The Application of ChatGPT in Translation Learning: A Case Study in Vietnam

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ABSTRACT

ChatGPT has been around for a relatively short time, but it has brought significant changes to education. This study explores how third-year English majored students perceive the use of ChatGPT in translation learning within the context of two advanced translation courses at a Vietnamese university. Adopting a mixed-methods design, the research first gathered quantitative data through a structured questionnaire (N = 119), followed by qualitative insights from workshop discussions (N = 15). The results show that ChatGPT plays a very useful role in facilitating students' learning process and contributing to the improvement of their translation products. Although ChatGPT is found to have potential in future education, some concerns, such as students' dependence on ChatGPT, need to be addressed. The study suggests integrating AI literacy into translation curricula and offering targeted training to promote the critical and responsible use of AI tools in translation education.

Keywords: Translation Process, Text Analysis, Students' Perceptions

1. Introduction

ChatGPT has been in use for a relatively short time, yet its emergence has been significantly changing the world in many fields. (Johinke et al., 2023; Kadwa & Alshenqeeti, 2020; Nikolopoulou, 2024; Rahman & Watanobe, 2023; Sallam, 2023). ChatGPT has proven to be an effective tool in facilitating the learning and teaching process, as it can provide a vast amount of information and help students quickly find answers to their inquiries. Numerous studies have been conducted to explore the application of ChatGPT in language learning, in general, and translation learning, in particular. ChatGPT offers an engaging, interactive, and effective language learning experience. (Baskara, 2023; Kohnke et al., 2023). Students can initiate discussions on any subject and receive immediate, human-like responses from ChatGPT on a range of language learning topics, including communication skills and language practice. ChatGPT can also translate materials or texts into students' native languages, providing more opportunities for language practice. (Ali et al., 2023). ChatGPT's accuracy in translation has also been appreciated. (Alkhawaja, 2024; Hidayati & Nihayah, 2024; Lau et al., 2024; Sahari et al., 2023; Salloum et al., 2024) and it has been introduced to students to improve their translation skills and knowledge (An et al., 2023; Fan at al., 2023).

There are some initial attempts to elicit students' ideas and comments on their use of ChatGPT in translation teaching; however, the studies are still limited in terms of number, methodology, and empirical evidence for English majors. There is a vast ground for investigating the use of ChatGPT in translation teaching at the tertiary level in general and learners' perceptions of it. In other words, further research is still needed to gain a deeper understanding of the application of ChatGPT in translation learning. To explore the use of ChatGPT in developing students' translation abilities, a study was conducted in 2024 at a public university in Vietnam. One hundred nineteen students were recruited from two Advanced Translation classes to participate in a three-hour workshop, where they were instructed on how to address their translation problems while completing a translation task with the support of ChatGPT. They then commented on their use of ChatGPT in translation, through questionnaire completion and interview attendance.

The research was conducted to address the following research questions:

1. How do students perceive the role of ChatGPT in the translation process?
2. How do students perceive the impact of ChatGPT on the translation product?
3. What are students' concerns over the use of ChatGPT in translation?
4. What are students' viewpoints towards the future use of ChatGPT?

The research also examines whether there is a difference in the opinions of male and female students regarding the application of ChatGPT for learning translation.

2. Literature Review

ChatGPT and Translation

ChatGPT is considered a generally effective tool for translation. Studies indicate that ChatGPT can perform human-like translations that are generally accurate and reliable. (Alkhawaja, 2024; Sahari et al., 2023). With appropriate prompts, ChatGPT can provide instant translations, which can benefit businesses and organizations. ChatGPT helps reduce initial translation time, allowing human

translators to focus on refining and ensuring accuracy (Sahari et al., 2023). Compared with other machine translation tools, ChatGPT generally achieves competitive results. For example, Hidayati and Nihayah (2024) found that AI-generated translations are more contextually accurate than those produced by Google Translate due to AI's natural language processing and AI's capability in academic writing. Similarly, Alkhawaja (2024) illustrated that ChatGPT "impressively" outdid Google Translate in terms of translation performance.

Despite ChatGPT's merits, there is room for improvement in the translation work of ChatGPT. ChatGPT can work well in translating texts with simple, straightforward content and often struggles with more complex structures and nuances. Lau et al. (2024) mentioned that AI translators cannot perceive poets' feelings and thoughts. In dealing with specific translation issues, including separable phrasal verbs (Alosaimi & Alawad, 2024) it has been identified that ChatGPT seems ineffective, although ChatGPT-generated translations are understandable. Besides, ChatGPT cannot translate culturally sensitive items that require context-rich processing data in religious texts. (Banat & Adla, 2023). Furthermore, Sahari et al. (2023) insist that ChatGPT is more efficient in mechanical tasks, such as writing and editing translated texts, than fine-tuning, which involves more critical thinking. Admittedly, studies scrutinizing the quality of ChatGPT translations do not deny the role of humans in producing high-quality translations. (Alkhawaja, 2024; Sahari et al., 2023) They maintained that, despite the promising translation capacities of ChatGPT, it could not match the level of human translators, whose intervention is necessary to ensure a high level of cohesion, fluency, and accuracy in a translation. Additionally, the use of ChatGPT in translation tasks can raise ethical concerns related to knowledge security and ideological bias, as seen in education and other areas. Fan et al. (2023) explained that ChatGPT cannot make moral judgments about the content that can be influence by Western discourse and ideologies.

The Use of ChatGPT in Translation Teaching

Similar to language teaching, which has witnessed students' personalized learning and pedagogical changes (Ali et al., 2023; Baskara, 2023; Hoang et al., 2023; Kohnke et al., 2023; Mohammed et al., 2023), ChatGPT introduces new ideas into traditional translation classes. Conventional translation classes tend to focus more on in-class interaction and the transmission of knowledge and concepts, rather than prioritizing students' critical thinking (An et al., 2023). Meanwhile, An et al. (2023) and Fan et al. (2023) are among the few scholars who have begun to consider incorporating ChatGPT into translation classes. They maintained that ChatGPT may allow more personalized learning opportunities. Students can be given modified instructions and instant feedback when they request the provision of different types of knowledge, ranging from translation theories to translation methods or when they have ChatGPT evaluate their translations. The authors insisted that ChatGPT can support teachers in developing their students' translation competence. For example, ChatGPT can help provide concepts of translation and explanation of vocabulary and sentence structures of a source text (ST). Students can refer to ChatGPT translation instantly after providing the ST or input. Alternatively, they can ask ChatGPT to analyze the strengths and weaknesses of their translations and improve them. Generally, ChatGPT gains teachers' favor as it helps reduce their workload in presenting translation-related knowledge, marking students' translations, tracking students' progress and engaging them in translation learning (Fan et al., 2023).

Some concerns are raised regarding the application of ChatGPT in translation teaching (Fan et al., 2023). The authors explained that students may become more dependent on the tool, as they can easily obtain automatic translations with minimal time and intellectual effort. They cannot evaluate

translation accuracy or eliminate culturally sensitive elements in ChatGPT-based translations. Therefore, it is essential to implement effective methods for utilizing ChatGPT in translation and translation education. Fan et al. (2023) emphasized the necessity of innovating teaching models and promoting learners' autonomy while maintaining ethical principles and enhancing students' digital literacy. They proposed that the role of translation teachers in the new teaching process remains irreplaceable, despite the enhanced position of ChatGPT. The teacher should enable learners to become more critical in translation tasks, thereby developing high-order thinking skills and avoiding ethical issues. While early attempts to incorporate ChatGPT in translation teaching can be acknowledged, pedagogical proposals are limited, and empirical evidence is lacking.

The main question of how to use ChatGPT in translation and translation teaching revolves around developing effective prompts that help improve ChatGPT (Shaolong Liu, 2024). ChatGPT can produce a better translation with proper prompts. Translation prompts should have translation task information and/or context domain information (including genre-related details). Effective prompts should contain contextual features that allow ChatGPT to act and think like a translator or train ChatGPT with the knowledge and skills of professional translators. This idea aligns with the concept of translation briefs as proposed by the functionalist approach to translation, which emphasizes the role of contextual features in the translation decision-making process.

Translation Process and Translation Product

The translation process commences when the translator analyzes the text and continues until they find the appropriate target text (TT) segment (Zabalbeascoa, 2000). More specifically, Gile's sequential model of Translation with a two-phase operation: comprehension of the ST and reformulation or production of the TT (Gile, 2009). The translator formulates the "meaning hypothesis" (or understanding of the meaning) of a translation unit or text segment (word, phrase, paragraph, or text) based on their linguistic and extralinguistic knowledge and ad hoc knowledge (or knowledge of a specific field or situation). If the meaning hypothesis is plausible, they proceed to formulate the meaning hypothesis in the TT. During this phase, the translator produces the provisional TT segment and determines whether it meets the requirements of the "fidelity test" (accuracy) or the "acceptability test" (i.e., it is acceptable to the TT readers) by drawing on their linguistic and extralinguistic knowledge.

Many studies demonstrate a tendency to focus on students' ability to make informed translation decisions in translation studies, incorporating the functionalist approach to enhance students' translation processes (Chen, 2010; Karoly, 2014; Nguyen, 2023a, 2023b). In the light of the functionalist approach to translation, which emphasizes the purpose of translation, the translator begins with the translation brief, which outlines why a translation is required, by whom, what the client needs, when, where the translation will be used, and who the translation addresses. In the pre-translation stage, they are also aware of the ST's features, including vocabulary, sentence structure, and topic or theme. It is also necessary to figure out translation problems, prioritizing pragmatic translation problems (related to differences in the situations of the ST and TT) over other cultural and linguistic translation problems. They can face translation problems in both phases: comprehending the ST and producing the TT. To address translation issues, the translator employs a range of strategies. Translation strategies are classified into comprehension and production/translation strategies (Chesterman, 1997). They can resort to resources, skills, and solutions, including dictionaries or translation tools, during the translation stage, which forms part of their instrumental competence (Kelly, 2005). After producing the translation, the translator checks whether the translation product is functionally appropriate (a translation meets the function of translation), accurate (a translation should

be coherent or have a relationship with its ST regarding the ST information transmitted to TT readers) or/and acceptable (a translation) is understandable to the readers.

This study views the translation process as a comprehensive term encompassing pre-translation (text analysis), translation, and post-translation (reflection on or revision of the translation) (Nguyen, 2023a, 2023b). ChatGPT was introduced into a translation class to assist students in their translation process. In other words, students were instructed to use ChatGPT to understand ST features, including vocabulary and structure, and to produce translations for their reference or revise their existing translations or translation products.

Translation product refers to the final translated text or output resulting from the translation process. It reflects the quality of the translation in relation to the original text. The quality of a translation product is often assessed based on factors or rules (Nord, 1997). The first and paramount rule is that the translation is determined by its skopos, or purpose, which means that a translation must fulfill its intended function or purpose. In addition, the "coherence rule" (internal textual coherence within the TT) stipulates that translation, which is intended to provide information, should make sense to TT readers or receivers. "Fidelity rule" or accuracy (the external textual coherence with the ST) maintains that a translation should be coherent or have a relationship with its ST in terms of the ST information transmitted to TT readers. Nguyen (2023) who applied these translation evaluation principles in a translation teaching context refers to functional appropriateness (the translation meets its function), stylistic appropriateness (the translation meets the requirements of the text type), accuracy (the content of the ST is maintained) and expression (the translation meets the TL norms) elicited from students' comments on their translation.

Perceptions of Students

While it is worthwhile to acknowledge some research on ChatGPT, including its translation quality, advantages, challenges, and other issues, studies on the use of ChatGPT in translation teaching are still scarce. Few studies have examined students' reactions or perceptions to determine whether there is any resistance to ChatGPT, allowing for further improvements to the tool or its usage. Shoufan (2023) highlighted the significance of investigating students' experiences with using ChatGPT and their perceptions of it. The author explained that students' perceptions can greatly impact their motivation, engagement, and performance. While positive attitudes can promote students' eagerness to learn and their academic achievement, negative views of ChatGPT can lead to disengagement, demotivation, and a limited chance of academic success.

User surveys indicate that ChatGPT is appreciated for its conversational abilities and ease of use. Hidayati and Nihayah (2024) aim to explore non-major English students' choices of translation tools, including Google Translate, ChatGPT, and Google Bard AI, uncovering the reasons for students' preferences for the tools. Data collected from interviews and documents indicate that while students continue to use Google Translate, they have shifted their preference to AI models, such as ChatGPT and Google Bard AI, because these models demonstrate improved translation accuracy, context sensitivity, and more coherent translations. The study suggested the increasing acceptance of AI-driven translation tools. They mentioned that students' preferences may depend on their experience, needs and language pairs. Although this mainly qualitative study lacks a methodologically rigorous approach (e.g., insufficient information about interviewing techniques or a lack of in-depth data analysis), it calls for further research into students' perceptions of ChatGPT use in translation and translation teaching, particularly between English and Vietnamese, a minority language pair.

Sahari et al. (2023) primarily explored the attitudes of Arabian translation teachers and students about the merits and demerits of ChatGPT, compared to Google Translate. Using a mixed-methods approach, the study was conducted among 19 teachers and 15 students across language-related disciplines. The main instruments were semi-structured interviews and projective techniques, the latter of which involved students' completion of incomplete sentences, allowing participants to reveal their positive and negative attitudes toward ChatGPT in translation. The results indicated that participants were highly satisfied with ChatGPT. While most teachers favoured Google Translate, most students preferred ChatGPT to Google Translate. Findings also indicated that ChatGPT can work well in writing and editing translated texts, which are mechanical processes. At the same time, there is considerable room for improvement in tasks that require critical thinking, such as fine-tuning and double-checking. Compared to Hidayati and Nihayah (2024), this study presents more reliable findings related to users' perceptions of ChatGPT in translation, due to its more stringent and rigorous research framework. However, students' negative and positive attitudes were not clearly defined, which may have affected the study's credibility.

Technology Acceptance Model

Many studies have explored college students' adoption of technology, including the use of Davis's (1993, 1989) Technology Acceptance Model (TAM) (Almusharraf & Bailey, 2023; Li et al., 2024; Koka, 2024; Salloum et al., 2024). These studies examine the factors influencing students' acceptance of technology and consistently find that perceived usefulness, perceived ease of use, and attitude toward use all play a crucial role in their willingness to adopt translation technologies. Students are more likely to use translation technologies if they believe these tools enhance their translation skills, effectiveness, and productivity (perceived usefulness). Additionally, when students find translation technologies user-friendly, they are more inclined to integrate them into their learning (ease of use). Ensuring students recognize the benefits of translation technologies and making these tools easy to use are essential for fostering a positive attitude and encouraging long-term adoption. To illustrate, Almusharraf and Bailey (2023) found that Saudi and Korean students reported high levels of TAM variables, indicating that they found translation tools both easy to use and beneficial for language learning, which positively impacted their attitude and future use.

Salloum et al. (2024) extended the TAM framework by incorporating experience and motivation, showing that users with more experience tend to perceive technology as more useful. In the context of machine translation, students who are already familiar with its functions are more likely to recognize its benefits and effectively apply it to their learning. Moreover, Almusharraf and Bailey (2023) highlighted the significant impact of cultural background on technology adoption. They noted that students from collectivistic cultures tend to place greater emphasis on social norms when deciding whether to use technology. If teachers, peers, or colleagues perceive a tool as useful and easy to use, students in these cultures are more likely to adopt it. Understanding these factors can help educators address students' concerns (negative attitudes) such as worries or barriers related to technology adoption, and support the effective integration of translation technologies into learning environments. This, in turn, can enhance students' learning experiences and increase the likelihood of continued technology use (behavioural intention).

While existing research acknowledges the potential of translation technologies to improve language learning and translation practices, it also highlights challenges related to user experience and the need for proper training and guidance. Future studies in Vietnam and other contexts should further investigate how different types of students perceive ChatGPT in the context of translation education.

Such research can provide deeper insights into the effectiveness of ChatGPT in translation teaching. Therefore, this study will investigate the perceptions of English major students regarding the use of ChatGPT in translation courses at the tertiary level in Vietnam, contributing to the growing body of research on technology in translation education.

In this study, the Technology Acceptance Model (TAM) serves as the theoretical foundation for examining students' perceptions of ChatGPT in the context of translation learning. Key constructs, perceived usefulness, perceived ease of use, and behavioral intention, inform the research questions and the design of the instrument.

The conceptual framework integrates:

1. The translation process framework (Nguyen, 2023a, 2023b; Nord, 1997), which defines the translation process in three stages (pre-translation, translation, post-translation) and evaluates the product based on skopos, coherence, and fidelity.
2. The TAM model (Davis, 1993, 1989), which explores students' perceptions of ChatGPT's usefulness and ease of use, along with concerns over academic integrity and dependency.

The study, therefore, addresses research question 1 (the usefulness of ChatGPT in translation stages), research question 2 (Ease of use and its impact on translation products), and research questions 3 and 4 (Concerns and behavioral attitudes toward future use).

3. Methods

Research Approach

This study employs an explanatory sequential mixed-methods design (Creswell & Plano Clark, 2011), which involves the collection and analysis of quantitative data, followed by a qualitative inquiry to elaborate and explain the quantitative findings. This design was selected to gain both breadth and depth of understanding regarding students' use of ChatGPT in translation tasks.

The research was implemented in three key phases:

1. Pilot Phase (Qualitative Exploratory):

A preliminary qualitative study was conducted with 12 translation students to explore how they used ChatGPT during various stages of the translation process. These interviews were guided by theoretical frameworks related to translation phases, text analysis, translation, and post-translation (reflection on or revision of translation). Themes emerging from this phase, particularly those relating to the perceived usefulness and ease of use of ChatGPT, informed the development of the main quantitative instrument.

2. Phase 1 – Quantitative

A structured questionnaire, built upon themes identified in the pilot phase, was administered to 119 students enrolled in two advanced translation courses. The objective was to quantify perceptions and behaviors related to the use of ChatGPT in translation tasks.

3. Phase 2 – Qualitative (Explanatory)

Based on the survey results, 15 students were randomly selected for follow-up interviews to explain and enrich the quantitative findings. These interviews enabled a deeper understanding of the patterns observed in the data and provided valuable contextual insights.

The following sections detail the sampling strategies, instruments, data collection procedures, and data analysis techniques used in each phase of the research.

The Setting and Participants

The research was conducted in early 2024, during the second semester of the academic year, in an English language program at a university in Vietnam. One hundred nineteen participants, including 105 females and 14 males, were enrolled in two Advanced Translation courses on legal translation. The study employed purposive sampling to select participants from two advanced-level translation courses, which are part of a wider set of translation offerings at the university. Although these two courses did not comprise the entire population of translation students, they reflected similar instructional content and learning outcomes as other advanced courses.

The third-year English major students were selected due to their advanced translation knowledge and skills, which they had developed through extensive academic training. Their expertise enables them to critically evaluate translation quality, making them well-suited to assess ChatGPT's performance in this domain. The students volunteered to join the research, and withdrawals had no impact on their course results. The great imbalance in the number of male and female students reflects the normal rate in the language education sector.

Research Procedure

The study was carried out during the Advanced Translation course. One hundred nineteen students from two classes of the Advanced Translation course were given the opportunity to discuss their experiences with translation and ChatGPT, as well as whether they had ever used it. They then participated in a three-hour workshop on ChatGPT in translation, followed by completion of a questionnaire. Fifteen students, out of the 119, were then invited to participate in a follow-up interview, where they further explained their experiences with using ChatGPT.

Workshop on ChatGPT in Translation

In the workshop, ChatGPT was introduced to enhance students' knowledge and understanding of the translation processes involved in legal translation. Specifically, they compared ChatGPT results generated by themselves with those obtained from using detailed prompts informed by the principles of functionalist approaches to translation. In terms of knowledge of legal translation, students used prompts that covered various aspects of the field, including types of legal texts, translation problems, translation strategies in legal contexts, and translation criteria in legal translation. Then, the author, the lecturer in the workshop, commented on ChatGPT's findings and further elaborated on the topic of legal translation.

Regarding the usefulness of ChatGPT in students' translation process, the students were guided to use ChatGPT in the English-Vietnamese translation of short extracts from the Australian text - "General Tenancy Agreement", using prompts informed by the functional approaches to translation. Specifically, prompts should contain contextual elements that provide helpful clues to boost ChatGPT's performance. After exploring the situational features of the ST, the students asked ChatGPT to explain the vocabulary and terminology of the ST. Some examples (in Vietnamese or English) included "Phân biệt 'Division, subdivision, item' trong cấu trúc văn bản" [Distinguish Division, subdivision, item' as parts of a document], "Entry condition report trong lĩnh vực thuê nhà

là gì?" [What does 'Entry condition report' mean in a tenancy in Australia?], and "Rental bond trong lĩnh vực thuê nhà ở Úc là gì?" [What does "rental bond" mean in a tenancy in Australia?].

Next, the students chose to have the ST translated by ChatGPT or have their translations revised by ChatGPT. In the former case, the students were instructed to include the text type and features of the ST, for example, "Translate into Vietnamese the following extract from an Australian General Tenancy Agreement into Vietnamese." In the latter, the students included specific criteria for a good translation. An example of this type of prompt is "Evaluate/Review the Vietnamese translation of an extract from an Australian General Tenancy Agreement (presented above) in terms of functional appropriateness, accuracy, and acceptability".

In the last part of the workshop, the students reflected on their translations and their use of ChatGPT. They were asked how they used ChatGPT during the translation of the Tenancy contract and what comments they had about ChatGPT in their translation process.

Before data collection, a workshop was held to clarify key evaluation criteria such as "accuracy" and "appropriateness". These terms were explained with examples to ensure a shared understanding among students, thereby reducing subjective variation and supporting more consistent and reliable evaluations.

Questionnaire

After the workshop, the students completed a questionnaire that elicited their perceptions about ChatGPT. The questionnaire was based on the TAM model, focusing on the perceived usefulness and ease of use of ChatGPT in aiding their translation process and improving their translation products, their concerns (or attitude) and future use (behavioural intention), which are specific to translation learning. The questionnaire began with questions on biodata before exploring students' ideas about how ChatGPT aided their translation process, including aspects such as text analysis (understanding text type, vocabulary, grammar, cultural words, and specialized terms), translation, and translation revision (students' comments on translation quality). The questionnaire also allowed the students to evaluate whether ChatGPT can maintain the quality of their translations. The next part of the questionnaire depicted students' concerns related to academic integrity and dependence on ChatGPT. The final section explored students' ideas on how they would use Chat GPT in the future and their additional comments.

Interviews

After completing the questionnaire, 15 students who used ChatGPT in the translation task were approached for interviews. The 15 participants were randomly selected for interviews to guarantee objectivity and representativeness. This supports the internal validity of the study by minimizing the influence of researcher bias in participant selection (Kumar, 2011). The students explained how they utilized ChatGPT in their translation process, either in English or Vietnamese. They were asked non-biased questions, including: Did you use ChatGPT in your translation? If yes, list what you did. What comments do you have regarding the use of ChatGPT in translation? What suggestions do you have for effectively using ChatGPT?

Data analysis

The study employed a three-phase design. In the Pilot Phase (qualitative exploratory), 12 semi-structured interviews were analyzed thematically using Braun and Clarke's (2006) method to examine students' experiences with ChatGPT across the translation stages. Key themes informed the design of the Phase 1 questionnaire.

In Phase 1 (quantitative), data from 119 students were analyzed using SPSS, employing descriptive statistics and cross-tabulations, with a focus on perceived usefulness, ease of use, concerns, and future intentions. The questionnaire demonstrated high internal reliability (Cronbach's alpha = .819–.933). The reliability level of the whole questionnaire is 0.933, which is excellent. The second part of the questionnaire has a reliability level of 0.926; the third part's level is 0.822; the fourth part is 0.819, and the final part has a reliability level of 0.888.

Phase 2 (explanatory qualitative) involved 15 follow-up interviews, thematically analyzed using both deductive and inductive coding to deepen the interpretation of the survey findings. To ensure the validity and trustworthiness of the qualitative data, member checking was conducted with selected participants to confirm the accuracy of interpretations. Triangulation was applied by comparing themes from both qualitative phases with the survey findings. A code-recode strategy was used to maintain consistency in coding over time, and peer debriefing with a colleague helped minimize subjectivity in theme development.

4. Findings

After the workshop, in which the students were introduced to ChatGPT's translation capabilities, they paid attention to ChatGPT. They provided numerous comments on its impact on their translation process and products, as well as their concerns and plans for using ChatGPT in translation.

ChatGPT and Translation Process

Table 1: ChatGPT and Its Effects on the Translation Process

Items	N	Minimum	Maximum	Mean	Std. Deviation
2.1. Chat GPT helps understand the text type of laws and administrative texts.	119	1	5	3.96	.848
2.2. Chat GPTs can explain my unknown vocabulary.	119	1	5	4.13	.892
2.3. Chat GPTs can explain technical terms satisfactorily.	119	1	5	3.82	.902
2.4. ChatGPT can explain difficult grammar structures.	119	1	5	3.60	1.060
2.5. Chat GPT can give adequate meanings of cultural words.	119	1	5	3.71	.922
2.6. ChatGPT helps understand contexts for translation	119	1	5	3.76	.980
2.7. Chat GPT can provide knowledge about different fields while translating law and administration.	119	1	5	3.79	.982
2.8. Chat GPT helps revise my translation effectively	119	1	5	3.83	.905
2.9. Chat GPT gives an appropriate revision of my translation.	119	1	5	3.80	.879
2.10. Chat GPT gives a creative revision of my translation.	119	1	5	3.76	.963
2.11. ChatGPT can offer multiple translations for the same text for my reference.	119	1	5	3.88	.894
2.12. Chat GPT can provide information more quickly than other tools.	119	1	5	4.12	.885
2.13. Chat GPT saves time in translation.	119	1	5	4.22	.875
Valid N (listwise)	119				

ChatGPT-more than a Dictionary but a Source of Information during the Text Analysis Phase:
For most students, ChatGPT was used to check the meaning of vocabulary and specialized words that

are difficult to understand. ChatGPT can list the meanings and definitions of unknown words. "ChatGPT can present in detail the meanings of a word and its possible translations, providing some contextual clues to the understanding of the word", as cited by a student. One student showed satisfaction with ChatGPT when they compared ChatGPT's explanation of meanings with results from other tools: "It can provide many translation choices for a word immediately, with more advanced word choices than ordinary dictionaries".

Regarding grammar, the students resorted to ChatGPT when they encountered challenging grammatical structures. As legal texts feature complexities in grammar and structure, students must have encountered linguistic problems in translating the General Tenancy Agreement. "I asked ChatGPT to explain grammatical structures that were hard to understand. I only translated a sentence when I was able to understand its structure. Particularly, grammatical difficulty is one notable feature of legal text" (cited by a student).

ChatGPT was able to explain the text type and content related to the topic. The students reported that they used ChatGPT to seek information about features of "Tenancy contract" or any topic-related words and phrases. They said ChatGPT helped them understand specialized words. "Legal texts normally have abstract and challenging topic-related words and phrases, but I can translate the words more accurately with the help of ChatGPT", a student commented. Using ChatGPT, students can search for specialized topics more quickly and effectively than with other tools. For example, "ChatGPT's findings were more condensed than those of Google, and their answers seemed exact and brief. Take the phrase "Body corporate by-laws" for example. I searched this phrase throughout available websites. Still, the results were varying. I think ChatGPT gave me reasonable explanations so that I could make a good translation" (a student's reflection).

Findings obtained from the questionnaire also reflected students' satisfaction with the support from ChatGPT for their text analysis, as shown in Table 1. Difficult text types, such as laws and administrative texts, are explained well by ChatGPT, enabling students to gain a good understanding of the text for their translation (Item 2.1, mean = 3.96). Knowledge of such challenging fields was also provided, facilitating the translation process, as seen in item 2.7. (mean 3.79). In addition, technical terms, unfamiliar vocabulary, and cultural words or contexts are clarified to facilitate further explanation of the text, resulting in students' improved translation (items 2.3, 2.4, 2.5, 2.6).

ChatGPT - Quick and Reliable Translation Revision Tool: In addition to using ChatGPT to understand text features (vocabulary, grammar, and topic), students used ChatGPT to revise their translations. ChatGPT was recognized as a useful tool for students to revise their translations. ChatGPT was intended to provide quick, appropriate, and creative revisions of students' translation products, as indicated by items 2.8, 2.9, and 2.10, with means ranging from 3.76 to 3.83.

Students requested ChatGPT to edit words and grammatical structures to create an appropriate and accurate translation. A student said, "I had my translation go through ChatGPT and found that ChatGPT could fix my words and sentence structures with detailed comments". Expressions or stylistic choices suggested by ChatGPT could serve as a valuable source of reference for students in translation. Another student declared, "I learned more about ChatGPT's wording, which seemed better than mine. It has a more academic writing style and creative word choices." Cohesion created by ChatGPT was also appreciated by the students, who emphasized that ChatGPT could produce coherent linking words and cohesive devices, based on the context.

ChatGPT with Quick, Ready-made Translations for Reference: Some students used ChatGPT's ready-made translations as a reference to save time. "I used ChatGPT to produce translations for my

reference. I refined its translation if necessary because its translation sounded appropriate in terms of vocabulary and structures", as cited by a student. Some attempted to create ChatGPT-produced translations so that they could make comparisons among the texts before choosing their favorite one. As shown in Table 1, ChatGPT can generate multiple translations for the same text, and these various versions can serve as references for students to improve their translation products (item 2.11, mean = 3.88).

Generally, ChatGPT was a user-friendly tool that assisted students in their translation process. ChatGPT helped answer students' queries about unknown and complex vocabulary and specialized terms while reinforcing students' topic-related knowledge and vocabulary. It proposed many appropriate and diverse target equivalents, which made the translation process more convenient and easier. A student said, "The efficient wording of prompts promoted easy use and good translation. If we do not instruct them, we will have a rigid translation". The quick response helps save time in the translation process. Data obtained from items 1.2 and 1.3 of the questionnaire reflect students' viewpoints that ChatGPT contributes to saving time for translation and functions more quickly than other tools (means 4.12, 4.22, respectively).

Drawbacks of ChatGPT: Although the students acknowledged ChatGPT's usefulness in their translation process, some expressed dissatisfaction with ChatGPT use. They complained that some information generated by ChatGPT was not entirely accurate due to its limited understanding of the context. Therefore, it was recommended to compare ChatGPT's results with those found by other search tools, as it was not a perfect tool. "We should not allow ChatGPT to do all the translation because it is only a support tool. ChatGPT cannot understand all the meanings conveyed in the text. Therefore, if we have the text translated completely by ChatGPT, the translation may become 'unnatural'. Chat GPT cannot transfer metaphorical meanings, which can be only understood by referring to contextual clues", cited by a student.

ChatGPT and the Quality of Translation Product

Table 2: Quality of ChatGPT-Generated Products

Items	N	Minimum	Maximum	Mean	Std. Deviation
3.1. ChatGPT can provide accurate translation.	119	1	5	3.64	.810
3.2. ChatGPT can provide stylistically appropriate translation.	119	1	5	3.59	.807
3.3. Chat GPT can give a fluent or natural translation.	119	2	5	3.52	.842
3.4. Chat GPT can provide accurate translations of technical terms.	119	1	5	3.62	.873
Valid N (listwise)	119				

Only a few students presented relatively favorable attitudes toward the quality of translations produced by ChatGPT. ChatGPT can provide good translations with appropriate word choices and fluent language structures. "I can refer to ChatGPT's suggestions of words which are advanced, smooth and academic". "ChatGPT provided accurate translations, especially in translating specialized terms". In terms of accuracy, students estimated that ChatGPT's translations were 70-80 percent accurate, as ChatGPT had some difficulty understanding word meanings and context. Interestingly, the questionnaire data reveal a rather different perspective among students regarding the accuracy of ChatGPT's products. Items 3.1 and 3.4 reveal that most students agree that ChatGPT can generate accurate translations, especially of technical terms (means = 3.64 and 3.62, respectively). Maybe the 70-80 percent accuracy somehow satisfies students' expectations of ChatGPT translation.

However, there were more unfavorable comments on ChatGPT's performance. "I had to make some corrections to some words and expressions offered by ChatGPT because I was not satisfied with the accuracy of the information." Some students attributed the inaccuracy to ChatGPT's limited understanding of the context. "ChatGPT did not get the right meanings of words and expressions in the context". "Some ideas of the translated texts are not in line with the content of the text". These concerns also applied to the translation of technical terms. In the following example, the students mentioned context consideration as the main factor that ChatGPT's translation is lacking. Here is an example.

English version: The lessor may require the tenant to pay rent in advance only if the payment is not more than – (a) for a periodic agreement – 2 weeks' rent; or (b) for a fixed-term agreement – 1 month's rent

Some students consulted ChatGPT about the meanings and translations of "a periodic agreement" and "fixed-term agreement". Although the students were satisfied with ChatGPT's explanations for the terms, they preferred to use their translations after considering the context. "ChatGPT suggested 'thỏa thuận định kỳ' (for Periodic agreement) và 'thỏa thuận có thời hạn cố định' (for Fixed term agreement). These literal translations were fine, but readers may not be able to differentiate between the two terms. Based on the context, I thought of 'Hợp đồng ngắn hạn' (Short-term agreement) and 'Hợp đồng Dài hạn' (Long-term Agreement) respectively.

Students complained about ChatGPT's stylistic and cultural appropriateness. "ChatGPT is convenient, but its performance is still limited due to the lack of accuracy. Some translated texts are not appropriate to the conventional text type features". "In translating from English to Vietnamese, ChatGPT is limited in satisfying Vietnamese stylistic choices". Yet, based on the data from the questionnaire, it is evident that students believe ChatGPT can meet the basic demand for stylistic appropriateness in a translation, as indicated by the mean of item 3.2, which is 3.59.

Typically, many students showed little satisfaction with ChatGPT's translation of the term "a tribunal". ChatGPT used the word "tòa án" (or court), which may deter potential Vietnamese readers from engaging in the tenancy agreement, as they do not want to be in trouble with the courts. Instead, we may think of a more neutral equivalent like "cơ quan có thẩm quyền" (relevant authorities)."

English version: Subject to an order of *a tribunal*, the increased rent is payable from the day stated in the notice, and this agreement is taken to be amended accordingly.

ChatGPT version: Tuân theo quyết định của tòa án, tiền thuê tăng sẽ được trả từ ngày được ghi trong thông báo, và thỏa thuận này sẽ được sửa đổi tương ứng.

A student's proposed translation: Tùy vào yêu cầu của cơ quan có thẩm quyền, có thể trả tiền thuê tăng thêm kể từ ngày ghi trong thông báo và theo đó cần sửa các điều khoản tương ứng trong hợp đồng.

The students had many criticisms of the fluency or the naturalness of ChatGPT-generated translations. They believed ChatGPT translation needed to be more fluent and natural. The present translation products are still incomprehensible and "stiff". A student referred to ChatGPT's word and structural repetitions, while another was dissatisfied with the Vietnamese wording of ChatGPT. Although the naturalness of the translation generated by ChatGPT is not as expected, it is found to be relevant in the questionnaire data. Students agree that ChatGPT can provide fluent and natural translations, as shown in item 3.3 (mean = 3.52).

Among many of ChatGPT's unnatural translations, a student referred to the following example in which some of ChatGPT's wording is redundant. "I find that 'Thuế cho căn nhà' (taxes for the premises) is a bit clumsy due to the presence of 'cho căn nhà' (for the houses)", as cited by a student.

English version: The lessor must pay all charges, levies, premiums, rates or taxes for the premises, other than a service charge. *Examples Include Body corporate levies, council general rates, sewerage charges, environmental* levies, and land tax.

ChatCPT's version: "Bên cho thuê phải trả tất cả các khoản phí, lệ phí, bảo hiểm, thuế suất hoặc *thuế cho căn nhà*, trừ phí dịch vụ.Ví dụ: Lệ phí của ban quản lý tòa nhà, thuế suất chung của hội đồng, phí thoát nước, lệ phí môi trường, thuế đất."

A students' translation: Bên cho thuê phải trả tất cả các chi phí, phí bảo hiểm hay tiền thuế đất thay vì phí dịch vụ. Ví dụ: Thuế quản lý nhà/căn hộ, thuế theo quy định chung của thành phố, thuế rác thải, thuế môi trường, và thuế đất.

Concerns

Students expressed some concerns about the use of ChatGPT. Some students were concerned that they were overly reliant on ChatGPT, which could negatively impact their translation skills. "I am afraid that if I depend on the translation tool (ChatGPT) excessively, my translation skill may become rusty someday" (cited by a student). Even though ChatGPT was a good source for reference, many students insisted that it was not a perfect translation tool due to its rigid language and inaccurate translation if not much instruction was given. One student mentioned that they did not use ChatGPT but other tools like Gemini.

Table 3. Students' Concerns about the Use of ChatGPT in Translation

Items	N	Minimum	Maximum	Mean	Std. Deviation
4.1. ChatGPT will make academic cheating easier.	119	1	5	3.40	1.152
4.2. ChatGPT negatively affects learning about translation because I can easily find ready-made translations without effort.	119	1	5	3.32	1.057
4.3. The language of ChatGPT's translation is unnatural or rigid.	119	1	5	2.71	1.187
4.4. Using ChatGPT can make me dependent on the tool.	119	1	5	2.89	1.048
4.5. I do not use ChatGPT, but I do use other tools in regard to effectiveness.	119	1	5	2.82	1.226
Valid N (listwise)	119				

Findings from the questionnaire indicate that ChatGPT has a negative impact on students' learning process, despite its useful functions in translation. Item 4.1 has a mean of 3.40, denoting that students agree that ChatGPT makes cheating easier. In addition, with a mean of 3.32, item 4.2 reflects the negative effects of ChatGPT on students' learning process in translation. As a result, students become increasingly dependent on ChatGPT in their learning (item 4.4, mean = 2.89). Interestingly, students hold neutral opinions regarding the quality of products generated by ChatGPT, as indicated by item 4.3, with a mean of 2.71. Additionally, they demonstrate a lack of understanding regarding whether they would utilize ChatGPT or other tools when evaluating their effectiveness (item 4.5, mean = 2.82).

Future Use

The students enthusiastically discussed their future use, offering numerous recommendations on how to utilize ChatGPT effectively. They found that ChatGPT was a useful tool that answered almost all their questions instantly and quickly. This may promote a favorable environment for students' learning. However, they said they must use ChatGPT carefully by selecting appropriate suggestions from

ChatGPT. Instead of relying too heavily on ChatGPT as the sole premium tool, students should consider using other tools, such as dictionaries, to complement ChatGPT's limitations. Furthermore, the students were aware of the importance of instructions or prompts for effective use of ChatGPT. They insisted that instructions should be as detailed as possible to provide contextual hints, allowing ChatGPT to produce better translations. Lastly, students proposed that ChatGPT should learn to personalize its translations by making appropriate adjustments to them.

"I think we should translate a text by ourselves before consulting ChatGPT translation. We may also compare our translation with ChatGPT to choose the best solution. If ChatGPT is used in the translation classroom, it is necessary to have methods to personalise translation and avoid dependence on ChatGPT...We should clarify our requirements for ChatGPT if we want a satisfactory answer." (said by a student)

The findings from the questionnaire, completed by 119 students who used ChatGPT for studying translation, reveal very similar ideas regarding students' future use of ChatGPT. As shown in Table 4, the students view ChatGPT as a comfortable environment for their translation study, and they find it motivating to use ChatGPT for translation, with means of 3.71 and 3.71 for items 5.1 and 5.2, respectively. This indicates that most students agree with the viewpoints expressed in items 1 and 2. Yet, students express their concerns about their future use regarding items 5.3, 5.4, 5.5, 5.6, 5.7, and 5.8. The range of means is from 3.42 to 4.21, indicating that students are concerned about their future use of ChatGPT. Students find that they need to be more careful with their application of ChatGPT to learning translation, particularly in regards to following instructions (item 5.3) and selecting information generated by ChatGPT (item 5.4). They also consider their use of ChatGPT to minimize dependence on IT tools and utilize it as a source of reference and in a personalized manner (items 5.4, 5.5, 5.6, 5.7, and 5.8), thereby making ChatGPT more useful and reducing the negative effects.

Table 4. Students' View on the Future Use of ChatGPT

N.	Items	N	Minimum	Maximum	Mean	Std. Deviation
5.1	The chatbot is a comfortable environment for translation.	119	1	5	3.71	.815
5.2	I feel motivated to use ChatGPT for translation more.	119	1	5	3.71	.913
5.3	I will need to provide ChatGPT with more precise and relevant instructions.	119	1	5	3.88	.885
5.4	I will select the information provided by ChatGPT more carefully.	119	1	5	4.08	.865
5.5	I will combine ChatGPT with other tools.	119	2	5	4.21	.812
5.6	I will use ChatGPT's translation for reference only.	119	1	5	3.42	1.037
5.7	I will adjust the translation created by ChatGPT in a personalized way.	119	1	5	3.88	.894
5.8	I will avoid dependence on ChatGPT in translation.	119	2	5	4.08	.869
	Valid N (listwise)	119				

5. Discussion

ChatGPT- a Tutor and Facilitator in the Translation Process

The data showed that ChatGPT was believed to play a key role in the students' translation process. The students relied on ChatGPT in dealing with various problems related to ST comprehension, translation, and revision of translations. They reported that ChatGPT provided satisfactory topic-related knowledge and fully explained problematic vocabulary and sentence structures during their ST analysis. ChatGPT could also provide its translations as sources of reference for students who find its

translations accurate and appropriate. Alternatively, the students also had their translations revised by ChatGPT with certain positive attitudes. In fact, by combining a large amount of textual data, ChatGPT may function as a tutor (Rahman and Watanabe, 2023) that provides intelligent and contextually appropriate responses to students' questions that arise during their translation process. According to Lund and Wang (2023), ChatGPT can provide clarifications, respond to factual inquiries, and generate innovative ideas. Jeon and Lee (2023), who examined the complementary functions that ChatGPT and teachers play in the classroom, noted that ChatGPT can serve four roles: assistance, assessor, interlocutor, and content supplier. Similarly, in teaching translation, ChatGPT can modify translation classroom routines, enabling more personalized and autonomous learning.

In this study, students were taught how to utilize ChatGPT's capabilities in providing translation-related knowledge by crafting effective prompts and providing relevant contextual clues to ChatGPT. Numerous studies have demonstrated the role of prompts in producing accurate translations. (Gao et al., 2023; Shaolong Liu, 2024). They advocate that an effective prompt should contain a brief translation that provides sufficient information for ChatGPT to process users' commands. This aligns with the principle of the functional approach to translation in translation teaching (Nguyen, 2023a, 2023b). This approach also holds value in translation in AI-supportive teaching contexts.

Room for ChatGPT's Translation Quality Improvement

While the students have highly favorable attitudes about the role of ChatGPT in facilitating their translation process, they showed divided opinions or even some suspicion of the quality of translations produced by ChatGPT. Some students acknowledged that ChatGPT translations, particularly those related to terminologies, were accurate, smooth, academic and advanced. However, the students claimed that ChatGPT translations were approximately 70-80 percent accurate, indicating that ChatGPT was not a perfect tool for producing accurate translations. The students explained this may have been due to ChatGPT's lack of attention to the context. Even though the students were trained to produce prompts with contextual clues, they may not have been proficient enough in creating more effective prompts due to short exposure time. Another claim could be related to ChatGPT's limited capabilities in translation, which was also reported in some studies (Alosaimi & Alawad, 2024; Lau et al., 2024). Translation into a low-resource language may require more improvement.

Another issue with ChatGPT's translation quality involves its ability to address stylistic and cultural translation challenges. ChatGPT still falls short in seeking stylistically and culturally appropriate solutions. Although ChatGPT can provide answers related to cultural aspects, including idioms, customs, and social norms, it may lack the cultural awareness necessary to comprehend human language, particularly abstract and complex ideas (Baskara, 2023). This may help explain why ChatGPT could not fully comprehend culture-embedded items in translation, which involves intricate aspects of language processing and meaning transfer. The inability of ChatGPT in cultural translation in this study aligns with the findings of Banat and Adla (2023), which indicate the need for translator intervention in translations, particularly those with cultural issues (Banat & Adla, 2023; Fan et al., 2023).

Students' Moderate Concerns about ChatGPT

In this study, students expressed moderate concerns about incorporating ChatGPT into their translation efforts. Some students tended to refrain from using it, opting instead for other, more efficient tools. Sahari et al. (2023) noted that those who reported similar concerns about students effectively using ChatGPT in their learning explained that ChatGPT cannot be compared to humans in terms of fine-

tuning and double-checking, which require critical thinking. The students were also concerned that the use of ChatGPT might have impacted their translation skill development and academic integrity.

In this study, ChatGPT was introduced to students with advanced translation skills who may enter the translation market after graduation. Technology skills can be an advantage for them in the technological era. Technological resistance is common among students who have not received formal training in translation technology. However, it is highly recommended that students be kept informed about translation technologies to stay up-to-date with changes in the field. This may have significant implications for integrating technology into the curriculum.

Students' Future Use with Prudence

Students' concerns about ChatGPT seemed to be linked to their intention of future use of ChatGPT. While they were excited and motivated to incorporate ChatGPT into their translation process, they demonstrated prudence in many aspects. They proposed that translator students should not depend on ChatGPT's results involving accuracy and expressions. Instead, they can cross-check with other tools or use effective prompts to produce better translations. In other words, ChatGPT and other tools should be considered as sources of reference. They said they should refine their translations in their own way, and that their translations should be personalised. They insisted that the role of human translation should not diminish, as humans can help address complex issues related to stylistic and cultural meanings. This finding is congruent with many studies that emphasise the irreplaceable role of humans in translation (Alkhawaja, 2024; Alosaimi & Alawad, 2024; Lau et al., 2024).

6. Conclusion and Implications

In general, the study demonstrated that ChatGPT is a valuable tool for enhancing students' translation skills and abilities. Students highly appreciate the application of ChatGPT in learning translation. Specifically, ChatGPT facilitates students' translation process and contributes to the production of high-quality translational products. However, concerns are recognized when ChatGPT is still a machine that may not be fully developed in terms of stylistics or accuracy. In addition, as ChatGPT can generate responses quickly and effectively, dependence and cheating are unavoidable when students use it in their translation learning. Therefore, teachers need to exercise caution when applying ChatGPT to teach translation.

Based on the research objectives, the findings indicate that ChatGPT can support translation learning, particularly in drafting and enhancing translation quality. However, differences in students' skills and perceptions highlight the need for clear guidance to ensure effective and ethical use. Concerns about accuracy and overreliance on AI emphasize the importance of fostering critical thinking and evaluative skills.

In light of these insights, it is recommended that AI literacy be integrated into translation curricula, supported by clear instructional guidelines. Workshops should be offered to train students in both the technical use and critical evaluation of AI tools, such as ChatGPT.

In summary, this study contributes to a growing understanding of the potential role of ChatGPT in translation learning. As an exploratory investigation, it offers initial insights and can be seen as a pioneering effort in this emerging field. However, this study is limited by its focus on two advanced translation courses, which were selected from a broader range of translation offerings at the university. Consequently, the findings should not be generalized to all translation students or learners at different

proficiency levels. Therefore, further research is necessary to enable educators and learners to integrate ChatGPT more effectively into translation instruction.

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