

Integrating Translation Theory and Practice through Project-Based Learning: A Case Study in Indonesian Higher Education

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Abstract

This study investigates strategies for teaching translation to undergraduate students through a project-based learning (PBL) approach, with a focus on addressing the common tendency among Indonesian students to overlook the foundational role of translation theory in language learning. This study involved 30 students from the Faculty of Economics at Al-Azhar University Medan during the 2024/2025 academic year. Using a case study method, students were assigned to translate economic news articles from English into Bahasa Indonesia, followed by written reflections, peer feedback, and instructor observation. Findings indicate that when translation is grounded in real-world contexts and collaborative tasks, students begin to internalize theoretical concepts such as dynamic equivalence, Skopos theory, and cultural adaptation. The translations revealed an improvement in attention to grammatical accuracy, tone, and audience appropriateness. Peer feedback fostered critical reflection and helped reinforce translation results. Instructor observations further confirmed that the PBL model encouraged engagement, autonomy, and a deeper connection between theory and practice. This study supports the integration of theory-informed, learner-centered strategies in translation education. By contextualizing translation tasks within meaningful, discipline-relevant content, educators can bridge the gap between theory and practical language skills, ultimately enhancing translator competence among undergraduate learners.

Keywords: Translation Pedagogy; Project-Based Learning; Translation Theory; Peer Feedback; Indonesian EFL Context

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INTRODUCTION

The inclusion of translation courses at the undergraduate level reflects a shift from traditional grammar-translation methods to communicative and competence-based pedagogies that emphasize real-world relevance, intercultural awareness, and reflective learning (Kiraly, 2000). These contemporary approaches aim to develop not only linguistic accuracy but also critical thinking and contextual understanding. However, implementing such approaches in the Indonesian higher education context presents challenges. Undergraduate students often exhibit uneven language proficiency, limited familiarity with authentic translation tasks, and minimal understanding of the theoretical underpinnings that inform professional translation practice. This situation underscores the need for instructional strategies that integrate theoretical knowledge and practical skills in a coherent and accessible manner.

In the Indonesian context, a notable challenge is the prevalent perception among students that translation is merely a process of substituting words between languages. Many students engage in translation exercises as if they were purely lexical tasks, disregarding the communicative purpose, intended audience, and cultural context of the text. This mechanistic view fails to reflect the complexity of translation and overlooks its cognitive, functional, and communicative dimensions (Suryawinata & Hariyanto, 2003; Nababan, 2016). As a result, students often struggle to produce translations that are contextually appropriate, culturally sensitive, and communicatively effective.

One contributing factor to this issue is the tendency for translation theory and practice to be taught separately, making it difficult for students to connect abstract concepts with authentic translation tasks (Kelly, 2005). Without opportunities to apply theoretical concepts such as equivalence, Skopos theory, or text typologies in authentic translation activities, students are more likely to rely on intuition than on theoretically informed decision-making (Hurtado Albir, 2017). This separation may hinder the development of strategic and instrumental competences that are essential for professional translation.

Empirical studies also highlight persistent challenges in translation pedagogy. Dewi (2017) found that Indonesian students frequently produced translation and language errors, indicating difficulties in applying translation principles beyond lexical equivalence. Similarly, Siregar (2018) reported that although students viewed translation as a valuable component of EFL learning, their understanding of translation processes and strategies remained limited. Setiadi (2018) further observed that students encountered considerable difficulties when translating different text types, suggesting the need for more systematic pedagogical support. These findings imply that translation instruction should move beyond language transfer to explicitly connect theoretical concepts with authentic translation practice, enabling students to analyze, justify, and revise their translation decisions more effectively.

This issue is not unique to Indonesia. Globally, scholars have observed similar attitudes among translation students. Rather than questioning the value of translation theory itself, scholars have emphasized the difficulty of helping students connect theoretical concepts with authentic translation practice. Kelly (2005) argues that translator training should integrate theoretical reflection with professional practice to develop reflective and autonomous translators. Similarly, Pym (2010) maintains that translation theory becomes meaningful only when it supports informed decision-making in real translation contexts. Empirical research by Shih (2011) further demonstrates that students develop more positive perceptions of translation theory when they engage in reflective learning activities that explicitly connect theoretical concepts with translation practice. These findings suggest that the challenge lies not in the value of translation theory itself but in how it is contextualized and integrated into authentic learning experiences.

Despite these challenges, translation theory provides essential scaffolding for the development of translation competence. Nida and Taber's (1969) distinction between formal and dynamic equivalence helps students understand the limitations of literal translation and the importance of conveying meaning appropriately across cultures. Vermeer's (1989) Skopos theory emphasizes that translation decisions should be guided by the intended purpose of the text and its

target audience. Venuti's (1995) concepts of domestication and foreignization encourage students to reflect on the cultural and ideological implications of their choices. These theoretical models offer valuable tools for analyzing and improving translation performance.

Translation pedagogy has increasingly embraced constructivist and authentic learning approaches to bridge the gap between theory and practice. González-Davies and Enríquez Raído (2016) argue that translator education should be grounded in collaborative, authentic learning environments that enable students to connect theoretical concepts with professional translation practice. Within this framework, project-based learning (PBL) has emerged as an effective pedagogical approach for engaging students in authentic translation tasks that require sustained inquiry, collaboration, and the application of theoretical knowledge to real-world problems (Bell, 2010; Larmer et al., 2015). González-Davies (2004) and Hurtado Albir (2017) likewise advocate task-based approaches that promote translation competence by integrating theoretical understanding with professional practice. Studies in higher education have consistently shown that PBL enhances students' critical thinking, problem-solving abilities, learner autonomy, collaboration, and communication skills, making it particularly suitable for translator education (Kokotsaki et al., 2016; Guo et al., 2020). Similar findings have also been reported in Indonesian higher education, where PBL has been found to improve students' engagement, collaboration, communication, and higher-order thinking skills across diverse educational contexts (Busnawir et al., 2025). In translation education specifically, PBL has also been shown to strengthen students' translation competence, collaborative learning, and professional readiness through authentic translation projects (Muam, 2017; Hariyanto et al., 2023).

PBL encourages students to work collaboratively on translation projects that mirror professional scenarios, such as translating policy documents, localizing websites, or adapting public communications. This instructional approach promotes learner engagement, accountability, and metacognitive awareness by requiring students to make informed translation decisions based on audience, context, and communicative purpose. Through authentic tasks, students negotiate meaning, evaluate translation alternatives, and reflect on their decisions, creating meaningful opportunities to apply theoretical concepts in practice. Empirical studies have shown that PBL enhances collaboration, learner autonomy, problem-solving, and critical thinking in higher education (Condliffe et al., 2017; Guo et al., 2020). Similar benefits have also been reported in Indonesian higher education, where PBL has been found to improve students' engagement, communication skills, and collaborative learning (Muam, 2017; Gabuardi, 2021; Hariyanto et al., 2023).

Targeting undergraduate students is particularly strategic, as this educational stage shapes their academic and professional outlook. Early exposure to contextualized translation theory cultivates habits of critical thinking, self-reflection, and strategic decision-making. Moreover, in Indonesian universities, translation courses are often included in English programs for non-language majors such as economics, business, or international relations. For these students, translation theory offers transferable skills in intercultural communication, textual analysis, and information synthesis (Manan, 2017).

Despite the increasing use of project-based learning (PBL) in translator education, little is known about how it helps undergraduate students integrate translation theory with authentic translation practice, particularly in Indonesian higher education. To address this gap, this study investigates the following research question: How does project-based learning facilitate undergraduate students' understanding and application of translation theories in authentic translation tasks?

A case study was conducted with undergraduate students from the Faculty of Economics at Al-Azhar University Medan. Students translated economic news articles from English into Bahasa Indonesia and participated in reflective writing, peer feedback, and instructor discussions. This approach enabled students to apply concepts such as dynamic equivalence, Skopos theory, and cultural adaptation while addressing authentic translation challenges, providing insights into the role of PBL in developing context-sensitive translation competence.

METHOD

This study adopted a qualitative case study design to investigate how project-based learning (PBL) facilitates the integration of translation theory and practice through authentic English-Indonesian translation projects in undergraduate education. The study was informed by a comprehensive review of the literature on translation pedagogy, translation competence, and project-based learning, which provided the conceptual foundation for the instructional design and interpretation of the findings.

The study was conducted during the 2024/2025 academic year in an English for Specific Purposes (ESP) course at the Faculty of Economics, Al-Azhar University Medan. The participants comprised all 30 students enrolled in the course, using a census sampling approach in which the entire class was included as the research sample. Project-based learning (PBL) served as the primary instructional approach, with students working in small groups on a semester-long project translating authentic English-language economic and business news articles from *The Jakarta Post* into Bahasa Indonesia.

Data were collected from four complementary sources throughout the project: (a) students' translated texts, (b) written reflections on their translation decisions, (c) peer feedback, and (d) instructor observation notes. During the project, students were expected to apply translation theories discussed in class, including dynamic and formal equivalence (Nida & Taber, 1969), Skopos theory (Vermeer, 1989), and cultural adaptation strategies (Venuti, 1995). The translated texts served as the primary source of analysis, while the reflections, peer feedback, and observation notes provided contextual evidence for interpreting students' translation choices and learning processes.

The data were analyzed using thematic analysis. All data sources were coded to identify recurring themes related to students' application of translation theories, translation strategies, problem-solving processes, and the integration of theoretical knowledge with translation practice. Findings from the different data sources were compared to enhance the credibility of the analysis and provide a comprehensive understanding of students' learning experiences.

The case study was not intended to produce generalizable results but to offer detailed insight into how PBL can be utilized as a pedagogical strategy to integrate theory and practice. The Indonesian context, specifically that of students in a non-linguistics program such as economics, was chosen to highlight the adaptability and relevance of translation instruction beyond traditional language departments. Ethical approval was obtained from the faculty board, and all participants provided informed consent.

RESULTS AND DISCUSSION

Teaching Related Theories of Translation

The introduction of translation theory within the PBL context provided students with conceptual tools to analyze and improve their translation decisions. Core theories included Nida and Taber's (1969) formal and dynamic equivalence, and Vermeer's (1989) Skopos theory. These models were introduced early in the semester through guided readings and lectures and were revisited throughout the translation project in practical class discussions.

Initially, many students approached translation as a simple lexical substitution activity. However, as theoretical frameworks were integrated into class dialogue and project feedback sessions, students gradually began referencing theoretical constructs to justify their choices. For example, when faced with idiomatic expressions or culturally bound terms, students began applying dynamic equivalence principles, seeking functionally appropriate target language solutions rather than direct translations.

This growing theoretical awareness helped students shift from surface-level translation toward more strategic, purposeful text rendering. As they encountered communicative or cultural mismatches, theory functioned as a guide for identifying acceptable solutions. The result was

increased student confidence in handling translation ambiguities, especially in domain-specific language.

Project-Based Learning (PBL) Implementation

The translation project was designed to simulate professional translation practice, requiring students to apply theoretical knowledge to real-life texts. The task structure consisted of four stages: topic selection, translation draft, feedback and revision, and reflective analysis. Students translated authentic economic texts from English to Bahasa Indonesia and vice versa.

The translation project involved 30 undergraduate students, who were divided into 10 groups of three. Each group was assigned a translation task over the course of the semester. The texts selected for translation were authentic materials relevant to the students' field of study in economics. By working with texts students had the opportunity to practice translation strategies. The English-to-Indonesian task emphasized the need for audience adaptation and cultural relevance. Each group was responsible for analyzing the source text, preparing a draft, revising their work based on feedback, and submitting a final version accompanied by a reflective commentary.

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Students' Translated Texts

For their translation assignments, students worked with articles addressing current economic issues in Indonesia. Groups were instructed to translate one article from the original English (sourced from The Jakarta Post) into Bahasa Indonesia. The results of the translation are:

Sample of translation text of Group 1

Source Text (English)	Target text (Bahasa Indonesia)
Indonesia currently has a monthly egg surplus of 289 tonnes, or about 5 billion eggs, which could be shipped out to countries plagued with production deficits	Indonesia saat ini memiliki surplus telur sebesar 289 ton per bulan, setara dengan sekitar 5 miliar butir telur, yang dapat diekspor ke negara-negara yang mengalami defisit produksi.

Source article: *The Jakarta Post - Indonesia Looks to US, Other Countries to Export Surplus Eggs* (Mar 29, 2025)

The translation maintains clarity of measured quantities and potential export context. Terms like “*surplus telur*” and “*defisit produksi*” reflect both literal meaning and relevance in local discourse.

Sample of Translation Text of Group 2

Source Text (English)	Target text (Bahasa Indonesia)
Six of the nine Southeast Asian countries listed by Trump were slapped with much bigger-than-expected tariffs of between 32% and 49%	Enam dari sembilan negara Asia Tenggara yang disebut oleh Trump dikenai tarif jauh lebih tinggi dari yang diperkirakan, yaitu antara 32% hingga 49%.

Source article: *The Jakarta Post - Southeast Asia Nations Hit Particularly Hard by US Tariffs* (Apr 3, 2025)

The translation emphasizes crystal-clear numerical data. The phrasing is adapted to remain formal and contextual (“*dikenai tarif jauh lebih tinggi*”) while preserving the urgent tone of policy impact.

Sample of Translation Text of Group 3



<http://mahesainstitute.web.id/ojs2/index.php/jehss>



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Source Text (English)	Target text (Bahasa Indonesia)
The demand comes after Indonesia's gross domestic product (GDP) growth slowed to 4.87 percent year-on-year (yoy) in the first quarter of 2025	Tuntutan tersebut muncul setelah pertumbuhan produk domestik bruto (PDB) Indonesia melambat menjadi 4,87 persen secara tahunan (year-on-year/YoY) pada kuartal pertama 2025.

Source article: *Retailers Push for Cash Transfers to Boost Household Spending* (May 7, 2025)

The translation includes both the formal Indonesian term “*Produk Domestik Bruto (PDB)*” and the original English abbreviation “YoY” to mirror bilingual reporting style. The language remains academic and precise.

Reflections on Students' Translation Choices

Each group submitted a reflective report analyzing their translation process and the decision-making involved. Students frequently cited the usefulness of translation theory in resolving dilemmas related to idiomatic expressions, technical terminology, or tone adjustments.

Reflection on Students' Translation (Group 1)

The student applied a neutral-informative style appropriate for journalistic and academic purposes. The use of dynamic equivalence (Nida & Taber, 1969) is evident in the way the message is conveyed fluently in Bahasa Indonesia without clinging to the source structure. For instance, instead of using a literal rendering of “plagued with production deficits,” the student uses “*mengalami defisit produksi*,” an accurate and naturally phrased expression in Indonesian.

This aligns with Newmark’s (1988) notion of communicative translation, which prioritizes the effect of the translation on the target audience over strict lexical equivalence. The translation ensures clarity and naturalness, important for conveying economic data to a general audience.

The original English text uses slightly emotive and idiomatic language (“plagued with production deficits”), which carries a negative and dramatic connotation. The student translated this as “*mengalami defisit produksi*,” which is more culturally neutral and contextually appropriate for Indonesian readers. This reflects a domestication strategy, as defined by Lawrence Venuti (1995), where translators adapt the language to align with the target culture’s norms, especially the more reserved tone typical of Indonesian media.

Moreover, the use of metric units (289 tonnes, 5 billion eggs) was maintained, which fits the Indonesian standard. There is no attempt to localize numeric units differently, which is appropriate and shows functional adequacy per Skopos Theory (Vermeer, 1989), because the function of the text is to inform with accurate data.

The sentence is grammatically accurate and semantically coherent. However, there are minor syntactic choices that, while not incorrect, could be slightly refined to improve fluency. For example:

The phrase “sebesar 289 ton per bulan” is correct, though “*sebanyak 289 ton per bulan*” could offer a slightly smoother phrasing in spoken formal Indonesian.

The structure “*setara dengan sekitar 5 miliar butir telur*” is grammatically accurate, and the classifier “*butir*” is appropriately used for eggs.

The translation reflects a sound application of Baker’s (2018) framework for grammatical equivalence, particularly in how numerical expressions, classifiers, and relative clauses are handled across languages.

Reflection on Students' Translation (Group 2)

The student adopts a domesticated, informative style, which aligns with Eugene Nida’s theory of dynamic equivalence. Nida (1969) proposes that the meaning should be conveyed naturally in the receptor language, even if the literal form must be adjusted. The idiomatic phrase “slapped with” is replaced with the neutral “*dikenai tarif*,” which is more acceptable in Indonesian formal discourse.

This translation also reflects Peter Newmark's (1988) view on semantic vs. communicative translation. The student leans toward communicative translation, focusing on naturalness and readability for the target audience rather than rigidly preserving metaphoric tone.

Strengths of the style are a suitable tone for economic news reporting. Avoids the harsh or informal nuance of "slapped with," which might sound inappropriate in Bahasa Indonesia. Clear and reader-friendly.

The student replaces the vivid metaphor "slapped with tariffs" with the more culturally neutral and formal "*dikenai tarif*". This choice aligns with Venuti's (1995) notion of domestication, which emphasizes adjusting language to fit target culture norms. In Indonesia, emotionally charged political language is often softened in news reporting, and expressions of criticism are more implicit.

Using domestication, the translator avoids "emotive intensification" common in U.S. media and respects the politeness and neutrality expected in Indonesian journalistic culture. Also, including exact percentages (32% *hingga* 49%) aligns with Skopos Theory (Vermeer, 1989), as the purpose (or skopos) of the translation is to inform accurately, not dramatize.

Proper use of "*yang disebut oleh Trump*" (lit. "as mentioned by Trump") helps maintain the subject's authority while distancing the statement, common in Indonesian news framing.

Using percent figures like "32% *hingga* 49%" is culturally standard in economics-related texts. No localization needed here.

Grammatically, the sentence is strong, though the structure "*dari yang diperkirakan*" could be refined to "*daripada yang diperkirakan*" for correctness. The use of "*antara ... hingga ...*" is colloquially acceptable but redundant; academically, "*antara ... dan ...*" or "*sebesar 32–49%*" would be preferable.

The awareness of grammar transfer issues here connects to Baker's (2018) categorization of translation difficulties at the grammatical level, particularly the use of comparative expressions and conjunctions in the target language.

The sentence is grammatically accurate and well-structured. Still, here are a few refinement suggestions to enhance fluency: "*Enam dari sembilan negara Asia Tenggara yang disebut oleh Trump dikenai tarif yang jauh lebih tinggi daripada perkiraan awal, yaitu antara 32% dan 49%.*"

Reflection on Students' Translation (Group 3)

The translation clearly follows a formal and informative style, appropriate for news reporting and academic readership. The sentence structure is clear and direct, and the dynamic equivalence approach (Nida & Taber, 1969) is applied effectively especially in translating economic jargon while preserving natural flow in Indonesian.

The translator chooses to retain both the Indonesian and English abbreviations for GDP/YoY, which reflects Newmark's (1988) view on "functional equivalence" in technical contexts. Retaining "year-on-year (YoY)" shows a sensitivity to bilingual readers, especially those in academic or professional environments.

The economic term "gross domestic product" is correctly localized as "*produk domestik bruto (PDB)*", which is standard in Bahasa Indonesia. Maintaining both the abbreviation "PDB" and the English equivalent (GDP/YoY) reflects Venuti's (1995) principle of foreignization, bringing elements of the source culture/language into the target text where relevant. In this case, the translator combines domestication (using Bahasa Indonesia terminology) with selective foreignization (retaining English terms for clarity and familiarity among educated readers).

This hybrid strategy also aligns with the Skopos Theory (Vermeer, 1989), which allows the translator to adapt the message to the purpose of the translation, informing an audience that may include policymakers, students, and researchers who often read bilingually.

Grammatically, the translation is precise and correctly structured. Here are some observations:

- 1) "*Tuntutan tersebut muncul setelah...*" is a natural and accurate rendering of "The demand comes after..."

- 2) “*secara tahunan* (year-on-year/YoY)” correctly translates the temporal reference. Including both terms is consistent with bilingual practices in financial reporting.
- 3) The clause “*melambat menjadi 4,87 persen...*” is well-formed, although some readers might prefer the slightly more formal “*melambat hingga*” or “*turun menjadi*.”

These decisions reflect Baker’s (2018) concept of grammatical equivalence, where a translator must make choices that reflect both syntactic and pragmatic norms of the target language. The student succeeds in producing a sentence that is both technically accurate and idiomatically appropriate.

Peer Feedback Forms

Peer feedback played a significant role in reinforcing theoretical understanding and promoting reflective learning. After completing their translation tasks from English into Bahasa Indonesia, each group assessed the work of another using a structured peer feedback form. The form included key evaluation criteria: accuracy of meaning, grammar and syntax, terminology choice, cultural appropriateness, and overall readability. Each category combined quantitative scores with qualitative commentary.

Analysis of the feedback revealed several key trends. First, students showed appreciation for clarity and naturalness over literal translation. In Sample 1, for example, the translation of “plagued with deficits” into the softer “*mengalami defisit produksi*” was praised for maintaining a neutral journalistic tone. Second, students began to notice the importance of register, especially when comparing terms like “*turun menjadi*” versus “*melambat menjadi*” in Sample 3. While both were grammatically correct, peer reviewers preferred terms that better matched economic discourse.

The peer feedback process also reflected Kiraly’s (2000) social constructivist approach to translator education, which emphasizes collaboration, reflection, and the co-construction of knowledge through authentic translation activities. This process is also consistent with the situated learning perspective proposed by González-Davies and Enríquez Raído (2016), who highlight the importance of interaction, experiential learning, and authentic contexts in translator and interpreter training. Students learned not only by completing translation assignments but also by evaluating their peers’ work, negotiating translation choices, and reflecting on theoretical principles underlying their decisions. However, some feedback remained vague or overly positive, possibly reflecting cultural norms related to politeness and peer relationships. Future implementations should therefore include explicit guidance and structured training on providing balanced, evidence-based, and constructive peer feedback.

Overall, the peer feedback process fostered critical thinking, deeper engagement with translation theory, and collaborative learning. It served as both an evaluative and developmental tool, encouraging students to reflect on their choices and improve their translation quality through the lens of their peers.

Notes from Instructor Observations

During the implementation of project-based learning (PBL) in the undergraduate translation course, students generally demonstrated active engagement and collaboration throughout the group translation activities. Most groups participated in discussions on translation strategies, debated lexical choices, and consulted external resources to improve translation accuracy. However, group dynamics varied. While some groups distributed tasks evenly, others relied more heavily on students with stronger English proficiency, suggesting differences in individual language competence.

From an instructional perspective, classroom observations suggested that many students were able to apply translation principles even though they rarely referred to theoretical terminology explicitly. Their translation decisions, such as simplifying idiomatic expressions, preserving tone, and adapting terminology to the target context, reflected an emerging awareness of translation functions. These observations are consistent with the principles of Skopos theory

(Vermeer, 1989), as students frequently justified their choices in terms of audience and communicative purpose.

In terms of output, students generally demonstrated greater accuracy when translating numerical data and economics-related terminology, indicating familiarity with formal financial texts. However, literal translation remained a recurring challenge, particularly when rendering idiomatic or metaphorical expressions such as *slapped with tariffs* or *plagued with deficits*. In several cases, the intended tone was not fully adapted to the target context, resulting in translations that were either overly informal or excessively literal for academic or journalistic purposes.

The use of authentic materials from *The Jakarta Post* appeared to enhance students' awareness of the practical relevance of translation skills, while peer feedback provided opportunities for them to discuss and reflect on their translation choices. Nevertheless, additional instructional scaffolding may be beneficial in helping students provide more constructive feedback and articulate the theoretical basis for their translation decisions. Overall, classroom observations suggest that the PBL approach facilitated collaborative learning, active engagement, and increased awareness of translation practice.

These observations indicate that sustained engagement with authentic translation projects, supported by classroom discussions of translation theory, encouraged students to consider theoretical concepts more explicitly in their translation decisions. This finding highlights the value of integrating translation theory with project-based learning in undergraduate translation instruction.

CONCLUSIONS

This study examined how project-based learning (PBL) can facilitate the integration of translation theory and practice among undergraduate students, particularly in response to the common tendency of Indonesian learners to undervalue theoretical aspects of language learning. Conducted within the Faculty of Economics at Al-Azhar University Medan, the study utilized authentic translation tasks, peer feedback, and instructor observations to explore how students internalized translation principles through meaningful, collaborative projects.

The findings suggest that PBL supports not only the development of technical translation skills but also greater engagement with theoretical concepts. Although students did not always refer explicitly to formal theories, their translation decisions reflected an emerging awareness of translation principles. Through iterative feedback and authentic texts, students demonstrated increased attention to grammar, tone, cultural nuance, and audience awareness. The approach also encouraged learner autonomy, critical thinking, and peer collaboration competencies that are essential in translator education. However, persistent challenges, including literal translation tendencies and uneven group participation, highlight the need for continued instructional scaffolding and feedback literacy.

This study has several limitations. As a qualitative case study conducted in a single ESP class with a small sample, its findings are context-specific and should be interpreted with caution. Future research should include multiple institutions, more diverse participants, and longitudinal or mixed-methods designs to examine further the long-term impact of project-based learning on translation competence and theoretical understanding.

Overall, the findings suggest that project-based learning provides a promising pedagogical approach for strengthening the integration of translation theory and practice in undergraduate translation education, particularly in Indonesian and other EFL contexts.

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