TRANSLATION TECHNIQUES AND ERRORS IN A FOLKTALE: A COMPARISON BETWEEN STUDENTS AND ALUMNAE

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Abstract

This study compares translation techniques and errors found in the Indonesian translations of an English folktale by two distinct groups: current students and alumnae of the English Education Department. Drawing on Molina and Albir's taxonomy of translation techniques and the error classification by the National Accreditation Authority for Translators and Interpreters (NAATI), the research employs a qualitative descriptive design. Participants, ten students and ten alumnae selected via purposive sampling, translated the folktale The Stonecutter. Their translations were analyzed to identify patterns in technique use and error frequency. The findings highlight the impact of experience and training on translation quality, offering implications for translation pedagogy.

Keywords: alumnae, Molina and Albir, NAATI, translation errors, translation techniques, students

INTRODUCTION

Translation is one of the fundamental skills emphasized in English education programs in Indonesia, including at UIN Antasari Banjarmasin. Students are expected not only to understand English but also to transfer meanings accurately between English and Indonesian. Accordingly, translation courses are integrated into the curriculum, with the aim of building students' competence in rendering texts from a source language (SL) to a target language (TL). However, based on informal interviews and personal observations, many alumnae of the English Education Department who have pursued careers involving English, such as teachers or tutors, express concerns regarding a decline in their translation skills. Even though they regularly engage with English, the specific act of translating becomes less frequent, leading them to rely on tools such as Google Translate due to its speed and convenience. This trend raises a critical pedagogical concern: does translation competence fade after graduation, and how does real-world experience influence translation quality?

The increasing dependence on machine translation (MT) tools has both benefits and limitations. As studies such as Popović (2018), Xu and Li (2021), and Carl and Báez (2019) reveal, machine-generated translations often lack nuance and introduce errors, especially in literary or narrative texts that contain idiomatic expressions, cultural references, and contextual ambiguity. Alumnae who rely on such tools may produce grammatically correct yet semantically distorted translations. In

contrast, current students—though less experienced—may apply more deliberate strategies due to their recent engagement with translation theory and structured classroom practice.

This study seeks to investigate the practical outcomes of translation training by comparing the translation techniques and errors employed by two distinct groups: students and alumnae of the English Education Department. The comparison focuses on their Indonesian translations of the English folktale The Stonecutter, a culturally rich narrative that has not yet been widely translated. Narrative texts pose unique challenges for translators, particularly in terms of tone, coherence, and the rendering of cultural elements. These complexities make narrative texts ideal for assessing both technique and accuracy in translation.

The theoretical backbone of this research is constructed from two key frameworks. First, Molina and Albir's (2002) taxonomy of translation techniques provides a nuanced classification of procedures used to achieve equivalence, such as literal translation, modulation, amplification, reduction, discursive creation, and others. This framework is widely used in translation studies, including in works by Susanti et al. (2021), Fitria (2018), Sakulpimolrat (2019), and Ginting et al. (2020), to analyze the strategies used in academic, literary, and legal translations. Second, the error classification system proposed by NAATI (2019) helps identify various types of translation errors, including distortion, unjustified omission/insertion, inappropriate register, unidiomatic expressions, and errors in grammar, spelling, and punctuation.

A number of previous studies provide context for this research. For instance, Setiawan (2014) found that grammatical errors dominated students' abstract translations, suggesting a lack of mastery in language structure. Similarly, Napitupulu (2017) and Azhari (2023) observed significant morpho-syntactic and word order errors in student-generated abstracts. In contrast, studies like Hasibuan et al. (2018) and Nababan & Santosa (2019) explored translation techniques in folklore and webcomics, highlighting the frequent use of literal translation and modulation to maintain meaning and tone. However, few studies have compared the performance of current students with that of alumnae, especially in the context of narrative text translation, making this study a significant contribution to the field.

Several other studies further support the relevance of examining translation techniques and errors across various genres and translator profiles. For instance, Elahi, Esfahani, and Yazdanmehr (2020) analyzed public sign translations in Iran using Liao's model (2010) and found frequent errors stemming from literal and awkward phrasing due to cultural mismatches. Similarly, Guo (2012) observed that improper word choices and syntax issues in Chinese public signs arose from limited contextual awareness and lack of professional review. In academic contexts, Susanti et al. (2021) investigated student translations of thesis abstracts and identified a predominance of literal translation, along with distortion and grammatical errors. Setiawan (2014) also found a high frequency of inaccurate lexical choices and syntax-related issues in students' English-Indonesian abstract translations.

From the commercial sphere, Eftekhar and Nouraey (2013) found that Iranian product translations often suffered from distortion and omission errors, signaling a lack of consistency in professional translation standards. Meanwhile, Carl and Báez (2019) provided a cross-linguistic insight into how machine translation tools, when combined with human intervention, still resulted in detectable post-editing errors. These studies

demonstrate that translation quality is not only influenced by linguistic competence but also by context, purpose, and the translator's cognitive decisions. As such, analyzing student and alumnae translations in a narrative context offers valuable insight into how theoretical knowledge and real-world experience converge in practical translation tasks.

The study aims to answer the following questions:
1. What translation techniques are used by student and alumnae participants?
2. What translation errors are identified in their translated texts?
3. How do the techniques used differ between students and alumnae?
4. How do the translation errors differ between the two groups?
5. What are the relations between the techniques employed and the errors identified?

Theoretically, this research contributes to translation studies by examining how translation knowledge and real-world experience influence performance. It bridges the gap between theory and practice, offering insights into how translation pedagogy might be improved to ensure longer-lasting competence. From a practical standpoint, the findings can help both students and alumnae identify their strengths and areas for improvement. For educators, the data may inform adjustments in teaching strategies, such as emphasizing post-editing skills or contextual awareness in translation tasks.

The study is delimited to one narrative text (The Stonecutter) and focuses solely on students and alumnae from UIN Antasari Banjarmasin. It applies the frameworks of Molina and Albir (2002) and NAATI (2019) as analytical tools. While the findings cannot be generalized to all translation learners, they offer meaningful insights into translational development across academic and professional contexts.

METHODOLOGY

This study adopts a qualitative descriptive design to investigate translation techniques and errors in student and alumnae translations. As Gay & Airasian (2000) emphasize, descriptive research presents phenomena as they naturally occur, focusing on detailed, narrative-based interpretation rather than numerical data. This design enables the researcher to explore real-world translation practices without experimental manipulation, ensuring authenticity in data collection and analysis.

The study was conducted at UIN Antasari Banjarmasin. Student data were collected in a classroom setting outside regular hours with the lecturer's permission, while alumnae data were collected on campus. All translation sessions were supervised directly by the researcher to ensure academic integrity, with participants only allowed to use printed dictionaries—machine translation tools were strictly prohibited.

The participants comprised 20 individuals, divided into two groups:
- 10 students from the English Education Department who had completed or were enrolled in translation courses (2 males and 8 females).
- 10 alumnae, all working in English-related professions such as teaching or corporate roles requiring English (4 males and 6 females).

Participants were selected through purposive sampling (Neuman, 2014), ensuring that each individual had relevant experience for comparison. All participant identities were anonymized using initials to protect confidentiality.

The primary data consisted of translations of the English folktale "The

Stonecutter", a narrative text believed not to have been previously translated into Indonesian. This text was chosen for its cultural richness and linguistic complexity, offering diverse opportunities to observe translation strategies and mistakes. The analysis drew on Molina and Albir's (2002) framework of 18 translation techniques and NAATI's (2019) categorization of eight translation error types.

Participants were provided with printed copies of The Stonecutter and blank paper for handwritten translations. Printed dictionaries were allowed, but digital aids were not. Students were selected from a larger group invited to participate voluntarily, while alumnae were directly selected based on their employment in English-related roles. In total, 20 translations were collected for analysis.

To analyze the data, the researcher first categorized the translated texts into two groups, Group A (students) and Group B (alumnae). Using the established theoretical frameworks, each sentence was analyzed to determine the translation technique used and any errors made. These data were then compiled into comparative tables to highlight similarities, differences, and trends in both technique usage and error frequency. The aim was to understand how translation experience influences accuracy and strategy.

RESULT AND DISCUSSION
Translation Techniques Used
Students

In translating the English folktale The Stonecutter, student participants employed a variety of translation techniques as categorized by Molina and Albir (2002). Based on the analysis of the translated texts from ten student participants, it was found that literal translation emerged as the most frequently used technique, followed by modulation, amplification, and reduction. Each technique was applied with varying degrees of effectiveness, reflecting the participants' understanding of translation strategies and their sensitivity to textual meaning.

The dominance of literal translation indicates that students tended to rely on direct, word-for-word translation without significant alteration of structure or meaning. This aligns with findings by Rizkianty et al. (2023) and Fitria (2018), who similarly found literal translation to be the most frequently used technique among students translating academic abstracts. While literal translation can be effective in maintaining semantic accuracy, it may also result in awkward or unnatural expressions when source and target languages differ in structure or idiomatic usage. In this study, although some literal translations produced clear and faithful renderings, others led to unidiomatic or syntactically awkward outcomes, particularly when handling figurative expressions.

The second most commonly used technique was modulation, which involves changing the point of view or cognitive category of the original message. This technique allows for greater naturalness in the target language and reflects a deeper level of semantic understanding. Students typically used modulation to adjust idiomatic expressions, active-passive voice shifts, and culturally specific phrases. This suggests that some students were not merely translating at the lexical level but were also considering the communicative intent and pragmatics of the text.

Amplification was used in instances where students added explanatory words or phrases to clarify meaning, especially in culturally loaded segments of the story. This technique, although not dominant, is valuable when translating for audiences unfamiliar with the source culture. Amplification allows the translator to preserve context and narrative coherence, which is essential in folktales where implicit meanings often play a central role.

On the other hand, reduction was applied to condense longer phrases or omit elements deemed redundant or implicit in the target language. While reduction can enhance readability, excessive or inappropriate use may lead to loss of meaning. Some students, for example, omitted modifiers or reduced descriptive elements, affecting the vividness of the original narrative.

Interestingly, techniques such as discursive creation, transposition, and established equivalence were minimally used, indicating that students either lacked familiarity with these more advanced strategies or did not perceive them as necessary within the context of the given text. This minimal variation suggests a possible gap in the application of translation theory to practice, despite students having recently completed coursework on translation.

These findings resonate with studies by Susanti et al. (2021), Sakulpimolrat (2019), and Sundari & Febriyanti (2017), who observed that beginner translators often favor more surface-level techniques such as literal translation, while advanced strategies require deeper training and experience. The results also suggest that the students' approach may be influenced by classroom instruction that emphasizes structural equivalence over functional or communicative equivalence.

Table 1. Translation Techniques Used by The Students

No.	Translation Techniques by Molina & Albir	Translation Techniques Used by Students	
		F	%
1	Adaptation	26	5.80
2	Amplification	32	7.14
3	Borrowing	25	5.58
4	Discursive Creation	84	18.75
5	Generalization	10	2.23
6	Literal Translation	135	30.13
7	Modulation	89	19.87
8	Particularization	10	2.23
9	Reduction	36	7.42
10	Transposition	1	0.22
	Total	448	100

Alumnae

The alumnae group, comprising graduates currently working as English teachers or tutors, exhibited a slightly different profile in their use of translation techniques. While literal translation remained dominant, the distribution of other techniques such as modulation, adaptation, and established equivalence was more balanced compared to the student group. This indicates a shift in strategy possibly due to professional exposure and practical needs in their work environment.

One key observation is that alumnae were more inclined to use adaptation, especially in culturally dense segments of the narrative. Adaptation is a technique used to replace cultural elements in the source text with equivalents that are familiar to the target audience. For instance, when translating metaphors or cultural references unfamiliar to Indonesian readers, alumnae opted to rephrase them into more relatable terms. This supports Harmon's (2021) argument that

translation should not merely replicate form but also convey meaning in a culturally resonant way.

Another notable pattern was the alumnae's use of established equivalence, a technique that substitutes source text elements with common, standardized equivalents in the target language. This reflects a tendency toward producing more readable and fluent translations, as seen in previous studies by Nababan & Santosa (2019) and Hasibuan et al. (2018). Such strategies also demonstrate awareness of the communicative function of translation, especially when texts are intended for a wider audience.

While literal translation was still frequently used, alumnae tended to apply it more selectively and with greater accuracy. They demonstrated more consistent control over syntax and lexicon, minimizing the occurrence of unidiomatic expressions. This suggests that real-world experience, even if not formally academic, contributes positively to the development of intuitive translation skills.

However, the relatively limited use of techniques like discursive creation and compensation implies that the alumnae, despite their experience, may still operate within a relatively conservative repertoire of strategies. This aligns with the idea that while practice reinforces certain habits, it does not necessarily expand the strategic range unless accompanied by continual professional development or reflective practice.

These findings support the assumption that alumnae possess more practical, communicatively oriented approaches to translation, while students lean more heavily on structural fidelity. The difference in technique distribution between the two groups underscores the influence of context, academic vs professional, on translational decision-making.

Table 2. Translation Techniques Used by The Alumnae

No.	Translation Techniques by Molina & Albir	Translation Techniques used by Alumnae	
		F	%
1	Adaptation	10	2.11
2	Amplification	28	5.89
3	Borrowing	6	1.26
4	Discursive Creation	29	6.11
5	Established Equivalent	5	1.05
6	Generalization	6	1.26
7	Literal Translation	209	44
8	Modulation	132	27.79
9	Particularization	3	0.63
10	Reduction	40	8.42
11	Transposition	7	1.47
	Total	475	100

Comparison

Both groups relied heavily on literal translation, but the alumnae showed greater consistency and variation in technique, suggesting a more nuanced understanding of translation methods. Their higher use of established equivalent and modulation also reflects greater sensitivity to natural target language expression.

Translation Errors
Students

The analysis of student translations revealed a variety of translation errors, most of which fell under the categories defined by NAATI (2019), such as distortion, grammatical errors, omission, and unidiomatic expression. Among these, distortion emerged as the most frequently occurring error type. This category involves a change in the meaning of the original message, either partially or completely, and is considered a serious violation in professional translation standards.

Distortion often occurred when students failed to comprehend the full context of idiomatic expressions or figurative language embedded in the narrative. In The Stonecutter, phrases that carried moral or metaphorical meanings were sometimes rendered literally or inaccurately, leading to a shift in the intended message. This is in line with the findings of Setiawan (2014), who reported that misunderstanding figurative language is a common source of content errors in student translations.

Grammatical errors were also highly prevalent. These included subject-verb agreement issues, incorrect tense usage, and sentence structure errors. Many of these mistakes stemmed from the students' tendency to translate directly without adjusting for the syntactic rules of the target language. This reflects the findings of Azhari and Ardi (2023), who noted that students often exhibit morpho-syntactic errors due to inadequate mastery of English grammar.

Another frequent error type was omission, where key information from the source text was not rendered into the target language. This could be attributed to either oversight or the belief that certain details were redundant. However, omission often disrupted the logical flow of the narrative, affecting both coherence and completeness. According to Popović (2018), omissions are particularly detrimental in literary translation, as they risk diluting the thematic and emotional depth of the story.

Additionally, unidiomatic expressions were observed in cases where students relied heavily on literal translation. This often resulted in unnatural or awkward phrasing in the target language. Students may have been unaware of appropriate collocations or idiomatic patterns in Indonesian, a common challenge noted by Nguyễn & Triệu (2015) and Rafsanjani (2020), especially in descriptive or expressive texts.

These errors indicate that while students are familiar with theoretical concepts, they still struggle with the practical application, particularly in handling complex or stylistic elements of narrative texts. This highlights the need for more extensive practice, post-editing training, and exposure to various text genres within translation instruction.

Table 3. Translation Errors Found in The Students' Translations Results

No.	Translation Errors by NAATI	Translation Errors Found in The Students' Translations Results	
		F	**%**
1	Distortion	157	26.98
2	Unjustified Omission	36	6.19
3	Unjustified Insertion	24	4.12
4	Inappropriate Register	30	5.15
5	Unidiomatic Expression	5	0.86
6	Error of Grammar, Syntax	71	12.20
7	Error of Spelling	123	21.13
8	Error of Punctuation	136	23.37
	Total	582	100

Alumnae

In contrast to the student group, the alumnae demonstrated a different pattern of translation errors. While grammatical errors and omissions were still present, the most dominant error type among alumnae was unidiomatic expression, followed by punctuation and spelling errors and register inconsistency.

The frequent occurrence of unidiomatic expressions among alumnae suggests a gradual erosion of sensitivity to natural

Indonesian phrasing, possibly due to a lack of regular practice in formal translation tasks. Although alumnae are active in English-related fields, their daily use of English may be more pedagogical or conversational rather than literary or academic, which affects their ability to transfer meaning appropriately in a narrative context. This resonates with Wongranu's (2017) findings, which show that anxiety, carelessness, and unfamiliarity with stylistic translation can contribute to such errors among EFL users.

Punctuation and spelling errors also appeared more frequently in the alumnae group compared to students. These are considered minor yet still important in translation quality assessment. Errors in punctuation can affect the clarity and rhythm of the text, while spelling errors may suggest carelessness. According to the NAATI standards, such errors fall into the category of non-critical yet accumulative issues that can reduce the professional quality of a translation.

Another unique feature in the alumnae translations was the presence of register inconsistency, where formal language was mixed with informal phrases. This inconsistency disrupts the tone of the narrative and reflects a lack of attention to stylistic coherence. This error type, although less severe than distortion, can significantly affect the overall fluency and acceptability of a translation. The findings support Linder's (2014) argument that even minor inconsistencies in register can lower the perceived quality of academic and narrative translations.

Interestingly, distortion errors were less frequent among alumnae compared to students. This suggests that although alumnae may lack technical precision, they are more successful in preserving the core meaning of the source text. This could be attributed to their practical exposure to English materials and communication contexts, even if not grounded in advanced translation theory.

Table 4. Translation Errors Found in The Alumnae's Translations Results

No.	Translation Errors by NAATI	Translation Errors Found in The Alumnae's Translations Results	
		F	**%**
1	Distortion	57	16.47
2	Unjustified Omission	34	9.83
3	Unjustified Insertion	10	2.89
4	Inappropriate Register	18	5.20
5	Unidiomatic Expression	3	0.87
6	Error of Grammar, Syntax	18	5.20
7	Error of Spelling	108	31.21
8	Error of Punctuation	98	28.32
	Total	346	100

Comparison
Alumnae made fewer total errors, with lower rates of distortion and unjustified insertions. However, they still struggled with surface-level mechanics such as punctuation and spelling. This suggests stronger interpretive skills but occasional lapses in writing accuracy.

Relationship Between Techniques and Errors
Students
The most frequent technique-error relationship was:
- Discursive creation → Distortion (75 occurrences), confirming that

improvisation without proper contextual grounding often distorts meaning.

Other major patterns:

- Literal translation → Punctuation errors (54)
- Literal translation → Spelling errors (43)
- Reduction → Unjustified omission (33)

These findings imply that literal and reduction techniques, when used rigidly or without attention to coherence, increase surface-level and meaning-based errors.

Table 5. Relations between Translation Techniques Used and Translation Errors Found in Students' Translation Results

No.	Translation Techniques	Translation Errors (Students)							
		Dstr	Uo	Ui	Ir	Ue	Egs	Es	Ep
1	Adaptation	7	0	0	2	0	2	2	5
2	Amplification	9	0	12	0	0	1	7	3
3	Borrowing	11	0	0	15	0	11	7	8
4	Discursive Creation	75	7	11	4	0	25	31	23
5	Generalization	5	1	0	0	0	2	5	3
6	Literal Translation	24	3	0	11	3	16	43	54
7	Modulation	27	4	1	7	2	12	23	36
8	Particularization	9	1	0	0	0	3	4	3
9	Reduction	12	33	2	1	0	10	15	10
10	Transposition	0	0	0	0	0	0	0	0

Alumnae

Key technique-error relationships included:

- Literal translation → Spelling errors (54)
- Modulation → Punctuation errors (45)
- Discursive creation → Distortion (27)
- Reduction → Unjustified omission (34)

Notably, the alumnae showed fewer distortion errors linked to discursive creation compared to students, suggesting more careful application of that technique.

Table 6. Relations between Translation Techniques Used and Translation Errors Found in Alumnaes' Translation Results

No.	Translation Techniques	Translation Errors (Alumnae)							
		Dstr	Uo	Ui	Ir	Ue	Egs	Es	Ep
1	Adaptation	4	0	1	1	0	0	1	0
2	Amplification	2	0	6	1	0	3	11	1
3	Borrowing	0	0	0	1	0	1	0	0
4	Discursive Creation	27	0	2	12	0	2	4	9
5	Established Equivalent	0	0	0	0	0	0	0	0
6	Generalization	1	2	0	0	0	0	1	1
7	Literal Translation	6	3	1	11	3	5	54	40
8	Modulation	18	4	2	1	0	6	36	45
9	Particularization	2	0	0	0	0	0	0	0
10	Reduction	6	34	0	1	0	1	10	8
11	Transposition	0	0	0	0	0	2	1	0

Summary and Implications

A core objective of this study is to identify the relationship between translation techniques employed and the types of errors produced. The data analysis revealed a consistent pattern: certain techniques were more prone to generating specific types of errors.

For instance, the overuse of literal translation often correlated with distortion and unidiomatic expressions. This is particularly true in cases where literal rendering failed to consider the cultural or contextual nuances of the folktale. As demonstrated in the findings of Nababan & Santosa (2019), literal translation, while preserving surface meaning, can distort

deeper connotative meanings when applied rigidly.

In contrast, the use of modulation and adaptation tended to produce fewer errors, particularly in terms of meaning accuracy and fluency. These techniques require the translator to engage more critically with the text, fostering greater alignment with the communicative intent. Alumnae, who employed modulation more often than students, produced fewer distortion errors, indicating that deeper cognitive strategies help mitigate severe translation faults.

Techniques such as reduction and amplification were also linked to specific errors. Excessive use of reduction led to omission errors, particularly when important qualifiers or details were removed, affecting the completeness of the message. On the other hand, amplification, when misapplied, introduced redundancy or affected cohesion, though such cases were less frequent.

The data suggest that not all techniques are inherently risky or safe; rather, it is the manner and context of their application that determines whether an error will occur. As such, translation competence is not solely about technique selection but also involves judgment, awareness, and flexibility.

These findings reinforce insights from Xu and Li (2021), who assert that strategic awareness, knowing when and how to apply a technique, plays a critical role in producing quality translations. Therefore, translation training should not only teach classification of techniques but also encourage reflection on their functional consequences in real texts.

CONCLUSION

This study has examined and compared the translation techniques and errors in the Indonesian translations of an English folktale, The Stonecutter, as produced by two participant groups: students and alumnae of the English Education Department of UIN Antasari Banjarmasin. The findings show a clear pattern in the way each group approached the translation task, influenced by their respective backgrounds, exposure, and experience.

The analysis revealed that both groups relied heavily on literal translation, which, while useful in preserving meaning at the lexical level, often resulted in unidiomatic or distorted renderings, especially in culturally nuanced parts of the narrative. Students used a narrower range of techniques, with modulation and amplification appearing less frequently. Their translations exhibited higher frequencies of distortion, grammatical errors, and omissions. Alumnae, although slightly more varied in their technique usage, produced errors of a different kind, such as register inconsistency and punctuation errors, suggesting the impact of informal or practice-based exposure.

Overall, the study indicates that translation competence is shaped not only by theoretical knowledge gained during formal education but also by ongoing practice and context of use. However, the absence of continual structured engagement with translation theory may lead to a stagnation or even decline in certain aspects of performance, particularly in preserving idiomaticity, tone, and style.

The comparison between the groups also highlights that technique choice is closely related to the types of errors made. Techniques that prioritize flexibility, such as modulation, adaptation, or established equivalence, tend to produce more accurate and fluent translations. In contrast, rigid application of literal techniques correlates with meaning distortion and reduced readability.

This research contributes to the broader field of translation studies by offering insights into how different translator profiles, novice versus semi-professional, approach the same text using different techniques and produce varied outcomes. By applying

Molina and Albir's (2002) technique taxonomy alongside NAATI's (2019) error framework, this study demonstrates how technique and error analysis can be integrated to assess translation performance holistically.

It confirms previous assertions (e.g., Nababan & Santosa, 2019; Harmon, 2021) that the act of translation requires both linguistic competence and cultural literacy. The findings also reinforce the need to conceptualize translation as a context-bound activity, where the translator's environment, frequency of practice, and target audience expectations shape outcomes.

For educators and curriculum developers, the study highlights the importance of teaching not just a repertoire of translation techniques but also their appropriate application. Mere exposure to the names of techniques (e.g., transposition, adaptation, reduction) is insufficient without practical training on how and when to apply them in different contexts. Additionally, there is a need to incorporate narrative and literary texts more frequently in translation classes, as such genres require deeper interpretive skills and offer more opportunities to engage with idiomaticity, register, and cultural references.

The prevalence of errors among both groups also underscores the need for post-editing exercises and peer-evaluation activities, where students and alumni alike can reflect critically on their work and revise accordingly. Embedding such reflective practices can help bridge the gap between theoretical instruction and real-world translation demands.

For alumnae and professionals, the findings offer a diagnostic tool for self-assessment. Alumnae working in English-related fields may benefit from periodic training or workshops that revisit translation strategies and update their awareness of evolving linguistic standards. Institutions might consider offering continuing professional development (CPD) opportunities or alumni-accessible modules to reinforce translation competence beyond graduation.

Furthermore, this study encourages educational institutions to strengthen alumni networks that foster knowledge-sharing and collaboration in language-related fields. Alumni could be invited to guest lectures, translation forums, or mentorship programs, which not only enhance their own skills but also provide real-world perspectives for current students.

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