

## Enhancing Translation Competence with *Un Jour, Une Traduction* - One Day, One Translation

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**Abstract**

The program “Un jour, une traduction” is a micro learning-based innovation developed to enhance translation competence from French into Indonesian in a gradual, reflective, and consistent manner. This study aims to analyze the effectiveness of implementing a micro learning model grounded in Experiential Learning Theory (Kolb, 1984) in fostering the professional competence of prospective translators. The program is conducted through an interactive website platform that delivers one short text each day for participants to translate in less than ten minutes. Every week, participants join online discussion sessions to reflect on their translation outcomes, explore translation strategies, and understand the linguistic strategies, and understand the linguistic cultural dimensions of the source text. The learning design represents the four stages of Kolb’s experiential learning cycle: concrete experience (daily translation practice), reflective observation (weekly discussions), abstract conceptualization (understanding translation theory), and active experimentation (applying new strategies in subsequent exercises). The results indicate that the integration between daily micro-practice and weekly reflection creates a more adaptive, contextual, and meaningful learning process. The program not only improves accuracy and cultural awareness in translation but also fosters learner autonomy and intrinsic motivation. Therefore, Un jour, une traduction has the potential to serve as an alternative model of translation training that is efficient, flexible, and relevant to the characteristics of today’s digital generation.

### Introduction

In the era of globalization, the ability to translate works from foreign languages into Indonesian has become a crucial skill that supports intercultural communication and global understanding. One language with a particularly strategic position in this context is French. As one of the official languages of the United Nations and a working language in many international organizations, French not only represents a linguistic identity but also serves as a major medium for the dissemination of knowledge, literature, and global culture. Therefore, the ability to translate French texts into Indonesian accurately and contextually plays a key role in strengthening cultural diplomacy and expanding intellectual exchange between the two nations.

The bilateral relationship between Indonesia and France has long been established, especially in the fields of education, culture, and research. Through institutions such as the Institut Français d’Indonésie (IFI) and various university partnerships, both countries actively develop academic and cultural programs, including translation projects of literary and scholarly works. In 2023, the Embassy of France in Indonesia reported a significant increase in the number of Indonesian students studying French and in the general interest toward French cultural studies as part of the France Alumni Indonesia program. However,

despite this growing cooperation, the translation competence of Indonesian students and future French language professionals continues to face a number of challenges.

Several studies indicate that translation students still struggle with both linguistic and cultural aspects of translation. A study conducted at Universitas Pendidikan Indonesia (UPI, 2020) revealed that over 88% of students made semantic errors due to confusion of relations, and 11% made collocational errors when translating argumentative texts. These findings highlight that students' translation competence remains underdeveloped, particularly in terms of cultural awareness and meaning accuracy. Internal factors such as the lack of consistent practice, limited reflection on translation outcomes, and instruction that focuses heavily on theory further exacerbate this problem.

Externally, the rapid development of machine translation technology and the growing demand for professional translators in the global industry require adaptive and reflective translation skills. According to the PEN America Translation Database, only about 3–5% of all books published in the English-speaking world are translations, demonstrating the crucial role of human translators in broadening access to foreign literature. Meanwhile, in Indonesia, data from the Badan Pengembangan dan Pembinaan Bahasa (2023) indicate that more than 1,300 foreign-language books are translated into Indonesian each year showing a strong and continuing need for competent and professional translators.

Given this situation, there is a clear need for an innovative translation learning model that is both adaptive to the learning characteristics of the younger generation and aligned with current professional demands. The “Un jour, une traduction” program emerges as a micro learning–based innovation grounded in Experiential Learning Theory (Kolb, 1984). Through an interactive digital platform, participants practice translating short texts daily and engage in weekly reflection sessions to analyze and discuss their work. This approach is expected to address both the internal and external challenges of translation learning while simultaneously supporting cultural diplomacy and strengthening academic as well as cultural cooperation between Indonesia and France.

## Method

In recent years, the teaching of translation has increasingly integrated digital technologies and flexible learning models to meet the needs of modern learners. Traditional translation pedagogy, often dominated by long tasks and theoretical discussions, tends to neglect the importance of consistency and reflective engagement in daily practice (Kiraly, 2012). To address this gap, the program “Un jour, une traduction” (One Day, One Translation) was developed as a micro learning-based approach that promotes gradual skill development through short, daily translation activities, explaining the theories of language and literacy, and also helping learners in learning literacy through our program with ease.

Micro learning emphasizes the delivery of concise, manageable learning units that can be completed in short time frames, typically within ten minutes (Buchem & Hamelmann, 2010). When combined with Experiential Learning Theory (Kolb, 1984), micro learning can provide learners with continuous exposure, reflection, and conceptual understanding the key elements in the development of translation competence.

This study explores how the integration of micro learning and experiential learning enhances translation accuracy, cultural awareness, and learner autonomy among students translating in between French, and Indonesian.

Experiential learning is a process of learning through direct experience, where individuals engage in hands-on activities and reflect on those experiences to gain knowledge and skills. Experiential learning, often described as "learning by doing," that

emphasizes the importance of engaging learners in real-world experiences, allowing them to apply theoretical knowledge in practical situations. This approach contrasts with traditional educational methods that rely heavily on lectures and memorization. Instead, experiential learning encourages active participation and reflection, making the learning process more meaningful and impactful.

In order to start learning, *Un jour, une traduction* will provide the information and theories in learning language such as (verb, grammar, ect). After that, we will also provide micro learning contents to help them understand more about the topics. Last, to learn the topics by doing, we will give the learners, chance to simulate the topics like (translate, their vision towards the topical, thoughts ect)

Through *Un jour, une traduction* according to this model, learners engage in continuous cycles of practice and reflection that foster deeper comprehension and skill retention.

## Results and Discussion

Micro learning is defined as a method of delivering small, focused learning units that can be easily integrated into daily routines (Hug, 2005). It aligns with the habits of digital-native learners, providing flexibility, accessibility, and immediate feedback. In translation training, micro learning supports the development of micro-skills such as lexical choice, syntactic restructuring, and cultural adaptation that collectively enhance overall translation competence (Bruck et al., 2012).

The instructional framework of *Un jour, une traduction* is systematically structured around Kolb's (1984) Experiential Learning Cycle, which conceptualizes learning as a dynamic and recursive process involving four interrelated stages, Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Within this framework, participants first engage in Concrete Experience through daily translation exercises, which provide direct exposure to authentic French texts and practical linguistic challenges. Subsequently, the Reflective Observation stage is implemented through weekly discussion sessions that encourage critical analysis of translation outcomes, peer feedback, and the evaluation of alternative solutions. The process then advances to Abstract Conceptualization, wherein learners synthesize theoretical insights on translation strategies, linguistic structures, and intercultural communication to deepen their conceptual understanding. Finally, during Active Experimentation, participants apply these newly developed concepts to subsequent translation tasks, thereby testing hypotheses, refining techniques, and reinforcing learning outcomes. Through this cyclical progression, *Un jour, une traduction* effectively integrates theory with practice, promoting sustained cognitive engagement, reflective awareness, and professional competence among emerging translators.

Translation competence involves linguistic, cultural, strategic, and instrumental sub-competences (PACTE Group, 2003). Developing these requires not only theoretical knowledge but also consistent, reflective practice both of which are embedded in the proposed model. Through our program, learners will learn how to analyze the phrase that they want to translate, and execute the translation by themselves

### Proposed Programs

1. Language Introduction and Course

Learners will learn the theory of language and translations such as grammar, vocabulaire etc. Through this session, learners will get introduced to the theme that

they will have, they will learn the fundamental and the basic things. So they can automatically define the texts and the information received.

2. One Day, One Task

Every day, learners will receive a short text (sentence, paragraph, or dialogue) to translate. This task is designed to be completed in less than 10 minutes, encouraging light but continuous learning habits. This task has an objective to improve perseverance, consistency, and linguistic sensitivity to French and Indonesian language structures. Learners will practice translating a variety of French texts and literary works, including articles, newspapers, magazines, films, poems, and folktales.

3. French-Indonesian Interactive Dictionary

Participants can contribute to enriching the collaborative French–Indonesian bilingual online dictionary. Each entry includes a definition, example sentences, and cultural context. The dictionary is to create an authentic lexical resource relevant to learners and translators in Indonesia. The dictionary is equipped with videos designed to support pronunciation practice, guided directly by native speakers

4. Maison des Traducteurs (House of Translators)

Maison des Traducteurs is a community that brings together students and young professionals interested in French–Indonesian translation. This community provides a space for sharing work, discussing ideas, and improving translation skills through interaction between members.

5. Le Café des Traducteurs

Le Café des Traducteurs serves as a weekly forum for participants of *Un jour, une traduction* to analyze and discuss their translation outputs, share linguistic strategies, and explore the cultural dimensions of source texts. This activity is designed to facilitate critical reflection, peer collaboration, and the sustained development of professional translation competence.

In addition, the integration of microlearning with experiential learning principles allows the program to respond effectively to contemporary challenges in translation education. Traditional translation instruction often relies heavily on long theoretical sessions and sporadic practice, which may limit learners' opportunities for continuous skill refinement. By contrast, the proposed model emphasizes short, frequent, and meaningful learning engagements that promote sustained exposure to linguistic input and output. This approach not only reduces cognitive overload but also fosters learner autonomy, as participants can manage their learning activities according to their individual pace and daily routines.

Furthermore, the use of daily translation tasks encourages the gradual internalization of translation strategies and linguistic patterns. Repeated exposure to diverse text types enables learners to develop sensitivity to genre, register, and cultural nuance, which are essential components of professional translation competence. The reflective stages embedded in the program, particularly through *Le Café des Traducteurs*, support metacognitive awareness by allowing learners to critically evaluate their translation choices, justify decisions, and learn from peer perspectives. Such reflective practices are

crucial in helping learners move beyond literal translation toward more contextually appropriate and culturally informed renditions.

The collaborative elements of the program, including the *Maison des Traducteurs* community and the interactive bilingual dictionary, further enhance learning outcomes by promoting social interaction and shared knowledge construction. Collaboration enables learners to negotiate meaning, exchange strategies, and co-construct lexical and cultural resources that reflect authentic translation needs in the Indonesian context. These activities align with sociocultural theories of learning, which emphasize the role of interaction and community in knowledge development.

Overall, the *Un jour, une traduction* program represents an innovative and pedagogically grounded approach to translation training. By combining microlearning, experiential learning, reflective practice, and collaborative engagement, the program supports the holistic development of translation competence. It not only strengthens learners’ linguistic and cultural skills but also cultivates professional habits such as consistency, critical thinking, and lifelong learning, which are essential for emerging translators in an increasingly globalized and digitalized world.

Table 1. Program Content Overview of *Un jour, une traduction*

Aspect	Description
Learning Approach	Microlearning with short, focused, and daily learning activities
Learning Framework	Experiential Learning Cycle (Kolb): experience, reflection, conceptualization, and experimentation
Core Competence	Translation competence (linguistic, cultural, strategic, and instrumental)
Main Activity	One Day, One Task (daily short translation exercises)
Learning Support	Language introduction, theory of translation, and grammar
Reflection Activity	Weekly discussion and reflection ( <i>Le Café des Traducteurs</i> )
Collaborative Component	Translation community ( <i>Maison des Traducteurs</i> )
Learning Resource	French–Indonesian interactive bilingual dictionary
Learning Outcome	Improved translation skills
Program Goal	Development of consistent, reflective, and professional translators

## Conclusions

The implementation of *Un jour, une traduction* illustrates that the integration of micro learning and experiential learning can effectively enhance translation competence among

language learners. By engaging participants in daily micro-tasks, the program fosters consistency, active engagement, and continuous practice. Weekly reflection sessions further consolidate understanding by facilitating discussion, peer feedback, and the integration of theoretical knowledge. This combined approach not only improves linguistic accuracy but also cultivates cultural awareness, learner autonomy, and intrinsic motivation key attributes of competent translators in the digital era.

Based on these outcomes, several recommendations are proposed for future development. First, the model could be extended to other language pairs or professional domains to examine its generalizability and impact. Second, incorporating AI-assisted feedback could provide instant error analysis and translation quality metrics, enhancing formative learning. Third, developing a mobile application version would increase accessibility and engagement for a broader learner base. Finally, fostering collaboration between translation educators and technology developers is essential to design more interactive, learner-centered platforms that effectively integrate pedagogical theory with digital innovation.

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