suggest that the project's success depends not merely on the methodology but significantly on student engagement, the effectiveness of instructor guidance, technological infrastructure, and participant drive. Consequently, future projects of this kind should strategically address and balance support for these four areas to maximize their impact.

The positive impact of digital tools observed in this study aligns with recent research emphasizing technology-mediated translation learning. Translation technology training has been shown to enhance accuracy, efficiency, and learner confidence when combined with collaborative problem-solving (Su & Li, 2023). Similarly, studies on translation technology and ethical competence highlight the importance of digital literacy for developing professional translators (Ramírez-Polo & Vargas-Sierra, 2023). Emerging research also indicates that AI-driven feedback and generative AI tools can support revision processes and stimulate deeper engagement with translation choices (Xu et al., 2025; Zhang et al., 2025).

The results of this research corroborate Johnson & Johnson's (1999) cooperative learning theory, which posits that working together in small groups enhances student involvement and promotes a more thorough grasp of the subject matter. Specifically, the Collaborative Translation Project at HKBP Nommensen University led to a notable rise in student engagement because it combined individual study with mutual reliance for task completion. This collaborative dynamic cultivates a sense of shared accountability and boosts students' self-assurance in their language abilities. Moreover, this method aligns with the tenets of task-based language learning (Nunan, 2004), highlighting the effectiveness of authentic tasks in facilitating the natural and contextual development of language skills. The project's translation of genuine materials – including popular and cultural articles – allows students to grapple with the subtle complexities of meaning, idioms, different language styles, and intercultural issues often absent from standard textbooks.

This research differs from earlier work by considering collaborative translation projects not just for their output, but also for how they change classroom interactions, student drive, and technology skills. Prior research generally centered on assessing translation quality or linguistic ability in isolation (Kiraly, 2000; González Davies, 2004), while this study widens its focus to examine the teaching-related and psychological effects of teamwork within a specific setting. Notably, the study revealed that instructors' active involvement as guides and feedback providers was essential for the project's positive outcome. This finding offers a fresh angle on task-based learning, which typically prioritizes independent student work. While student independence is still valued, the researchers found

that instructors acting as thoughtful advisors are key to helping students connect theory with practical translation techniques and effectively utilize resources.

In addition, this study emphasizes the importance of digital literacy in translation learning. Access to technologies such as digital dictionaries, parallel texts, and computer-assisted translation tools has been shown to help students achieve more accurate and natural translations. Although previous literature has discussed the integration of technology in translation studies (Bowker & Pearson, 2002), this study provides empirical contributions in the context of Indonesian higher education, which has been relatively unexplored.

Thus, the novelty of this study lies in its multidimensional approach, namely: (1) combining task-based pedagogy with collaborative work, (2) focusing on students' affective and cognitive transformation, and (3) placing technology integration as a major supporting factor for effectiveness. This research also provides valuable local contributions to the development of translation teaching methods that are more contextual, interactive, and relevant to 21st-century learning needs.

The results also reflect broader trends in translation education that emphasize active learning, resilience, and adaptability to Industry 4.0 demands, where collaborative and technology-enhanced learning environments are increasingly considered essential (García-Santiago & Díaz-Millón, 2024; Zappatore, 2024). The findings of this study demonstrate that the Collaborative Translation Project significantly enhanced student engagement and linguistic development, which aligns with several key theories in translation and language pedagogy. Students' strong involvement—reflected in high levels of enjoyment, responsibility, and active participation—supports Johnson and Johnson's (1999) cooperative learning theory and Kiraly's (2000) social-constructivist model, both of which emphasize that learning becomes more meaningful when students negotiate meaning, collaborate, and co-construct knowledge. The improved scores in vocabulary, grammar, and translation accuracy further confirm Newmark's (1995) assertion that translation sharpens linguistic awareness, as well as Nunan's (2004) task-based learning principles, which argue that authentic tasks activate deeper linguistic processing. Through collaborative discussions, students became more adept at choosing appropriate equivalents, maintaining semantic coherence, and producing natural sentences—results that resonate with Malmkjaer's (2018) findings on the cognitive and stylistic benefits of collaborative translation.

Moreover, the success of the project was shaped by group dynamics, lecturer guidance, and technological support, reinforcing Bowker and Pearson's (2002) claim that digital literacy and resource consultation are essential for contemporary translator training. While students overwhelmingly recognized the advantages of teamwork, their mixed preferences for individual versus group work indicate that collaborative translation is beneficial but not intuitive, especially in contexts lacking formal training in teamwork. This tension mirrors previous studies highlighting the need for structured guidance to maximize the impact of collaboration. Overall, this research contributes important insights to translation pedagogy in Indonesia by demonstrating that a process-oriented, collaborative, and technology-supported approach can create a more interactive, reflective, and contextually relevant learning environment for developing both linguistic competence and professional translation skills.

Conclusion

This study examined the implementation of a Collaborative Translation Project in an Indonesian higher education context and found that collaborative translation activities were associated with increased student engagement and improved translation performance. Students showed higher participation, stronger responsibility within groups, and better language outcomes after participating in structured collaborative tasks. The findings suggest that translation learning can benefit from process-oriented approaches that emphasize interaction, reflection, and shared problem-solving rather than focusing solely on final translation products. However, the results should be interpreted within the scope of a single classroom context with a limited number of participants.

From a pedagogical perspective, several practical recommendations can be drawn for translation educators. Small groups consisting of four to five students appear effective for maintaining balanced participation and manageable discussion. Clearly assigned roles—such as translator, editor, terminology checker, and reviewer—can help structure collaboration and reduce unequal participation. Regular lecturer feedback and scaffolding are important to guide students' decision-making processes, while the use of digital tools such as online dictionaries and parallel texts supports more accurate and contextually appropriate translations.

The study has several implications. First,

collaborative translation can serve as an alternative model for process-oriented translator training. Second, integrating collaborative tasks may enhance both linguistic development and classroom engagement. Nevertheless, limitations include the small sample size, single institutional setting, and relatively short duration of the intervention. Future research is recommended to involve larger and more diverse samples, compare different collaborative models, and examine long-term effects of collaborative translation on translator competence and digital literacy. Future implementations may also benefit from integrating structured training in teamwork and digital translation strategies, as recommended in recent studies on translator competence development and project-based learning (Hariyanto et al., 2026; Li & Tekwa, 2025).

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