

FOREIGN LANGUAGES AND VIETNAMESE

A STUDY ON THE APPLICATION OF ONLINE TRANSLATION TOOLS IN LEARNING TRANSLATION BY THIRD-YEAR ENGLISH-MAJORED STUDENTS AT HANOI UNIVERSITY OF INDUSTRY

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ABSTRACT: In the era of Industry 4.0, characterized by the widespread integration of digital tools in education, online translation tools such as Google Translate, ChatGPT, and Gemini have become popular resources among translation professionals. This study aims to explore the application of online translation tools in learning translation by third-year English-majored students at School of Languages and Tourism, Hanoi University of Industry (HaUI, (SLT)), while highlighting the significant benefits and challenges associated with their use. Conducted at HaUI (SLT), the research employed a mixed-methods approach, engaging third-year students through online questionnaires and semi-structured interviews. The quantitative analysis examines the extent of online translation tool usage and the perceived advantages and challenges faced by 99 participants. Additionally, qualitative insights from 11 interviewees offer a deeper understanding of these issues. The findings reveal a high level of adoption of online translation tools, particularly noting their positive effects on linguistic accuracy and translation speed. While users recognize these benefits, concerns about cultural nuances and the naturalness of translations also arise. The study concludes with valuable suggestions aimed at improving the efficiency of application of online translation tools while advocating a holistic approach that integrates technological proficiency with cultural sensitivity, critical thinking, and linguistic competence.

KEY WORDS: English-majored students; online translation tools; translation; holistic approach.

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1. Introduction

In recent years, Vietnam's economic development and global integration have driven a growing demand for high-quality human resources with professional expertise. In response to this, HaUI (SLT) has focused on providing skilled labor for the market, with its English Linguistics program playing a significant role in producing competent professionals.

Basic English Translation, a compulsory subject for third-year English majors at HaUI (SLT), equips students with foundational knowledge of clauses, sentence patterns, vocabulary, and translation techniques. The course covers topics like Education, Health, Economics, Tourism, and the Environment, preparing students to translate between English and Vietnamese. These skills are increasingly relevant as Vietnam's international agreements and cultural exchanges boost the demand for translation services.

According to Kim (2016), Vietnam's translation market generates approximately 100 million USD annually, with a remarkable growth rate of 30% per year. Despite over 800 registered translation companies, many clients favor foreign providers for their adherence to international standards. Domestic services face challenges such as inconsistent terminology, limited professional investment, and inadequate translation software. With nearly 85% of global translators using translation tools, mastering these technologies is now essential.

In this context, tools like Google Translate, ChatGPT, and Gemini have gained popularity for their speed and efficiency. Many English majors at HaUI (SLT) have integrated these tools into their studies. However, concerns over dependency on such tools have emerged. This study explores the usage and perceptions of online translation tools among third-year English majors at HaUI (SLT) in

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their translation learning process with regard to the following two research questions: 1/ How do students utilize online translation tools in learning translation skills?; 2/ What are students' perceptions on learning translation using online translation tools?

2. Literature review

2.1. Definition of translation

Translation encompasses various definitions, focusing on both text-external and text-internal factors. It involves transferring meaning from a source language (SL) to a target language (TL) while maintaining tone, style, and context. A competent translator must master both languages and their contextual usage.

Zainudin and Awal (2012) emphasize understanding methods to change meaning between languages. Suryawinata and Hariyanto (2003) describe translation as re-expressing meaning with suitable counterparts in another language. House (2015) highlights translation as cross-linguistic and cross-cultural communication, involving strategies and culture-based approaches.

In summary, translation is the process of transferring meaning between two languages, ensuring the message remains equivalent.

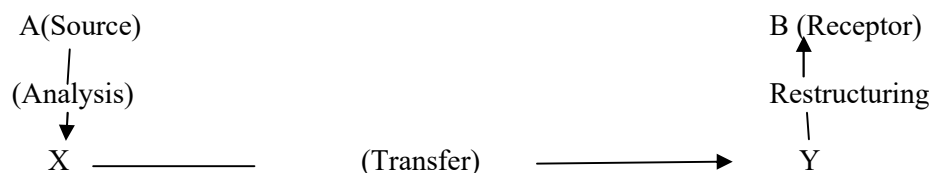
2.2. Stages in translation process

Nida and Taber (2003) distinguish the translation process into three stages:

(1) Analysis, during which the surface structure is analyzed in terms of (a) grammatical relations and (b) the meaning of words and expressions.

(2) Transfer, during which the analyzed material is transferred in the mind of the translator from language A to language B.

(3) Restructuring, during which the transferred material is restructured in order to fully convey the final message, acceptable in the recipient's language. The translation process can be illustrated in the diagram below.



2.3. Difficulties in translation

Translation involves navigating the differences in system and structure between the source and target languages, which pose significant challenges. Translators often face difficulties, particularly with terminology, idioms, and specialized words, as highlighted by Baker (2018).

Suksaeresup and Thep-Ackrapong (2009) identified issues with lexical translation during the reading process of source texts, while Venuti (2021) emphasized cultural challenges and the role of effective strategies in maintaining the target text's meaning.

Understanding these obstacles offers third-year English majors at HaUI (SLT) valuable insights into the complexities of translation.

2.4. Online translation tools

Online translation tools include machine translation (MT) and large language models (LLMs). Both of these tools use advanced technologies to facilitate translation between languages, but they differ significantly in their underlying mechanisms and capabilities.

MT refers to the use of computational software to automatically translate text from one language to another. These systems are typically based on statistical models or rule-based algorithms that rely on large bilingual corpora to produce translations. MT systems are highly efficient for basic translation tasks, such as converting short phrases or sentences, but they often struggle with context, idiomatic expressions, and complex sentence structures. While tools like Google Translate excel at

providing quick translations for everyday language use, they are limited in their ability to grasp cultural and contextual subtleties (Hutchins, 2009).

LLMs, on the other hand, are built on more advanced artificial intelligence technologies, specifically neural networks such as transformers. These models are capable of understanding deeper contextual meanings and handling a wider range of natural language processing tasks, including translation, summarization, and question answering. LLMs like ChatGPT and Gemini can provide more accurate and natural translations by incorporating context, idioms, and cultural nuances. However, their reliance on vast datasets and training data means that they may still encounter limitations in areas such as outdated information or handling specialized topics (Kasneci et al., 2023).

The current study examines the effectiveness of three online translation tools: Google Translate, ChatGPT, and Gemini.

Google Translate is a machine translation (MT) tool that operates on statistical models. It is highly efficient for translating short phrases and is widely used for everyday translation needs due to its accessibility, speed, and versatility. However, GT often struggles with translating idiomatic expressions, understanding context, and handling long or complex sentences. These limitations can result in inconsistent translations.

ChatGPT, on the other hand, is a large language model (LLM) powered by neural networks. It goes beyond basic translation tasks by capturing idiomatic expressions, cultural nuances, and complex contexts, resulting in more natural translations. Despite these advantages, ChatGPT relies heavily on its training data, which may sometimes lead to outdated information, inconsistencies, or difficulties in handling specialized topics and rare languages.

Gemini, a newly developed LLM by Google, integrates advanced features such as text-image processing and enhanced language understanding. It is designed for scalability, creativity, and improved reasoning, leveraging Google's cutting-edge AI infrastructure. However, its current performance is primarily limited to English, which restricts its applicability in global contexts.

Here are some major differences among these online translation tools

- Technological basis: MT tools like Google Translate rely on statistical models and bilingual corpora, while LLMs such as ChatGPT and Gemini use transformer-based neural networks. These neural networks enable deeper contextual understanding and support multifunctional capabilities, offering a significant leap in AI-driven translation technology.

- Strengths: GT excels in speed and accessibility, making it suitable for quick, everyday translations. ChatGPT is particularly strong in providing nuanced and idiomatic translations, making it more effective for capturing cultural and contextual subtleties. Meanwhile, Gemini's integration of textual and visual processing positions it as a leader in broader applications that require creativity and reasoning.

- Weaknesses: GT's translations often lack cultural and contextual depth. ChatGPT's reliance on its training data can lead to inconsistencies and limitations in covering niche topics. Gemini, while innovative, faces challenges in multilingual support and has yet to achieve broader adoption.

2.5. Previous Studies

International research has examined the role of online translation tools in overcoming language barriers while highlighting their limitations in handling cultural and contextual nuances. Hutchins (2009) suggests that translation tools, including Google Translate, are effective at conveying general meanings but fall short in capturing cultural and contextual subtleties. Alhaisoni & Alhaysony (2017) acknowledge that Google Translate is useful for translating vocabulary and sentence structures, yet it struggles with idiomatic expressions and complex texts. Medvedev (2016) further emphasizes that users need to critically review translations to avoid errors in grammar and cultural relevance. As for Kasneci et al. (2023), advanced AI tools like ChatGPT excel in understanding context and idioms, although they also raise ethical concerns, such as plagiarism and a reduction in critical thinking skills. Additionally, Baker (2018) underscores that while translation tools enhance efficiency, they are

unable to process pragmatic meanings, highlighting the need for human expertise in handling these aspects.

In Vietnam, research on machine translation tools has focused on their opportunities and challenges within education and professional environments. Le & Nguyen (2019) found that Google Translate is particularly helpful for first-year students in performing basic translation tasks, but it falls short in terms of grammatical accuracy and struggles with complex contexts. Cong (2018) notes that while machine translation tools provide quick translations, their overuse can hinder the natural development of language skills and creativity. Thao (2018) further elaborates that online tools like Google Translate are faster but less effective for nuanced translations compared to offline methods, emphasizing the importance of manual corrections.

Despite the wealth of research on traditional translation tools such as Google Translate, there are significant gaps in the literature, particularly regarding modern AI-based tools like ChatGPT and Gemini. Some key areas not addressed include: the impact of translation tools on critical thinking and dependency, ethical concerns such as plagiarism and misuse in academic settings, the challenges of higher-level translations and advanced user requirements, and practical methods for integrating these tools into educational curricula. The gaps in the literature presents an opportunity for this investigation.

3. Methods

3.1. Participants and Setting

The research, conducted from September to December 2024, focused on third-year English majors at HaUI (SLT), where the researcher is currently studying. The participants were enrolled in the Basic English Translation course, which emphasizes translating patterns, words, clauses, and sentences. This course forms the foundation of their translation studies, preceding more advanced courses like English Translation for Tourism and Business 1 and English Translation for Tourism and Business 2, which focus on translating sentences, short paragraphs, and longer texts on various topics.

HaUI (SLT) was chosen as the research setting due to its six classes of approximately 25 students each, enabling effective coordination and control of research activities. The shared academic background in translation studies among the participants provided a relevant and focused context for exploring their use of online translation tools. This academically oriented environment allowed the study to generate valuable insights into the intersection of technology and translation.

The timeline aligned with the participants' third-year studies and ongoing coursework, ensuring minimal disruption while capturing their current experiences and practices with online translation tools. Ethical considerations were strictly adhered to throughout the research to safeguard the participants' rights and well-being.

3.2. Data Collection and Analysis

The study utilized a mixed-methods approach, combining both quantitative and qualitative data to gain a comprehensive understanding of students' engagement with online translation tools.

A Google Forms questionnaire, adapted from frameworks by de Vries and Groves (2022) and Mulyani and Afina (2021), was distributed to six classes, resulting in 99 valid responses. The questionnaire was designed to gather information on students' usage patterns and perceptions of online translation tools. This provided a broad overview of their experiences, highlighting trends in their usage and attitudes toward these tools.

To complement the survey findings, semi-structured interviews were conducted with 11 volunteer participants. These interviews allowed for a deeper exploration of students' experiences, the perceived benefits, and challenges associated with online translation tools. The interviews were conducted in Vietnamese to ensure clarity, and the responses were later translated into English for analysis, enabling a more nuanced understanding of the students' perspectives.

The data collection process was carried out in three distinct stages. The first stage involved the distribution of the survey with clear instructions, emphasizing voluntary participation. In the second stage, the survey responses were analyzed using charts and tables to identify trends and patterns in students' use of translation tools. The third stage consisted of conducting the interviews, which enriched the findings by providing more in-depth insights into the students' experiences.

For data analysis, the quantitative data was visualized using tables and charts to identify patterns and trends, offering a clear overview of the survey results. The qualitative data was analyzed through content analysis, which organized the interview responses into themes and sub-themes, allowing for a deeper exploration of the students' thoughts and experiences.

This structured methodology ensured a thorough, reliable, and detailed exploration of how students engage with online translation tools in the context of their translation studies, providing both broad and in-depth perspectives on the topic.

3.3. Findings and discussion

The findings were analysed regarding the two research questions.

3.3.1. Research question 1: How do students utilize online translation tools in learning translation skills?

To analyze how students utilize online translation tools in learning translation skills, it is essential to consider two key aspects: the frequency of usage by specific tasks and the frequency of usage across different online translation tools. The frequency of usage for seven tasks related to language checking and translation, including checking meanings, synonyms, and collocations; translating phrases, clauses, and sentences/paragraphs; and paraphrasing results is illustrated in the following chart:

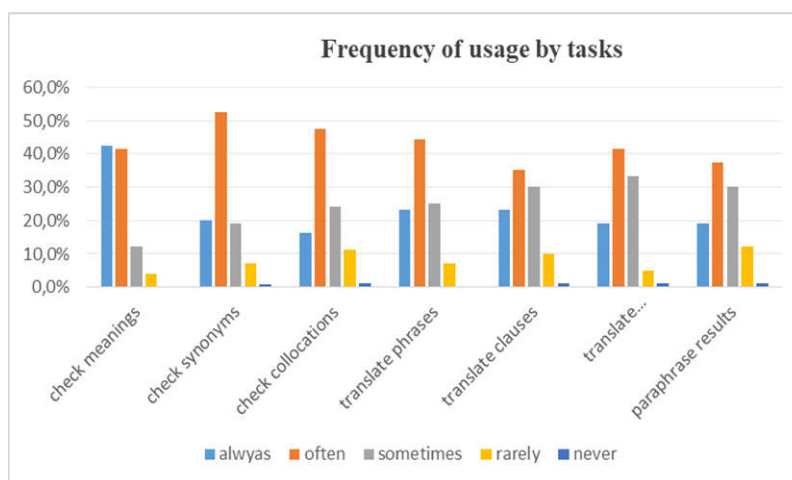


Figure 1. Frequency of usage by tasks

As can be seen from figure 1, the study reveals different frequencies with which users engage with various functions of online translation tools. Overall, checking meanings was the most common activity, whereas tasks like checking collocations or paraphrasing results were less frequent.

Checking meanings was the most frequently performed task, with 42.4% of students reporting that they always used translation tools for this purpose, followed closely by 41.4% who often did so. Only a small proportion of students rarely (4.0%) or never (0.0%) performed this activity. The high-frequency usage of checking meanings is supported by interview findings, where participants highlighted how these tools help enhance language learning. For example, S#11 mentioned, "Translation tools help me get to know the meaning of words as well as pronunciation, enabling efficient learning," while S#6 emphasized the importance of looking up words and synonyms to improve comprehension.

Similarly, checking synonyms follows closely. In other words, it was slightly less common, with 20.2% of students always using the tools and the majority (52.5%) indicating that they often did so. This pattern aligns with interview responses, where participants highlighted how synonym-checking tools improve translation flexibility. S#9 explained, *"These tools help me avoid word-for-word translation, making my work more natural,"* and S#4 noted that they help rephrase sentences to fit different contexts.

For translation tasks, translating phrases and clauses showed similar patterns. Both had 23.2% of students reporting "always" usage, while translating phrases was often performed by 44.4%, slightly more than the 35.4% who did so for translating clauses. Translating sentences or paragraphs was slightly less frequent, with 19.2% of students always engaging in this activity and 41.4% often doing so. Meanwhile, paraphrasing results was among the least common tasks, with 19.2% always performing it and 37.4% often doing so. This suggests that paraphrasing is a more specialized task, utilized in specific contexts rather than as part of regular translation practices. The interview responses further illustrate the selective use of paraphrasing tools, highlighting their utility in specific contexts where linguistic refinement is required. Participants like S#4 and S#9 mentioned that paraphrasing tools are particularly valuable for refining writing, adjusting tone, and meeting specific demands, though their usage is more selective.

Checking collocations stood out as another less frequent task, with only 16.2% of students always using the tools always and 47.5% often using online translation tools to verify collocation. This activity also had the highest proportion of students who sometimes performed it, at 24.2%. The frequency suggests that collocation checking depends on specific linguistic needs. One participant, S#7, emphasized the importance of these features in improving writing accuracy and clarity, especially in academic contexts. He remarked *"Translation and grammar-checking features are the most useful because they help improve accuracy and clarity in writing, which is essential for both academic study and work."*

In short, checking meanings was the most frequently performed task, followed by checking synonyms and translating phrases. Other activities, such as paraphrasing and checking collocations, were less common but still saw moderate levels of use. This reflects central role in supporting understanding and learning of online translation tools.

The frequency of usage by online translation tools is illustrated in the figure 2 below.

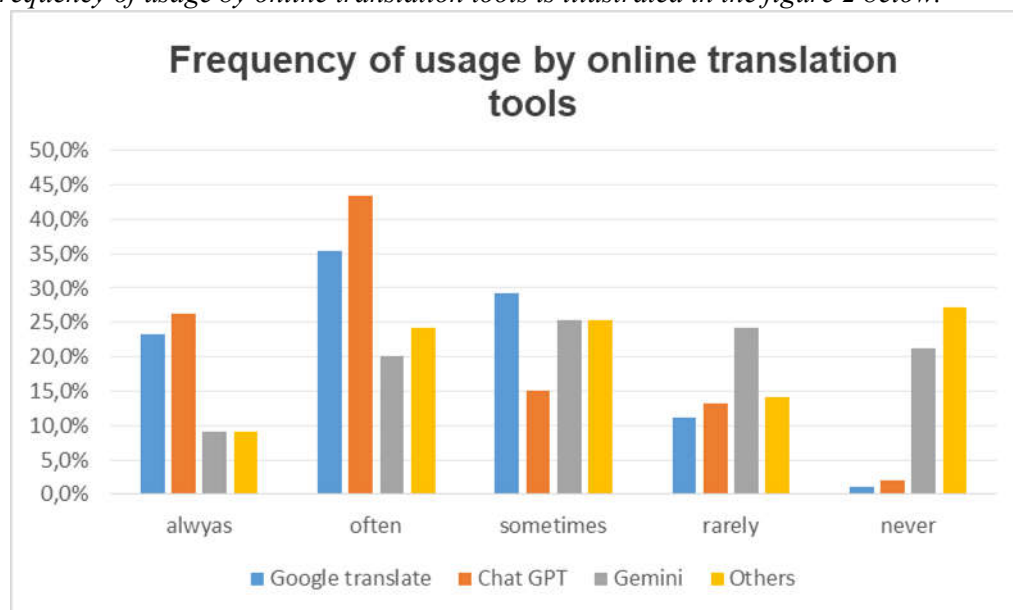


Figure 2. Frequency of usage by online translation tools

It can be seen from figure 2 that the usage patterns of various translation tools reveal distinct preferences among users.

ChatGPT had the highest proportion of frequent users, with 26.3% of students reporting that they always used it and 43.4% often using it. Interview results clarify the survey findings about this. S#8 praised its ability to provide alternative perspectives and figurative meanings, while S#3 highlighted how it improves translation accuracy with rich vocabulary and clear sentence structures. In more details, S#8 shared, *"ChatGPT provides not only translations but also alternative perspectives, figurative meanings, and suggestions on how to phrase ideas."* S#3 noted, *"Tools like ChatGPT improve translation accuracy by providing rich vocabulary and clear sentence structures, simplifying complex sentences into easier ones."*

In comparison, Google Translate, while slightly less popular, still showed a significant level of usage, with 23.2% of students always using it and 35.4% often. Additionally, 29.3% of students sometimes used Google Translate, which was higher than ChatGPT's 15.2%. Both tools had relatively low percentages of students who rarely or never used them. As for interviewees, Google Translate is favored for its simplicity and speed, making it ideal for translating short, everyday phrases. S#10 added, *"I might use simpler tools like Google Translate for quick and straightforward translations of short phrases or sentences."*

In contrast, Gemini and other tools were much less frequently used. Only 9.1% of students always exploited either Gemini or other tools, while their "often" usage rates were 20.2% and 24.2%, respectively. The proportion of students who sometimes used Gemini stood at 25.3%, the same as for other tools, but a larger percentage of students rarely or never used Gemini (24.2% and 21.2%) compared to Google Translate and ChatGPT. The insights from the interview indicate that Gemini is favored for its precision and adaptability in specialized contexts, though its utility may not be as universal as Google Translate or ChatGPT. S#9 commented, *"Gemini adapts to users' prompts and makes translations more natural and concise."* S#10 praised Gemini's advanced capabilities, stating, *"ChatGPT with Gemini significantly improves my translation accuracy and clarity"*

Other tools had the highest percentage of students who never used them, at 27.3%. Some of other tools students exploited include TFlat, QuillBot, Copilot, Cambridge Dictionary, Oxford Dictionary.

Overall, the results indicated that ChatGPT and Google Translate were the most widely used translation tools among students, while Gemini and other tools were less preferred. This trend suggested a strong preference for tools with advanced AI capabilities and higher reliability. These insights highlight the importance of choosing tools based on user requirements and the nature of the translation task.

3.3.2. Question 2: What are students' perceptions on learning translation using online translation tools?

99 responses across ten themes evaluate various aspects of user experience, including ease of use, satisfaction, effectiveness, error recognition, improvement in translation, critical thinking, clarity, grammatical issues, dependency and cheating concerns, offering a comprehensive view of the tool's performance is illustrated in the following table:

Table 1. Students' perceptions on learning translation using online translation tools

Theme	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Ease of Use	0	3	13	48	35
Satisfaction	0	6	27	46	20
Effectiveness	0	5	34	39	21
Error Recognition	1	5	26	46	21
Improvement in Translation	0	1	32	43	23
Critical Thinking	1	10	36	33	19

Clarity	0	8	26	48	17
Grammatical Issues	0	15	36	33	15
Dependency	1	6	32	46	14
Cheating Concerns	6	13	32	34	14

As can be seen from the table above, the majority of the students (83) reported that the tools are user-friendly, with 48 agreeing and 35 strongly agreeing. This is reflected in comments about the tools' simplicity, speed, and convenience, making them popular among students. Only 3 disagreed, and no one strongly disagreed, indicating that the interface meets most users' expectations.

In addition, most users (66) expressed satisfaction with the tools, although 27 were neutral. Effectiveness received moderate feedback, with 60 satisfied. Some users highlighted improvements in translation accuracy, but 34 remained neutral, indicating room for consistency and improvement in meeting users' needs.

In terms of error recognition and grammar support, 67 surveyed takers rated error recognition positively, indicating tools' usefulness in identifying grammatical issues. However, 26 were neutral, and 6 disagreed, showing that error detection isn't flawless. Grammar support was more mixed, with 48 satisfied and 36 neutral, suggesting that tools need refinement in grammar checking.

Regarding improvement in translation and clarity, the tools were generally praised for enhancing translation quality (66 participants) and clarity (65 participants). However, neutral feedback suggests variability in the tools' effectiveness across different tasks. Interview feedback from S#10 and S#3 revealed how these tools enhance translation accuracy and clarity, making complex sentences easier to understand and refine. S#10 shared, *"ChatGPT with Gemini significantly improves my translation accuracy and clarity. It translates text fluently and allows me to refine my own drafts."* S#3 noted, *"Tools improve translation accuracy with a rich vocabulary and clear sentence structures, turning complex sentences into simpler ones."* Advanced tools like ChatGPT were mentioned by participants such as S#5 and S#8 for enhancing clarity and addressing the challenges of translating more complex text.

Responses regarding critical thinking were also varied, with 52 students expressing agreement that tools can support cognitive tasks, while 36 were neutral. Some users were concerned about over-reliance, noting that it could impair problem-solving skills. However, many students viewed tools as supplementary aids rather than complete replacements. S#1 shared *"I think relying too much on these tools might be a problem because it could weaken our problem-solving skills. We might stop thinking critically and just depend on the tools to do the work for us."* while S#2 emphasized *"For me, these tools are just a way to help me improve. I don't see them as something to replace my effort or learning. They're more like an extra resource to support my work."*

Notably, ethical concerns were prominent, with 60 users agreeing that tools might lead to dependence or over-reliance, and more than half of the respondents feeling they might encourage cheating. Despite this, some respondents argued that proper guidelines and plagiarism detection could mitigate such risks. There were suggestions for clearer rules and limitations on tool usage, especially in critical contexts. S#8 said *"I think if we have clear guidelines and effective plagiarism detection in place, it could reduce the risks of misuse. It's all about using the tools responsibly."* S#9 added *"There should be stricter rules on how these tools can be used, especially in important contexts like exams or academic writing. Clear limitations would make their use more appropriate."*

In short, the findings show that students prefer online translation tools for basic tasks but recognize their limitations with complex language and cultural nuances. AI-driven tools like ChatGPT and Gemini are perceived to have superior contextual understanding and handle idiomatic expressions better than traditional tools like Google Translate. The results also indicate that while

students generally find online translation tools accessible, effective, and useful for improving translation quality, concerns about over-reliance, critical thinking, and ethical issues persist. The feedback highlights the need for balanced tool usage, improvements in grammar accuracy, and more transparency to address these challenges. This aligns with previous studies and offers new insights into the potential of AI in enhancing translation practices.

4. Conclusion

In conclusion, the study highlights the students' widespread adoption of online translation tools driven by social influences and their convenience in tasks like checking meanings, synonyms, and collocations, particularly for basic translation. However, the students use these tools less frequently for more advanced tasks, such as paraphrasing or translating complex texts. The findings reveal that while these tools are valuable aids, they should complement independent learning rather than replace it, especially for developing critical thinking and cultural understanding.

To capitalize on the research insights, it is essential to adopt a holistic approach that integrates technological tools with human cognitive and cultural capacities. This includes not only using AI-powered translation tools, but also training students to critically assess their output, understand cultural nuances, and apply linguistic knowledge appropriately. By combining digital literacy, critical thinking, cultural sensitivity, and language skills, educators and institutions can create a well-rounded learning environment that prepares students for real-world translation tasks. Therefore, the application of online translation tools should be embedded within a broader pedagogical strategy that encourages interdisciplinary thinking and practical engagement.

Building on this approach, the following academic practices should be taken into consideration.

Firstly, educational institutions in general, HaUI (SLT) in particular should incorporate these tools into language curricula to enhance students' digital literacy and equip them with the skills to use contemporary translation technologies effectively.

Secondly, students should be taught how to critically evaluate machine-generated translations for accuracy and cultural nuances. In other words, structured training programs or workshops should be held to teach students to leverage these tools while remaining aware of their limitations, such as accuracy issues, lack of cultural nuance, and unnatural phrasing.

In addition, although these tools contribute to vocabulary building and grammar proficiency, making them effective supplements to formal language instruction, students have difficulties with translation accuracy, cultural nuances. Therefore, developers can use these insights to refine algorithms or better contextual understanding and cultural sensitivity. Collaborative efforts between developers, linguists, and educators could lead to a new generation of more advanced and culturally aware translation tools.

Also, the participants' reliance on strategies like editing and revising, consulting peers and teachers, and drawing on personal knowledge illustrates the interplay between automation and human expertise. This dynamic balance underscores the importance of integrating technological tools with human linguistic competence. HaUI (SLT) should promote a holistic approach that leverages the strengths of both, ensuring students develop not only technological fluency but also critical thinking and language mastery. This approach can improve language education and maintain the role of human expertise in translation.

In essence, the research has broader implications for the intersection of technology and language learning. It emphasizes the importance of a thoughtful, informed, and strategic integration of online translation tools into educational and linguistic landscapes. By addressing challenges, fostering collaboration, and promoting a balanced approach, HaUI (SLT) and developers can ensure that these tools enhance language education while preserving the essential role of human expertise.

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**Nghiên cứu về việc ứng dụng các công cụ dịch thuật trực tuyến trong học dịch
của sinh viên năm ba chuyên ngành ngôn ngữ Anh
tại Trường Đại học Công nghiệp Hà Nội**

Tóm tắt: Trong thời đại Công nghiệp 4.0, khi các công cụ kỹ thuật số đang ngày càng trở nên phổ biến trong giáo dục, những công cụ dịch trực tuyến như Google Translate, ChatGPT và Gemini đã trở

thành những trợ thủ đắc lực trong lĩnh vực dịch thuật. Nghiên cứu này nhằm tìm hiểu việc ứng dụng các công cụ dịch thuật trực tuyến trong học dịch của sinh viên năm ba chuyên ngành Ngôn Ngữ Anh tại Trường Ngoại ngữ và Du lịch, thuộc Đại học Công Nghiệp Hà Nội, và làm nổi bật những lợi ích và thách thức liên quan đến việc sử dụng các công cụ này. Nghiên cứu được thực hiện tại Trường Ngoại ngữ và Du lịch, với đối tượng là sinh viên năm ba, thông qua bảng hỏi trực tuyến và các cuộc phỏng vấn bán cấu trúc. Phân tích định lượng từ câu trả lời của 99 sinh viên cung cấp cái nhìn rõ nét về mức độ sử dụng các công cụ dịch thuật trực tuyến cùng những lợi ích và thách thức mà họ đã trải qua. Đồng thời, kết quả phỏng vấn 11 sinh viên mang đến góc nhìn sâu sắc hơn về các vấn đề này. Kết quả nghiên cứu cho thấy sự lan tỏa mạnh mẽ của các công cụ dịch trực tuyến, đặc biệt là những tác động tích cực đến độ chính xác ngôn ngữ và tốc độ dịch. Dù người dùng đều ghi nhận những lợi ích này, nhưng vẫn còn những lo lắng về việc giữ gìn các yếu tố văn hóa và tính tự nhiên trong bản dịch. Nghiên cứu cũng đưa ra những gợi ý nhằm cải thiện hiệu quả của việc ứng dụng các công cụ dịch trực tuyến đồng thời đề xuất cách tiếp cận toàn diện tích hợp giữa năng lực công nghệ, sự nhạy cảm văn hóa, tư duy phản biện và năng lực ngôn ngữ.

Từ khóa: Sinh viên ngành ngôn ngữ Anh; các công cụ dịch trực tuyến; biên dịch; cách tiếp cận toàn diện.